

# Families and Communities Program

## Communities for Children Facilitating Partner

### Community Strategic Plan

#### Overview

The Community Strategic Plan (CSP) is developed by the Communities for Children Facilitating Partner (CfC FP) and Communities for Children Committee and sets out a broad vision for the service area, identifying community needs, priorities and key outcomes.

The CSP is organised into six sections:

1. Communities for Children Facilitating Partner's Details
2. Community Needs Assessment
3. Community Engagement
4. Service Area Vision
5. Priority Areas
6. Key stakeholders

It identifies the key strengths, needs and service gaps in the community, considers ways to improve coordination and collaboration, outlines priority areas and strategies to address need and improve outcomes for children and families, and identifies key community stakeholders.

The CSP builds on the extensive knowledge that Facilitating Partners (FPs) and their Committees have gained in working with their communities, often over long periods of time. It will consider opportunities for everyone in the community to work together to achieve true change in outcomes for children and families. This includes community members, service providers, governments, non-government organisations, researchers and evaluators, and business.

The development of the CSP presents an opportunity to critically reflect on the strengths of local communities, as well as any opportunities, challenges and emerging needs.

The CSP is a dynamic document that should be reviewed as new data becomes available or as you become aware of changing needs within the community. It should inform the development of Activity Work Plans.

#### Key dates and documents

All FPs are required to provide a CSP for each Service Area by **1 April 2022** covering the period **1 July 2022 to 30 June 2026**. You will also be required to provide a brief update on the progress of your CSP within your annual Activity Work Plan Report.

Your CSP needs to align with the [Families and Children Activity Outcomes Framework](#) (at **Appendix E** of the updated [Operational Guidelines](#)) and the Communities for Children Facilitating Partners objectives (see **Appendix A**).

Other key departmental documents that should inform your CSP include:

- [Families and Children Program Guidelines Overview](#)
- [Communities for Children Facilitating Partner Operational Guidelines](#)
- Your Communities for Children Facilitating Partners Grant Agreement
- [Families and Children Access Strategy Guidelines](#)

The Australian Institute of Family Studies (AIFS) [Families and Children Expert Panel Project](#) website provides a range of resources and supports that you may find useful should you require further guidance when undertaking your strategic planning processes.

The CSP must be developed in conjunction with your Communities for Children Committee and signed by an authorising officer in your organisation before it is submitted to your Funding Arrangement Manager for review.

Please note that CSPs may be submitted at any time prior to the submission deadline.

Indicative word limits have been applied to the template, however additional content may be provided as attachments.

**Please contact your Funding Arrangement Manager in the first instance if you need assistance developing your CSP or you have concerns about meeting the 1 April 2022 submission deadline.**

## 1. Communities for Children Facilitating Partners Details

This section must be completed and signed before it is submitted to your Funding Arrangement Manager for review.

### Facilitating Partner Details

Service Area Name	Fairfield
FP Name	The Smith Family
FP Contact Name	Yamandu Baldovino
FP Contact Title	Project Manager
Address	2/11 William Street Fairfield
State/Territory and Postcode	NSW/2165

### Community Strategic Plan

<b>Date Communities for Children Committee agreed to Community Strategic Plan</b>	02/02/2022
<b>Name of Facilitating Partner Authorising Officer</b>	Karen Russell
<b>Signature of Facilitating Partner Authorising Officer</b>	[electronically signed by] <i>Karen Russell</i>

### DSS Use

<b>Date of Submission to DSS</b>	
<b>Date of DSS approval</b>	
DSS Delegate Name	
DSS Delegate Position	
DSS Delegate Signature	

## 2. Community Needs Assessment

This Community Strategic Plan (CSP) covers the current Communities for Children (CfC) Fairfield service area of Carramar, Fairfield, Fairfield East, Fairfield Heights, Fairfield West, Old Guildford, Smithfield, Villawood, Yennora and Wetherill Park.

Priority needs have also been identified within the adjacent suburbs of Bossley Park, Edensor Park, Prairiewood and Greenfield Park based on recent emerging evidence. Expansion of the CfC footprint to incorporate these four suburbs has been proposed (pending approval from DSS) and these suburbs are also included within this document.

The development of the Fairfield CfC Community Strategic Plan has been guided by an evidence-informed approach to explore the current state of child health and wellbeing and what a child-friendly community means in Fairfield. This involved use of:

- a wide variety of indicators, not **only** those directly attributable to children and families. Examples of these include AEDC, NAPLAN, Maternal health and wellbeing index, physical health and nutrition and crime/DV rates.
- 'The NEST' framework' <sup>1</sup> - a strengths-based, holistic, child-centred approach to wellbeing. Under this framework, six things support the wellbeing of children and young people: being loved and safe, having material basics, being healthy, learning, participating and having a positive sense of culture and identity.

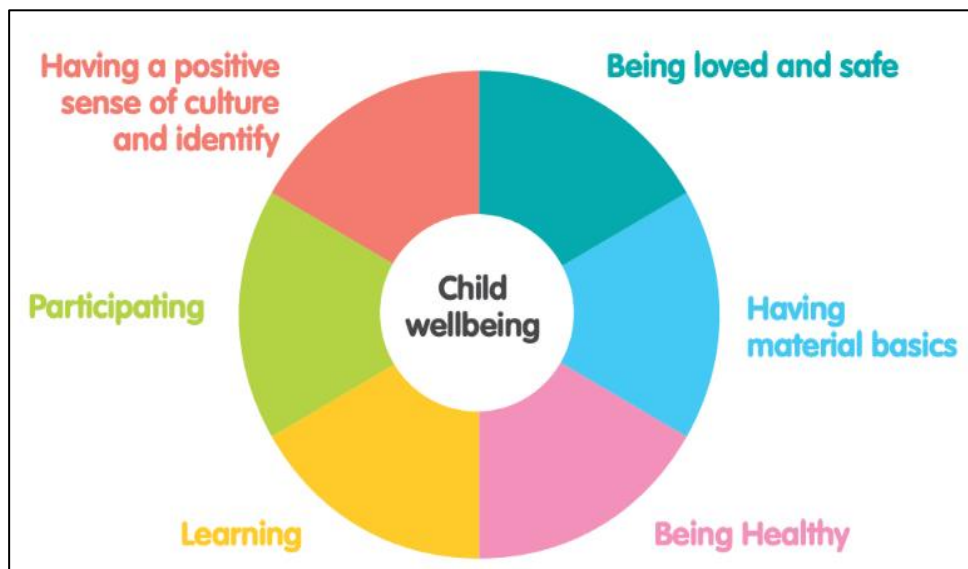


Figure 1: The Nest Framework\*

In preparing the CSP, CfC Fairfield undertook extensive community strengths and needs analysis through systems mapping, analysis of relevant public data, review of previous local community and stakeholder engagement and other place-based qualitative research; and a series of engagement activities capturing the voices and perspectives of children,

<sup>1</sup> Australian Research Alliance for Children and Youth (2013), The Nest Wellbeing Wheel: <https://www.aracy.org.au/the-nest-in-action>

parents/carers, service providers and other stakeholders. These formed the basis for identifying the priority needs and key outcomes for the next four years.

The key outcomes from the 'Outcomes Framework for the Family and Children Activity' that CfC Fairfield will be looking to address include:

- Children and young people thrive;
- Adults are empowered;
- Family relationships flourish; and
- Communities are cohesive.

## Community needs and service provision

### Social and Economic Vulnerabilities

Fairfield remains one of the most culturally and linguistically diverse local government areas (LGA) in Australia. It is home to three distinct population groups: 1) the long-term non-migrants, 2) the long-term migrant people who began settling in the area early in the 20<sup>th</sup> century and 3) the newly arrived refugees and asylum seekers. While each of these groups have unique needs, a majority of them suffer from poverty, evidenced by Fairfield's SEIFA ranking as the most disadvantaged LGA in the region with a SEIFA Index of Disadvantage of 856 (compared to 971 for Western Sydney, Greater Sydney 1,018 and Australia 1,002). The last two groups experience multiple layers of vulnerability, particularly in relation to trauma and adversity, and present with intensive immediate and recurring needs.

