Aboriginal and Torres Strait Islander Action Plan 2010-2014
Information and resources

Models of and research on integrated approaches for children 0-8 years

Source	Relevant research undertaken, or documents/resources available	Details (*including brief description of model, study, methodology and target group*)
Council of Australian Government	**Evaluation of the National Partnership on Indigenous Early Childhood Development** *Author(s)*: Urbis *Publisher:* Department of Education, Employment and Workplace Relations *Date of publication:* Evaluation currently in progress *Document/resource/research:* Research. *Web link:* (Information on the National Partnership) http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/IECD/Pages/NationalPartnership.aspx	On 3 July 2008 the Council of Australian Governments (COAG) agreed to sustained engagement and effort by all governments over the next decade and beyond to achieve the Closing the Gap targets for Indigenous people. As a first step, COAG agreed in principle to the National Partnership Agreement on Indigenous Early Childhood Development. All governments recognise that a shared commitment to improvements in Indigenous child mortality requires better access to antenatal care, teenage reproductive and sexual health services, child and maternal health services and integrated child and family services which focus on quality early learning, child care and parent and family support. The National Partnership Agreement on Indigenous Early Childhood Development is split into three elements: • integration of EC services through the development of Children and Family Centres • increased access to antenatal care, pre-pregnancy and teenage sexual and reproductive health • increased access to and use of maternal and child health services by Indigenous families. The evaluation will establish whether the three elements of the NP, individually and in concert, have contributed to 'Closing the Gap'.

Information correct as at August 2012.

New South Wales	**Schools as Community Centres Annual Results Based Report**	The report summarises data collected each year to monitor results for families with young children 0-8 years who participate in the Schools as Community Centres (SaCC) program.
	Author(s): NSW Department of Education and Communities, Student Achievement and Community Partnerships Directorate	SACC's are a universal prevention and early intervention initiative supporting families with young children in communities facing marked challenges. SaCC projects are funded through the NSW Government's Families NSW strategy. In 2012 a total of 45 SaCC projects are based in primary schools across NSW.
	Date of publication: Data available for 2006 – 2010 Document/resource/research: Annual Report summarising the state wide collection of data for the Schools as Community Centres program	Data is collected using a common tool by 45 SaCC projects each year. The views of parents and carers about the extent to which the intended outcomes of SaCC were achieved are gathered through the SaCC Parents and Carers Survey. Around 2,000 parents/carers are surveyed each year across 45 sites.
		Key findings:
	Web link: http://www.schools.nsw.edu.au/studentsupport/programs/ecip/index.php	The report documents the work of SaCC projects, including outcomes for families with children 0-8 years who participate in this informal early year's program. The SaCC program provides a soft entry point to engage vulnerable families not previously accessing early childhood services.
		SaCC projects work with other human service agencies to provide a range of activities to engage and support families raising young children. Common SaCC initiatives include supported playgroups, early literacy, parenting programs, transition to school, adult learning and health and nutrition initiatives.
		Around 4,000 families with young children regularly participate in SaCC projects each year. Around 15% of children participating are Aboriginal or Torres Strait Islander.
		Outcomes from the SaCC program include: the development and strengthening of relationships and social networks amongst parents; increased use of health and community

		services; children have greater opportunities to participate in informal learning and to develop social and emotional skills, supporting smoother transitions to school; parents feel more confident about their role as a parent; and families are supported to implement a range of literacy activities at home. **(N.B** see also entry under **Barriers and enablers of success)**

Information correct as at August 2012.

| Victoria | **Evaluation of Victorian Children's Centres**

Author(s): Dr Tim Moore
Publisher: Centre for Community Child Health
Date of publication: August 2008
Document/resource/research: Research

Web link:
http://www.education.vic.gov.au/ecsmanagement/integratedservices/research/litreview.htm | This literature review was conducted by the Centre for Community Child Health in collaboration with the Department of Education and Early Childhood Development to identify best practice approaches to the establishment and operation of children's hubs. The review examined:

• best practice models both nationally and internationally related to the development of integrated children's hubs
• examples of innovative centre governance arrangements that promote service integration and include parents in decision-making roles
• the extent to which children's hubs contribute to improved access to early childhood education for children, provide support for families, promote community cohesion and reduce the impact of social isolation
• barriers that impact on the establishment and operation of integrated services within children's hubs
• enablers that promote integrated service delivery
• the extent to which children's hubs encourage communication between staff and families and collaborative practice between service providers.

The review identified a considerable amount of research and practice evidence about multi-agency collaboration and partnerships. It found mixed evidence that indicated building and maintaining true collaboration is not simple or easy. However, much has been learned and the features of effective collaboration are clear.