Fairfield LGA ranks in the bottom 6th percentile of disadvantage compared across Australia. Children living in the Fairfield Communities for Children area experience some of the highest rates of poverty, disadvantage and social exclusion in Australia. In 2016:

- One in two children aged 0 to 14 years was living in poverty (three times higher than the national average). Child poverty rates range from 41% in Bossley Park to 60% in Fairfield East.<sup>2</sup>
- Child Social Exclusion (CSE) Index scores sit within the most excluded quintile, with those in Fairfield and Fairfield East the most socially excluded.<sup>3</sup>

#### **DEVELOPMENTAL VULNERABILITY**

- 28% of children in Fairfield are developmentally vulnerable in one or more domains as they arrive at school (compared to 20% in NSW).
- 15% are developmentally vulnerable in two or more domains (compared to 10% in NSW).

In Fairfield, unemployment significantly impacts financial stability of families, with the LGA having the highest rate of unemployment in NSW. This has been consistent across every quarter between 2017 and 2021. The unemployment rate in the Fairfield LGA has continued to increase since December 2019, with the highest rates experienced in March and June

<sup>2</sup>Child poverty rates are estimated using a poverty line set at half the median equivalised household disposable income, adjusted for housing costs. In 2016, this was \$327 per week. (NATSEM, 2018)

<sup>3</sup>National Centre for Social and Economic Modelling (NATSEM) at The Institute for Governance and Policy Analysis and Uniting Care Australia (2018) Child Social Exclusion, Poverty and Disadvantage in Australia report: <https://unitingcare.org.au/advocacy/children-young-people-and-families/> (accessed August 2021)

2021 (12.4% and 12.8% respectively).<sup>4</sup> (This is also consistent with the trend across Greater Sydney.)<sup>5</sup> **These significant social and economic vulnerabilities (SEIFA, FOEI and ICSEA) negatively impact children and their families in terms of well-being, education, employment and housing.** Data shows babies are born in families that experience socio-economic instability; young children enter formal schooling with significant deficits in all 5 AEDC domains and are overall nearly 1 1/2 times more likely to suffer from 2+ vulnerabilities when they begin school. Across the LGAs, only 65% of children were developmentally on track for each of the five AEDC domains, with Fairfield LGA experiencing the greatest proportion of children developmentally 'at risk' and 'vulnerable' in South Western Sydney.

In Fairfield, there is a lower proportion of children attending a preschool program as financial constraints and language/cultural issues present barriers to access. Overall, the LGA has a lower proportion of children aged 4 and 5 years enrolled in preschool (11%) and/or a preschool program (40%) compared to Greater Sydney (12% and 50% according to the 2016 Census). Therefore, these children begin school unprepared and ill-equipped in comparison to many of their peers in the education system. **Limited skills and preparedness for life transitions impacts children and their families, perpetuating cycles of poverty, disadvantage and vulnerability that ramify across generations.**

#### Families from refugee-like backgrounds, from CALD background, and language barriers

Fairfield has the fourth highest number of people seeking asylum per capita of any LGA in NSW. Between 2016 and 2020, approximately 12,552 humanitarian entrants settled in the Fairfield of the LGA. An estimated 3,413 people seeking asylum are living in the community<sup>6</sup>, 36% of whom are living in the CfC service area. In 2020, the total estimated population of Fairfield LGA was 210,825 people, of which 71% speak a language other than English at home (compared to 36% in Greater Sydney). There is also a high proportion of people who are not fluent in English (22% compared to 7% in Greater Sydney), which can impact social and economic inclusion and participation. **Poor English language skills and/or literacy are often barriers to employment and education. The majority of refugee children have experienced gaps in their education and need developmental and school readiness support, and indicators remain that attendance rates of early childhood education and care is very low compared to national averages.**

The COVID-19 pandemic has presented additional challenges for community members, especially asylum seekers and those with family members overseas; and has exacerbated existing vulnerabilities and challenges, such as<sup>7</sup>:

- Ineligibility for JobSeeker and JobKeeper payments if jobs are lost due to COVID
- Unemployment resulting from the loss of the informal job market

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<sup>4</sup>National Skills Commission, Small Area Labour Markets (SALM) and Australian Bureau of Statistics (ABS) Labour Force, Australia, Trends: Unemployment: <https://app.remplan.com.au/fairfield/economy/trends/unemployment> (accessed September 2021)

<sup>5</sup>Australian Bureau of Statistics, Labour force survey catalogue number 6202.0, and Department of Employment, Small Area Labour Markets. Compiled and presented in economy.id by .id (informed decisions): <https://economy.id.com.au/fairfield/unemployment?BMID=25> (accessed September 2021)

<sup>6</sup> Estimates provided by Refugee Council of Australia based on a) LGA figures for Bridging Visa E (BV-E) holders calculated from postcode statistics in IMAs on Bridging Visa E, 31 March 2020: [www.homeaffairs.gov.au/research-and-stats/files/illegal-maritime-arrivals-bve-march-2020.pdf](http://www.homeaffairs.gov.au/research-and-stats/files/illegal-maritime-arrivals-bve-march-2020.pdf) and b) Estimate of PPV applicants per LGA based on the proportion of the state's BV-E holders calculated from Home Affairs statistics for applications lodged 1/7/2018 to 28/2/2019 - Onshore protection visa processing, March 2020: [www.homeaffairs.gov.au/research-and-stats/files/monthly-update-onshore-protection-866-visa-processing-march-2020.pdf](http://www.homeaffairs.gov.au/research-and-stats/files/monthly-update-onshore-protection-866-visa-processing-march-2020.pdf)

<sup>7</sup> Fairfield City Council (2021), Fairfield Conversations: A Conversation With Service Providers May - June 2021 Draft Report)

- Ineligibility for Centrelink and other income support
- Ineligibility for some homeless shelters and services as non-permanent residents
- Housing insecurity and increased risk of eviction and overcrowding
- Having less money available for food and medication
- Increased reliance on charities

Many experience disadvantages on multiple fronts and face additional challenges in accessing the opportunities and family resources to be socially connected and to be able to participate fully in their local communities.

### Digital access

The COVID-19 pandemic has magnified not only the socio-economic but also the digital divide. Exclusion from the online world is a relatively new source of marginalisation that compounds the already existing disadvantage and exclusion that many vulnerable children and families face. Children and families in Fairfield experience additional intersecting access barriers of socio-economic disadvantage, digital literacy and English proficiency - highlighting challenges within Australia's educational systems.

Research by Westerly (2020) indicates that overall, between one in five (20%) and one in four (25%) of households in Fairfield LGA do not have an internet connection at home. However, there are some pockets where this percentage is much higher. In some of the suburbs there are areas in which more than 50% of households do not have access to reliable internet at home.<sup>8</sup>

Consultations with local services highlighted a number of barriers to participation as a result of digital accessibility:

- There are differing levels of access to devices and the internet in the community which limits the ability to engage online. This is exacerbated if libraries are closed.
- Not enough devices available for families to support requirements.
- Insufficient knowledge on how to use devices, and poor access to training on how to use smart phone apps and web features.

With a move toward telehealth, video conferencing and the ongoing threat of COVID-19 outbreaks, there is a need to raise and maintain the community's digital literacy as well as making internet and devices more readily accessible.

**Widespread lockdowns meant basic digital skills and affordable access to technology became critical to access education and employment services, for banking and retail and even to book a vaccine. Organisations working at the community level have**

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<sup>8</sup> Westerly (2020) COVID-19 Submission to the Senate Select Committee on COVID-19 inquiry into the Australian Government's response to the COVID-19 pandemic: <https://www.aph.gov.au/DocumentStore.ashx?id=bb2f4683-7e56-499d-b28d-11fd6a5294c7&subId=682897>

**identified the compounding impacts of digital exclusion including being less able to fully participate in education, work as well as stay connected online.**

#### Service sector cohesion, coordination, collaboration and participation

Services and families continue to report difficulties in access, reach and coordination. Consultation with service providers and community members highlighted that there are many external barriers that make accessing required wellbeing, health, development and social services difficult. **Long waiting lists, physical isolation, lack of infrastructure, digital divide, and lack of adequate transport makes accessing speech and language services, early learning interventions, NDIS, mental health support, physical health support and crisis support difficult.** Community responses in consultation also indicated that better access to child and family friendly spaces such as recreation spaces, playgrounds, community halls that cater to all ages organised extracurricular activities and family events would boost overall child and family wellbeing.

Through completing systems mapping (Appendix A) it is evident that the service system is complicated and the pathways between services sometimes don't work as they should. **Systemic barriers such as lack of collaboration, cohesion and coordination negatively impact the delivery of needed services to the community.** Enhancing the effectiveness of the service sector to connect with vulnerable children and families and to increase participation in activities would encourage people to attend services and to engage meaningfully in long-term, sustainable processes. This would include building capacities among service providers to make them more inclusive, culturally sensitive, and self-aware of biases that oftentimes create barriers to participation. There are a number of interagency meetings in Fairfield to support networking and connection between services, however, there is room for improvement in facilitating a culture within local networks to work together to improve outcomes for children and families. This would facilitate the delivery of wrap-around supports to families that need it most.

#### Social support network and community connections/engagement

Service providers noted that parents and parenting capacity had a significant direct impact on children's wellbeing. Education and health service providers identified concern about the quality of information that parents are accessing to support their parenting. **Lack of trust, cultural differences, stigma, lack of awareness, and inadequate access to information, contribute to parents and children's non-engagement and participation to community life.** Greater trust needs to be established between service providers and families.

Fairfield has a large number of ethno-specific, cultural or language groups. The pandemic has highlighted the valuable role that social and cultural networks play - both formal and informal - in connecting and supporting families, particularly those who are isolated and hard to reach. **Isolation of families was also identified as an issue for families in accessing support and services, particularly those who were not connected or engaged in other social and cultural networks.**

The importance of the Fairfield CfC program in building trusted relationships and being a conduit to other services and support was also highlighted throughout focus groups with



parents and service providers. There are several factors contributing to barriers to participation, as identified during the consultations:

- Lack of language access and support
- Variable levels of literacy and education
- Disabilities and additional needs
- Concerns about confidentiality
- Fear and distrust of government and service providers as a result of previous experiences which may trigger traumatic memories
- Fears and misapprehensions about child protection processes, potential loss of immigration status and Australian legal systems
- Lack of awareness of available services and unfamiliarity with early childhood programmes
- The mismatch between Western individualistic service delivery approaches and the target communities' more collectivist cultural patterns and practices
- Some parents may not perceive the benefits of parent support services or early childhood programmes if these did not exist in their country-of-origin; families may also not perceive the need for interventions because of diverse parenting practices, values and culturally accepted patterns or stages of child development
- A context of continuous stress and traumatic experiences over decades and across generations
- A reluctance to seek help because of shame or feeling guilty about not being able to protect their children in the past or there may simply be competing settlement and health priorities
- Stigma and preservation of particular social structures in various cultures.

**Developing trust & cultural/social connections will help break down barriers and facilitate meaningful participation in the community.** This will entail the need to adapt a 'whole of community approach' to create strong child-friendly communities that understand the importance of children and apply this capacity to maximise the health, well-being and early development of young children in Fairfield.

Service providers also highlighted:

- The importance of ensuring stakeholder and children's voice are central to decision making.
- Opportunities to build resilience, self-determination and empowerment as well as parent self-reliance and increasing their own sense of capacity.
- Need for community-led groups/support that build on parents' strengths through bicultural/co-design programs that are fit for purpose.

#### Responsive, inclusive, engaged and effective services

A significant number of children and families living in Fairfield have experienced trauma related to war or persecution that affects their mental and physical health long after the events have occurred. Children born to parents of refugee/refugee like backgrounds who have experienced trauma prior to their arrival in Australia can continue to experience the impact of this through intergenerational trauma. Although service providers have tried their best to engage with this cohort amongst the general population of the Fairfield LGA, the

impact of COVID has been a barrier to the support provided to overcome these challenges to intergenerational trauma.

Service providers identified a number of factors which increased social isolation including the lockdowns due to COVID-19, being disabled, having limited language, being older, not providing activities in the evening, affordability, transport, technology or having anxiety or mental health issues.

Service providers identified a range of strategies to ensure effective engagement with children and families and overcome barriers to participation. These included:

- Using a range of engagement and communication methods including translations, interpreters & bi-lingual/bi-cultural workers and community champions.
- Trusted connections & cultural connections - e.g. working with community members/elders and trusted/culturally appropriate people from the community groups to build trust and engaging in locations such as schools which are considered safe, accessible and trusted settings.
- Flexible, timely, responsive services - providing choice, regular, consistent, tailored support, clear communication and follow up.
- Providing transport and soft entry points to facilitate access.

The above barriers to participation also impacts other communities including our local first nation's peoples. Fairfield LGA has a small but proud and active Aboriginal and Torres Strait Islander community that nurtures its culture and heritage.

- Aboriginal and Torres Strait Islander communities make up 0.7% of the total population of the Fairfield LGA.
- Children aged 0 - 11 years, make up more than a quarter (28%) of the Aboriginal and Torres Strait Islander community in Fairfield LGA.
- Families include multiple family households (12%), couples with child(ren) (31%), and one-parent families (41%).
- Nearly half (46%) of the LGAs' First Nations population (or 684 people) live within the 14 focus suburbs of the Fairfield CFC service area.

It's vital that Aboriginal and Torres Strait Islander children are engaged in high quality, culturally appropriate early childhood education in their early years. In partnership with local community partners, we will aim to improve early childhood education and care programs to increase access and engagement for Aboriginal and Torres Strait Islander children.

Children and families of Aboriginal and Torres Strait Islander background are such a minority group in Fairfield, that we would benefit from having culturally appropriate and specific programs delivered within the CfC footprint. This would be an added protective measure in our place based approach and also work towards the national goals in closing the gap.

#### Strengths, assets and opportunities:

This community is strong, resilient and stays together through difficult times. They also come together to celebrate the good times as we have seen during the Lunar Year in Cabramatta and Assyrian New Year in Fairfield. The diversity of Fairfield's residents is one of the greatest strengths of the community. It's one of the most culturally diverse communities in Australia. Through consultations of the CSP engagement with community members, it was identified that their most common strength is the social connection through shared

experiences. Another strength of the community is the resilience of parents/carers to keep going, support their children, and continue to engage especially during home-schooling due to COVID-19. Parents are also passionate advocates for their children and are awaiting direction on how to engage and voice their concerns. The community in Fairfield has a strong sense of identity and culture.

This community has revealed through other engagements that although many of them are educated and experienced professionals in their countries of birth, unfortunately their qualifications are not recognised in Australia. The process of getting them recognised is time consuming and costly in addition to the barrier of language, which makes it a deterrent for people to follow this path. Although this is not a direct community strength, it is an asset to have, as this community continues to utilise these skills through local volunteering opportunities when available.

From the perspective of the local service providers including our funded community partners, there is an openness to collaborate and support families. They are also actively creating partnerships and networks to support sector cohesion and the overall growth of social capital in the Fairfield area.

### 3. Community Engagement for the CSP

#### Community engagement through the Community Strategic Plan phase

Fairfield CfC FP consulted with 321 community members and service providers.

45 people were service providers, 137 were children and young people (aged 2 - 18 years) and 139 were parents/carers.

Children and families represented a range of diverse cultural and linguistic backgrounds with 31 languages (other than English) spoken. 2% of participants identified as Aboriginal. All suburbs within the CfC footprint were represented. A range of engagement methods were used including online and face to face surveys, 1:1 telephone interviews as well as online and face to face focus groups. A tailored activity was created to be implemented in preschools and other early childhood settings to ensure the voices of young children were also represented.

Due to the impact of COVID-19 during the consultation process, Fairfield CfC FP leveraged trusted relationships with Community Partners and other community networks to capture as many local voices as possible. This helped to overcome language, literacy or digital access barriers and ensured the engagement process captured the voices and diverse perspectives of community members from a representative sample of children, young people, families and stakeholders in the local area.

HOW WE ENGAGED		WHO WE ENGAGED
<b>PARENTS/CARERS</b>		
Focus groups	6 focus groups	43 parents/carers
1:1 interviews	Interviews were conducted in person (via phone or in person and/or with language assistance to overcome language, literacy or digital access barriers)	36 participants
Parent Survey	Online survey - open for 3 weeks (11 Nov - 7 Dec 2021)	60 responses
<b>CHILDREN &amp; YOUNG PEOPLE</b>		
Focus groups	3 focus groups	42 children/young people
Online survey	Online survey - open for 3 weeks (11 Nov - 7 Dec 2021)	17 people (12 - 18 years)
Drawing worksheet or 1:1 interviews	6 groups of pre-school and primary age children (supported playgroups, early childhood and out of school services) were invited to draw or describe 'one thing they would change if they had a magic wand'	78 children (2 - 12 years)
<b>SERVICE PROVIDERS/SCHOOLS/ STAKEHOLDERS</b>		
Service provider surveys and interviews	Online surveys and phone interviews with community partners and other service providers, key stakeholders	45 service providers

## Engaging with the community and stakeholders

CfC Fairfield will continue to practise principles of participation, inclusion, listening to children's voice, and equity. We will continue to be place-based with our practices by combining both universal and targeted approaches when engaging with the community. The universal programs will promote inclusive unity with participants while targeted programs will be based on the specific needs of the community including but not limited to the children with special/additional needs and the local Aboriginal community. Previous engagements through community consultations and interactions with other stakeholders have illustrated that service recipients require a wrap-around approach to having needs met holistically.

CfC Fairfield will aim to use various strategies to ensure the ongoing participation and involvement of the various stakeholders within the local area. This includes using co-design strategies in planning and implementation which increases buy-in from participants and ensures continuous engagement.

Collaboration and partnerships among service providers, including warm referrals, will facilitate delivery of wrap-around services and promote trust and encourage engagement with the community.

Engaging with local business has been a challenge in the past and we anticipate this may continue. Another factor is COVID-19, which may re-surge in the local community leading to a multitude of barriers including health concerns, shift in priorities for families, and reduced mental health state. There is also concern around access to technology (device or internet) in the case of delivery not being face to face. Lastly, building trust and access for isolated families, for example, those with disabilities, with language barriers or newly arrived and not connected to services/school might find it difficult to engage as they might have distrust in or lack of confidence/familiarity with the system.

Possible strategies used to minimise/eliminate the above barriers include hybrid delivery options of face to face and virtual means. This also includes exploring other options in addressing the issue of digital access and digital ability. Hybrid delivery methods (online and in person) is expected to minimise disruption to delivery in the case of another COVID-19 outbreak, or other natural disasters. Not only will funded activities have already anticipated and planned for such but they will also have normalised and familiarised all the service recipients of this delivery method.

Promoting collaborative approaches, warm referrals and a holistic approach will support those who might normally be isolated due to various reasons (last point from above paragraph). Also exploring various options around use of language/interpreting/translations - perhaps different dialects, verbal and written, images with simple words etc.

## Governance structures

In 2022, CfC Fairfield will continue to engage a **broad representation** in the Committee and maintain the active participation and membership of its six distinct groups: parents, community partners, other service providers, school leaders and personnel, local authorities and government agencies as well as local businesses. The group that will be added to enhance the relevance of CfC work and ensure that children's voices are heard will be of

children 0-12; and young people. Representatives from the youth groups and children's groups are currently being identified in coordination with the Fairfield Council. The breadth of membership of the Committee ensures the representation of the diversity of people living at Fairfield, the diversity of the services provided, and the voice of the vulnerable and disadvantaged people who are the intended beneficiaries of our work.

The Committee will continue to meet bi-monthly and members will hold **active, participatory membership** that will be re-invigorated at the start of each financial year through an Expression of Interest process. The Committee's **engagement with our target groups** will be enhanced **through creative strategies** in order to increase exposure of our work and to connect the Committee directly with vulnerable children and families, and with local businesses and authorities who are keen to strengthen harmonious relationships and partnerships across the LGA.

As per previous practice, the FP will have a relationship with **local schools and school leaders** through the Committee and through programs in its organisation's portfolio, but it will essentially concentrate all fundamental relationships in the activities and programs delivered by its Community Partners who work at and through schools. The FP will engage Committee members and Community Partners in developing Outcomes Based Accountability, and it will support and provide mentoring and training opportunities to the community in the use of research and in developing evidence informed practice.

<b>Community Engagement</b>		
<b>WHO</b>	<b>WHY</b>	<b>HOW</b>
<i>Children and Young People, including those with disabilities</i>	<i>The United Nations Convention on the Rights of the Child clearly identifies that decisions being made about children should involve them (Articles 3, 12 &amp; 13). In CfC Fairfield, it is important to us that children and young people have many opportunities to participate in civic life and are involved in decision making in our community.</i>	<i>Leveraging relationships with partners and service providers working with children &amp; young people as well as parents/carers.</i>
<i>Parents and Carers of Children 0-12 years, including those with disabilities</i>	<i>Parents and carers of children 0-12 years have deep insights to share about their lived experience. The ongoing involvement with parents and carers with lived experience will support CfC Fairfield to keep in touch with community strengths and needs and to try, test and learn from community ideas.</i>	<i>Community events Surveys Regular attendance at meetings</i>
<i>Aboriginal and Torres Strait Islander parents/carers, children and community leaders;</i>	<i>Aboriginal and Torres Strait Islander people make up 0.7% of the population in the CfC Fairfield service area. Engaging with Aboriginal Controlled Organisations and community leaders will support self-determination of local Aboriginal parents/carers and children. CfC Fairfield aims to work in a culturally safe way and follows SNAICC's '<a href="#">Creating Change through Partnership</a>' approach.</i>	<i>Authentic Partnerships Deep Collaboration Relationships CCC</i>

<i>WHO</i>	<i>WHY</i>	<i>HOW</i>
Culturally and Linguistically Diverse (CALD) parents/carers, children and community leaders	The Fairfield LGA has a high percentage of Culturally and Linguistically Diverse (CALD) population. One in two people were born overseas and only 10% have both parents born in Australia. In ¾ of homes, a language other than English is spoken while residents come from more than 104 different countries speaking more than 79 languages. CfC Fairfield aims to work in a culturally safe way including trauma informed practice.	Regular attendance at meetings Providing leadership and influence Deep Collaboration
Fairfield Child and Family Interagency Network	Fairfield Child and Family Interagency Network is the largest network dedicated to child and family services in Fairfield.	Relationships Surveys
Fairfield Multicultural Interagency	Fairfield Multicultural Interagency (FMI) is a service network specifically to support service sector cohesion and capacity building for service providers in Fairfield and surrounding areas. There is a broad range of membership.	Community Events
Fairfield City Council	Fairfield City Council (FCC) has an important role in the community and regularly interacts with and collaborates with CfC Fairfield. They co-convene the Fairfield Multicultural Interagency, lead the Fairfield Child and Family Interagency Network and support FEFAH. Various FCC staff representing different sectors engaged with the CfC CSP and provided feedback including the youth, Aboriginal, multicultural, child and family, museum & gallery and management.	
Department of Education	School is a universal service. Because most children attend or are enrolled at school, Principals and school staff have a good idea of the trends in what is happening locally for children and families.  CfC Fairfield is also a proud member of the Fairfield Local Aboriginal Education Consultative Group (FLAECG) and aims to continue future collaborations and mutual support.	School Principal's Forum
Fairfield Engaging Families of Aboriginal Heritage (FEFAH)	Fairfield Engaging Families of Aboriginal Heritage (FEFAH) is the largest network dedicated to people of First Nations in Fairfield. There is a broad range of membership. CfC was the facilitator of FEFAH meetings for 3 years and recently handed over the role of chair yet still provides leadership and guidance.	CfC was the facilitator of FEFAH meetings for 3 years and recently handed over role of chair yet still provides leadership and guidance

## 4. Service Area Vision

The vision and key priorities for CfC Fairfield 2021-2026 was developed based on information gathered through data collection and a series of engagement activities capturing the voices and perspectives of children, parents/carers, service providers and other stakeholders. A series of online workshops with the CFC Committee, CFC Fairfield Working Group, and Community Partners were conducted in crafting the vision statement. They were asked to reflect on the current vision, and the program's achievement over the last 5 years, with this question:

Given the findings from our research and community engagement, and taking into consideration the NEST framework where we look at the 6 wellbeing domains, "How do we envision Fairfield in the next 4 years (2022-2026)? What do we want to see? What does our community look like?"

Themes that emerged include:

- Inclusion, representation and connectedness
- Community-led, empowered community
- Awareness, engagement and interconnection of services
- All of community/universal access as well as targeted support
- Aspirational and strengths-based
- Responsive and effective services but also making communities sustainable

This is embodied in the new vision:

***Our community is inclusive, resilient and aspirational, where families and children feel safe, empowered and connected.***

The Vision for the Fairfield CfC area reflects current community strengths and resilience and acknowledges the role that the community plays in shaping overall child and family wellbeing. It is strengths-based, and focuses on what's possible, on setting goals and achieving them, and adapting as situations change. It also speaks to the diversity, multiculturalism and emerging population of Fairfield, ensuring that everyone feels included, and safe. A sense of belonging builds trust and connectedness and empowers the community to engage in realising their aspirations of a brighter future.

The overall aim is to empower families and their children (0 – 12 years) to make informed decisions and actively participate in community life. CfC Fairfield will progress existing and new strategies to develop a 'whole of community' approach to the health and wellbeing of families. This means enabling and engaging the various sectors in society towards better collaboration and effective service delivery. These will inform our work programs, assist decisions on what priority actions are required, and provide the flexibility to respond appropriately to the needs of the vulnerable families in our communities, as well as making sure that services are accessible to those who need them. This includes how we can collectively work towards improving outcomes for families with additional needs, CALD and Aboriginal and Torres Strait Island families to access appropriate programs and services.



## 5. Priority Areas

Priority Areas are the areas that the community wants you to focus on. The priority area may be a particular target group (e.g. young parents), a service gap (e.g. parent education), or systemic issue (e.g. adult services being disconnected from children's services; low rates of literacy).

The following summarises the priority community needs, service gaps and potential areas for focus identified through community and stakeholder engagement:

<p><b>Strengths</b> (of Fairfield community)</p> <ul style="list-style-type: none"> <li>• Community connections</li> <li>• Resilience</li> <li>• Parent confidence and voice</li> <li>• Engaged with schools and partners</li> <li>• Sense of culture and identity</li> <li>• Aspirations and hope for a better/more secure future</li> </ul>	<p><b>Service gaps</b></p> <ul style="list-style-type: none"> <li>• Long waitlists</li> <li>• Eligibility</li> <li>• Awareness</li> <li>• Access &amp; inclusion</li> <li>• Spaces</li> <li>• Engaging those hard to reach</li> </ul>	<p><b>Key themes</b></p> <ul style="list-style-type: none"> <li>• Connected/connections</li> <li>• Collaboration</li> <li>• Access and inclusion</li> <li>• Safety and belonging</li> <li>• Belonging, identity, respect</li> <li>• Trust and safety</li> <li>• Involved/engaged</li> <li>• Healthy, happy</li> <li>• Welcoming, friendly, caring</li> <li>• Diversity - culture/language</li> <li>• Opportunities to interact</li> </ul>
<p><b>Areas for focus</b> (identified by services)</p> <ul style="list-style-type: none"> <li>• support for children with additional needs</li> <li>• access to early learning/child development</li> <li>• school transitions</li> <li>• parent support and community connections</li> <li>• sector collaboration and professional development</li> </ul>	<p><b>Most vulnerable</b> Families:</p> <ul style="list-style-type: none"> <li>• with children with additional needs</li> <li>• non-English speaking backgrounds</li> <li>• from refugee/like backgrounds</li> <li>• without permanent residency</li> <li>• single parents</li> <li>• unemployed or low income</li> </ul>	<p><b>Engagement support</b></p> <ul style="list-style-type: none"> <li>• language support</li> <li>• digital access</li> <li>• accessible spaces / transport</li> <li>• safe places</li> <li>• soft entry / points of connection</li> <li>• trusted relationships (long term)</li> <li>• skilled workers</li> <li>• adaptive, tailored, responsive services &amp; engagement</li> <li>• early intervention support</li> </ul>
<p><b>Barriers</b> (children and families accessing support)</p> <ul style="list-style-type: none"> <li>• Digital access</li> <li>• Financial</li> <li>• Isolation</li> <li>• Language</li> <li>• Health</li> <li>• Transport</li> <li>• Space Housing (overcrowding)</li> </ul>	<p><b>Community aspirations</b></p> <p>safe   happy   healthy connected   belonging   friendly   caring   supported   involved better and secure future   respect   inclusive   kind   welcoming   friendly   identity   diversity, culture and language celebrated</p>	

These findings were presented to the CfC Committee and Working Group, and formed the basis in identifying the key priorities for the next 4 years. Themes that emerged during the workshops are:

- Empowerment of the communities, partners and building capacity
- Importance of education and support to life transitions
- Importance of social capital and connection
- Taking into consideration flexibility and adaptability in service delivery and funding especially during crisis
- Effective collaboration and partnership to provide holistic wrap up support
- Diversity in terms of representation and mix of projects to ensure place based approach
- Balance between universal and targeted approaches in delivering services to ensure equitable access and reach

Guided by these themes, the following key priorities were identified:

1. Education, pathways and life transitions – children and families are supported and well-prepared to handle life transitions.
2. Building social capital – safe and empowered environments through links and connections within the ‘whole of community’
3. Partnerships and collaboration – enhanced sector capacity, cross sector collaboration and coordination for effective wrap around services and innovations

### **Priority Area One**

#### ***Education, pathways and life transitions – children and families are supported and well-prepared to handle life transitions.***

This priority is in response to the need of both children and their families to be better prepared and more resilient when dealing with life transitions. Learning is a continuous process and includes formal and informal experiences. Early engagement and participation in learning and education is important for child development, future opportunities and wellbeing. Universal access to quality early childhood services can improve children’s development and school readiness, as well as broader community level educational, social and economic outcomes.

In 2018, the AEDC assessment of the preparation of children 0-5 to enter school indicates serious deficits in all 5 domains. Across the LGA, only 65% of children were developmentally

on track for each of the five AEDC domains, with Fairfield LGA experiencing the greatest proportion of children developmentally 'at risk' and 'vulnerable' in South Western Sydney.<sup>9</sup>

Findings from our community engagement reveal that access to early learning/childhood development services and support continue to be a priority need. Barriers include:

- Access to quality early learning services. Transport can be an issue - limits a family's access or choice of quality provider; Financial – not being able to afford support services or early learning
- Complexity of the system - overlap and gaps, relationships and competition between services, trust.
- COVID impacted early childhood education attendance which has significantly impacted their readiness/transition to school. Children in Kindergarten are coming to school with limited fine motor skills, speech difficulties (not related to language capabilities) and struggle with social skills.
- Children with support needs are often rejected from early learning services.
- Parents have not always been able to identify that their child is delayed or having difficulties, and this has a later effect when children are starting school or in accessing services.
- Lack of parent engagement and little understanding of the role parents can play in engaging with the school
- Parents not always able to support their children with homework due to English language challenges

Moreover, the transient and emerging populations of newly-arrived refugees and asylum seekers places a huge demand on the schools and on settlement services in the area. Settlement services do a great job of supporting families through the welfare system in the first 6 months of families' arrival in the area, but community consultations found that transition skills such as food security and cultural awareness are not addressed and the families' ability to handle living in a new country and culture is not developed. These contribute to wellbeing issues amongst students from refugee/refugee-like backgrounds including anxiety, social and emotional concerns, anxiety, grief and loss, impacts associated with COVID, self-esteem/self-harm.

#### Families and Children Activity's Outcomes this priority will contribute to:

Children and Young People Thrive; Positive engagement in education and training; optimal health and development; Positive social relationships; Positive mental health and wellbeing; Greater participation in decision-making; Adults are empowered; improved self-efficacy and confidence; positive mental health and wellbeing; positive social relationships; increased resilience; Family Relationships Flourish: Positive parenting/caregiver practices; positive caregiver-child relationships; good conflict management

#### Communities for Children FP Objectives this priority will address:

CfC FP Objectives: To improve the health and well-being of families and the development of young children, from before birth through to age 12 years, paying special attention to: Early

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<sup>9</sup> AEDC Data Explorer: <https://www.aedc.gov.au/data/data-explorer> (accessed September 2021)

learning — provide access to high quality early learning opportunities in the years before school; provide early identification and support for children at risk of developmental and behavioural problems; assist parents with ways they can stimulate and promote child development and learning from birth; and School transition and engagement - support children and families to make a smooth transition to school and work with local schools to assist children and families with their ongoing engagement with school:

### Strategies to achieve improved outcomes

*Funded direct service delivery: Activity Examples* - this will include support for parents to engage with their children's development and preparedness at all stages of their childhood through to primary school, high school and beyond. It will also include direct support for children to develop resilience and skills to deal with a variety of transitions. Continue to focus on early intervention and prevention activities to build and sustain the engagement of children as they grow into youth and adults, with the support of their whole family. Use evidence-informed practices (*and explore promising and emerging practises*) to improve age-appropriate child development and engagement in formal education settings. Use trauma informed and person-centred practice. Support families, particularly those with children 0-4 years old, and children with additional needs, to connect with and access services for the whole family and for children 0-12 years, particularly health and education. Support literacy in multilingual/child's first language. Promote and foster opportunities to explore creativity, problem-solving and play. Strengthen effective communication with settlement and multicultural services to increase participation of refugee families in early intervention and prevention programs. Direct service can also target newly-arrived families, long term migrants and non-migrant groups at Fairfield to enable them to prepare for study and/or employment, to settle into new areas and to expand their own resource base.

*Other actions by FP, CfC committee and other key players:* Support, mentoring and coaching for parents, particularly young parents and single parents, is something we can develop through the Committee and through partnerships with NGOs, Department of Human Services and Job-Seeker services. Potential for innovative social enterprising activities.

### Improvement measurement: Methodology

Client outcomes measured through observation and surveys (pre and post service) as per DSS data collection; BOCSAR, ABS, AEDC and other education data at appropriate scales will measure contribution to change over time. Quantitative measures in this priority will include playgroup and preschool attendance rates, school engagement and retention rates; engagement with employment and/or study; increased economic participation for parents. To support this we will measure participation and return rates of clients to programs delivered by services providers and observe: increased parental engagement, decrease in the risk that vulnerable children experience, and decrease in the overall number of children at risk. In the long term we would look for improved AEDC results and decrease in child vulnerability, as well as improved employment and education outcomes.

### Stakeholders:

- Children and young people; parents and caregivers
- Children (and parents if appropriate) with disabilities.

- Playgroups, preschool, childcare providers, family day care providers, other early childhood service providers
- Support groups for parents, mothers, fathers, separated and single parent families
- Child protection agencies
- NDIS, services for families with additional needs
- Aboriginal organisations and services.
- Settlement, refugee and asylum seeker services, migrant and multicultural services
- Primary and high schools
- Department of Education
- Local businesses and job-seekers networks
- NSW Department of Communities and Justice

## **Priority Area Two**

### ***Partnerships and collaboration – enhanced sector capacity, cross sector collaboration and coordination for effective wrap around services and innovations***

This priority aims to facilitate and influence improvement in the Fairfield service system to be more connected and accessible. Partnerships will be crucial in this space. All stakeholders will need to share a common vision of creating an aligned, connected and simplified service system. It builds on the power of partnerships amongst service providers, ranging from funded to in-kind, mutually beneficial, formal and informal arrangements. A collaborative approach between multiple agencies will be fostered to effectively achieve positive health, social, and learning outcomes for vulnerable and disadvantaged families. No one organisation or service provider can adequately address the needs and support the goals and aspirations for all families. Therefore, collaboration to progress collective action will underpin all CfC activities, programs, and services. CfC Fairfield will build upon our existing strengths and resources and identify shared agency goals and objectives to extend our collective 'reach' in a coordinated way - a whole of community approach to child and family service provision.

#### **Families and Children Activity's Outcomes this priority will contribute to:**

Communities are cohesive: Services are accessible, appropriate and inclusive; services work together to support families; services have the capacity to respond to children's and family needs

#### **Communities for Children FP Objectives this priority will address:**

Objective 2 - To create strong child-friendly communities that understand the importance of children and apply this capacity to maximise the health, well-being and early development of young children at the local level.

#### **Strategies to achieve improved outcomes**

Funded direct service delivery and other actions by FP, CfC Committee and other key players: Build platforms that enhance the existing communication systems and influence improvement by utilising innovative practices. Promote and foster a 'whole of community' approach to service provision, with a strong focus on parent, child and community

connectedness. Joint activities/collaboration that seek to deliver services aimed at the overall wellbeing of parents and families, utilise existing interagency and community forums to promote CFC services and programs, strengthen relationships and keep informed of available services and programs. Promote and progress a structured coordinated 'whole of community' approach, with a specific focus on delivering integrated services within local community settings. E.g., schools, playgroups, creative platforms, 'the community hub', and local facilities; Influence collaboration for increased resources to meet unique local needs (health, child development and education sectors) Sector and professional capacity building in the social model of disability and other inclusion practices; Mapping and developing relationships with community leaders and 'gate keepers'. Advocacy to service providers, NGOs and neutral agencies that would function as the 'backbone' would create buy-in and a shared vision. Soft entry points can be enhanced and a regular child and family event that draws large attendance and participation of the community would also address this need.

CFC Fairfield will continue to identify and foster relationships with agencies to share knowledge and resources and extend program delivery that have the potential to maximize outcomes for families.

#### Improvement measurement: methodology

Outcomes measures: there will be evidence of improvement in this priority area through thorough and user-friendly service mapping, technology-based platforms, soft and hard entry points for children and families, events and spaces. The DSS Data Exchange SCORE will be very useful in identifying increased reach to new clients.

#### Stakeholders

- Children 0-12, youth and other siblings, parents, young and older carers.
- Community leaders.
- Aboriginal organisations and services.
- Settlement services and other services to which clients would transition post their initial settlement phase.
- Service providers and NGOs offering services to isolated and excluded individuals and families.
- Fairfield Council
- Early Childhood education, child and family health services, and disability services
- NSW Department of Communities and Justice.

### **Priority Area Three**

***Building Social Capital*** - safe and empowered environments through links and connections within the 'whole of community'

Fairfield has a large number of ethno-specific, cultural or language groups. The pandemic has highlighted the valuable role that social and cultural networks play - both formal and informal - in connecting and supporting families, particularly those who are isolated and hard to reach. Isolation of families was also identified as an issue for families in accessing support and services, particularly those who were not connected or engaged in order social and

cultural networks. Moreover, there is a need for special connection and support for families with children who have a disability – because of issues of stigma within the community and resultant social isolation and reluctance to bring their child to some group programmes if their behaviour is criticised by other group participants. As highlighted in *Fairfield Conversations (2021)*:

*Service providers identified a number of factors which increased social isolation included the lockdowns due to COVID-19, being disabled, having limited language, being older, not providing activities in the evening, affordability, transport, technology or having anxiety or mental health issues.*

This priority reflects the need for improved social support and networks for children and families living in the Fairfield CfC area. Consultation with local families, providers, and schools have identified limited and fragmented social connections between home, school, and community agencies/service providers. It aims to develop as many genuine opportunities as possible in all sectors of the community and continue to encourage and look for positive, resilient people who have the respect of their peoples to represent the young, the indigenous people, and CALD community with integrity; and have prospered and survived despite the challenges they may have faced.

In a survey that asked ‘where do you go when you need help’ parents/carers identified that they primarily rely on family and friends when they need help. This provides an important insight into the way this community functions in terms of help-seeking and pathways to services. In CfC Fairfield, this priority acknowledges that empowering the community with good quality information especially how to access quality support services will improve navigation of the service sector and thus improve child and family outcomes. Equipping them with life skills, knowledge and linking them to various social networks will build their social capital and empower them to be productive assets in the community. Building leadership capacity of children, parents and community members, will result to empowered representatives of the community. It would allow for greater participation in decision-making by children, young people and their parents/carers. These leaders are trusted by the community and can be the link between the community and service providers.

There is also a role here for services to play in sector cohesion and collaboration and supporting of intergenerational relationships. This priority aims to create sustainable outcomes by providing support and experiences that create aspirations and a strong sense of belonging and ownership for children, their parents/carers, and the community. Exposure to opportunities would be through pathways for children and their families that take them out of their regular cycles and helps promote pride in their identity and culture. There will be opportunities for vulnerable families, especially the socially isolated and excluded children and families (e.g. children with additional needs) to improve social networks that deliver enhanced social capacity, better health outcomes, and strengthened parenting skills.

Other actions by FP, CfC committee and other key players: local businesses and business leaders would provide mentoring experiences and skills to children and their parents; Agencies involved in education and employment can support the work of services by enabling families to access opportunities and by rewarding engagement; School P&C committees would provide exemplar behaviours and opportunities for parents to be continuously engaged with their children throughout their lives.

Families and Children Activity's Outcomes this priority will contribute to:

Communities are cohesive; Communities are safe; Communities are inclusive; communities understand issues facing children, youth and families; all community members are able to participate in decision making; services are accessible, appropriate and inclusive; services work together to support families; Adults are empowered: positive social relationships; strong connections to social supports and community; strong connection to culture; Improved self-efficacy and confidence; Children and young people thrive: greater participation in decision making; positive engagement in education and training

Communities for Children FP Objectives this priority will address:

To create strong child-friendly communities that understand the importance of children and apply this capacity to maximise the health, well-being and early development of young children at the local level.

Strategies to achieve improved outcomes:

Facilitating Partner Activities: Create platforms for ongoing authentic parent/carer and child participation through Children's Committee, Parents Forum and other creative platforms; Mentoring and coaching, leadership development among community members; development of children's committee/youth committee, supporting community groups/associations; Support greater participation in decision-making by children, young people and their parents/carers; foster greater voice and agency from children and young people. Program delivery within community settings to support organisations' access to families and link them to services in the wider community; Culturally appropriate strategies (e.g. bi-lingual community educators) to increase parents' knowledge and skills for their children's development; Targeted approaches for children with additional needs; Children and families will be supported to engage in affordable activities which increase their connection to others in the community; Enhance service sector cohesion, coordination and collaboration through networks and promote a collective impact approach; Funded direct service delivery by investing in activities that take a multi-generational approach to community cohesion and service delivery; Prioritise ongoing professional learning, network membership and service collaboration; Promote self-determination of Aboriginal and Torres Strait Islander children and their families.

Improvement measurement: methodology

Client outcomes measured through observation and surveys (pre and post service) as per DSS data collection; FP engagement surveys and Local Government measures at appropriate levels may also be useful to track change in relevant measures over time. Quantitative measures of improvement in this category would be in the number of different cultural groups that engage in early childhood activities with their children; the number of parents who engage with their children's primary and high school experiences; the number of out of school activities parents and children do together; the number of voluntary activities for fathers and children; increase in experiential, career-based education for children and their parents.



### Stakeholders:

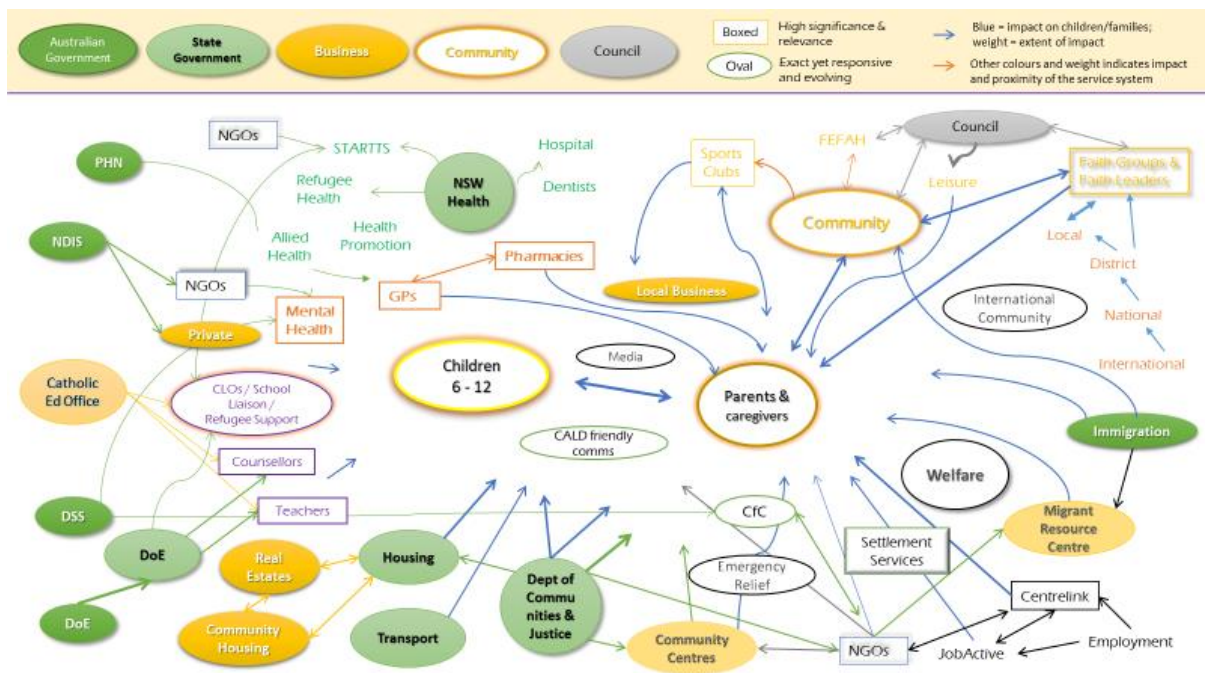
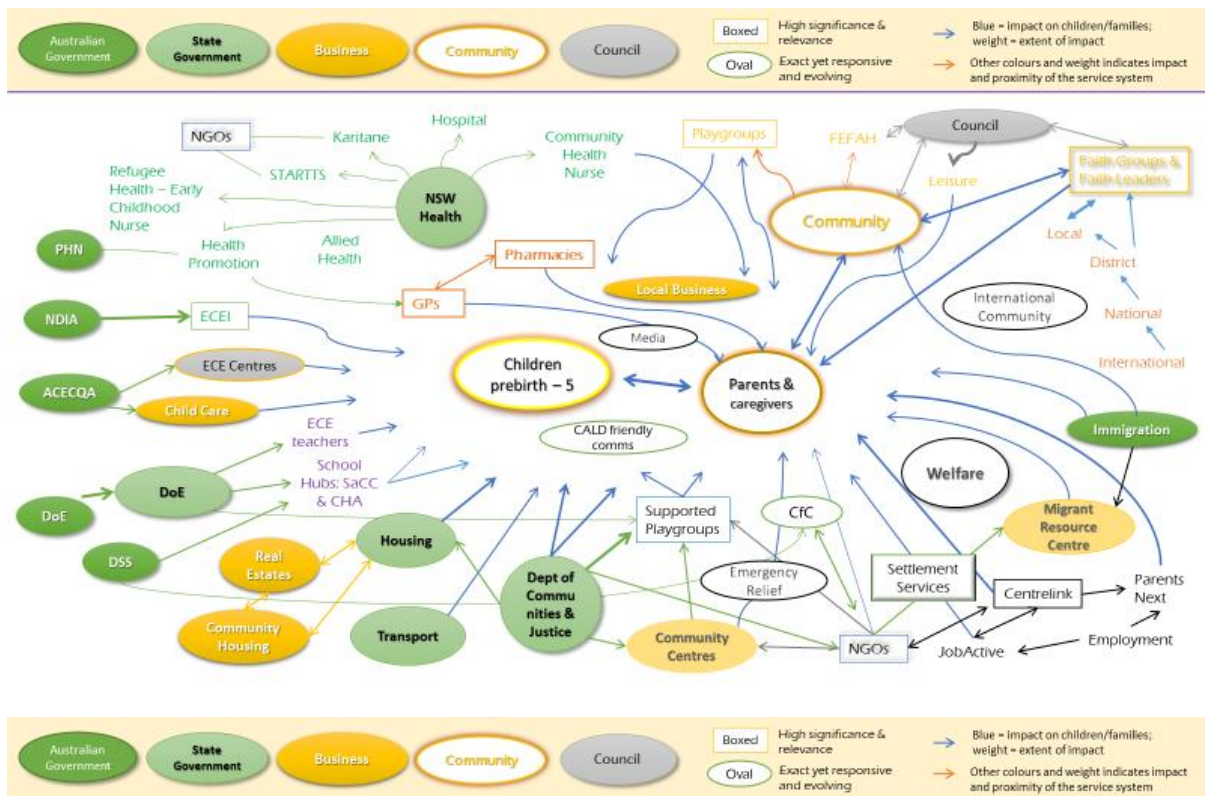
- Children aged 0-5 and their families; Children 0-12 and their families
- Parents of children 0-12 and their families
- Services for children with disabilities
- Aboriginal organisations and services
- Community leaders, community groups, networks
- Preschools, schools and child and family services
- NSW Department of Communities and Justice
- Fairfield Council, interagency networks

### **6. Key Stakeholders**

In this section, you will provide details of key stakeholders, collective networks, partnerships or initiatives that will need to be engaged to support the implementation of the CSP.

<b>Stakeholder</b>	<b>How the stakeholder will be involved</b>
Children and Young People	Service Users, Consultation,
Parents and Carers with Children 0-12years	Service Users, Consultation, Ongoing Parent Engagement
Aboriginal and Torres Strait Islander parents and community leaders	Service Users, Consultation, FLAECG, FEFAH
Child and Family Services	Networking, Partnerships, Consultation
TAFE and Universities	Partnerships, Consultation
Early learning services and preschools Services for children with additional needs	Partnerships in service delivery, Consultation, Sector capacity building
Department of Education; Preschools and Schools	Partnerships in service delivery, Consultation, Sector capacity building
Community Centres	Partnerships in service delivery, Networking, Partnerships, Consultation
Multicultural Services	Consultation, Sector capacity building
Fairfield City Council	Consultation, Sector capacity building

# Appendix A - Complete Systems mapping - Mapping the system that impacts children in the Fairfield community



## **Appendix B - Communities for Children Facilitating Partners objectives**

- To improve the health and well-being of families and the development of young children, from before birth through to age 12 years, paying special attention to:
  - Healthy young families — supporting parents to care for their children before and after birth and throughout the early years;
  - Supporting families and parents — support for parents to provide children with secure attachment, consistent discipline and quality environments that are stable, positive, stimulating, safe and secure;
  - Early learning — provide access to high quality early learning opportunities in the years before school; provide early identification and support for children at risk of developmental and behavioural problems; assist parents with ways they can stimulate and promote child development and learning from birth; and
  - School transition and engagement - support children and families to make a smooth transition to school and work with local schools to assist children and families with their ongoing engagement with school.
- To create strong child-friendly communities that understand the importance of children and apply this capacity to maximise the health, well-being and early development of young children at the local level.

## APPENDIX C

The table below highlights the areas of vulnerability experienced by people across the LGA and within the Fairfield CfC area of focus.<sup>10</sup>

Table 11: Australian Early Development Census (AEDC) results for Fairfield LGA (2018)

Developmental Area	% of children developmentally vulnerable									
	Fairfield CfC area of focus						In Fairfield LGA	Change (2015 v 2018)	In NSW	In Australia
	Fairfield	Smithfield/Wetherill Park	Fairfield West	Bossley Park - Abbotsbury	Edensor Park	Greenfield Park - Prairiewood				
Physical health and wellbeing	7.5%	6.0%	2.9%	13.0%	6.3%	9.3%	10.7%	decrease (-1.0%)	8.5%	9.6%
Social competence	17.3%	13.6%	11.5%	19.4%	8.1%	8.1%	13.7%	increase (+2.1%)	9.2%	9.8%
Emotional maturity	10.0%	5.2%	7.4%	6.7%	4.5%	4.7%	6.5%	decrease (-0.5%)	6.8%	8.4%
Language and cognitive skills	10.6%	9.2%	7.8%	16.1%	4.5%	4.7%	10.3%	increase (+2.9%)	5.2%	6.6%
Communication skills and general knowledge	18.5%	16.0%	12.8%	17.5%	9%	9.3%	16.0%	decrease (-0.5%)	8.0%	8.2%
Vulnerable in <b>one</b> or more domains	31.5%	23.6%	23.5%	32.2%	32.0%	15.9%	28.2%	decrease (-0.8%)	19.9%	21.7%
Vulnerable in <b>two</b> or more domains	18.7%	13.6%	12.3%	18.1%	6.3%	9.3%	15.1%	increase (+1.2%)	9.6%	11.0%

Note: Highlighted cells indicate vulnerability results above the state average.

<sup>10</sup> AEDC Data Explorer: <https://www.aedc.gov.au/data/data-explorer> (accessed September 2021)

## APPENDIX D

### Socio-economic Disadvantage (SEIFA) across Fairfield LGA