Because children's centres are a relatively recent innovation, there is limited evidence of the overall effectiveness of integrated children's hubs or of the features of best practice. Nevertheless, the researchers concluded that it is possible to extrapolate from the more general literature on collaboration and partnership a coherent set of best practices to guide the introduction and consolidation of children's centres in Victoria. |

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| Victoria | **Linking Schools and Early Years Project Evaluation**

Author: Marianne Rajkovic and kylie valentine from Social Policy and Research Centre at the University of New South Wales
Date of publication: October 2011
Document/resource/research: Research

Web link:
http://www.rch.org.au/lsey/index.cfm?doc_id=13216

Reports:
• *http://www.rch.org.au/emplibrary/lsey/Linking_Schools_and_Early_Years_project_-_Outcomes_Framework.pdf*
• http://www.rch.org.au/emplibrary/lsey/LSEY_2011_Evaluation_report.pdf | The Linking Schools and Early Years project is a partnership between:
• The R.E. Ross Trust
• Department of Education and Early Childhood Development
• Centre for Community Child Health, and the
• Murdoch Children's Research Institute at the Royal Children's Hospital Melbourne.

LSEY is a six year project (2006-2012) that seeks to inform policy development, build research evidence and provide a model of practical, effective, low-cost, place-based strategies that enable schools, early years services, families and the community to work collaboratively to overcome barriers to children's learning and development and for children to arrive at school ready to engage and be successful at school.

The project is operating in three Victorian communities. In each site the project is working with local Partnership groups that consist of schools, early year's services, child and family community services, local government and state government.

The project recognises that 'school readiness does not reside solely in the child, but reflects the environments in which children find themselves - their families, early childhood settings, schools, neighbourhoods, and communities' (Kagan & Rigby, 2003).

The project is working towards the long-term outcome of all children arriving at school ready to engage. Being ready to engage at school means that children have the social, emotional and learning skills and attitudes that will enable them to benefit from the school environment. In order for this to occur, a number of things need to take place before they get to school:
• participation in high quality early childhood services
• strong relationships between early childhood services, schools and families to support a smooth transition to school for children and families
• families supporting their children's learning and development. |

Information correct as at August 2012.

| | _Data Collections_
• [LSEY project evaluation - Round one data collection 2008](#)
• [LSEY project evaluation - Round two data collection 2010](#)
• [LSEY project evaluation - Interim qualitative data collection 2011](#)
• LSEY project evaluation - Round three data collection - Available in October 2012 | The research found that:
• barriers faced by vulnerable children when starting school may be overcome by stronger linkages and partnerships between schools and early years services, families and the community
• there was potential to bridge a gap between early years services and primary schools to ensure better planning for the individual needs of children entering school.

The LSEY project has had an external evaluation attached since its inception in 2007. Qualitative and quantitative data is collected for the main evaluation reports every two years (2008, 2010 and 2012). This is being undertaken by the Social Policy and Research Centre at the University of New South Wales. The evaluation demonstrates progress made by the project communities towards achieving each of the project goals and the effectiveness of the community partnership approach. |

Information correct as at August 2012.

| Queensland | **Evaluation of the Early Years Centres Initiative**

Publisher: Queensland Government, Department of Education, Training and Employment
Date of publication: In Progress– likely late 2012
Document/resource/research: Evaluation

Web link: TBA | The Queensland Department of Education, Training and Employment commissioned an external evaluation of the Early Years Centre (EYC) initiative over the period December 2010 to June 2012. The evaluation is focused on the efficacy of the EYC integrated service delivery model in providing and facilitating early childhood development services, which meet the education, health, and family support needs of children and families. Evaluation findings will inform future development of the integrated early years services model.

The Queensland Government invested $32 million to establish EYCs at North Gold Coast, Caboolture, Browns Plains and Cairns. The EYCs are 'one-stop-shops' that provide integrated early childhood education and care, family and parenting support, and child and maternal health services to families expecting a child or with children aged up to eight years.

An integrated service delivery approach is used that includes multidisciplinary teams (including early childhood teachers, social/family support workers and child health professionals) delivering services and providing resources in a manner that is most effective for the family. The funded EYC service providers work in partnership with a variety of local service providers including Aboriginal and Torres Strait Islander organisations.

The EYCs provide a range of universal early childhood education and care, health and family support services. Some targeted services are also delivered and/or brokered for vulnerable children and families and referrals are made to specialist or intensive support services when required. EYC services are delivered from a main centre facility and two or more linked satellite locations and outreach, mobile and home visiting services. Specific Early Years Centres programs and services vary across locations to meet the needs of the local community and include strategies to engage culturally and linguistically diverse and Aboriginal and Torres Strait Islander communities. |

Western Australia	**Integration of early childhood education and care: meeting the needs of Western Australia's children, families and community in the 21st century** *Author(s)*: Cameron J (Editor) *Date of publication*: May 2009 *Document/resource/research*: Research *Web link:* http://www.lotterywest.wa.gov.au/assets/grants/documents/publications/integration-volume-1	This project mapped services and programs for children in the early years and their parents and to consider mechanisms for improving coordination and collaboration in the early childhood services sector. *Key Findings* • A need exists for Government leaders and policymakers to consider children's needs as integral component of government policy development and service delivery. • Universal services are aimed at the general population and should be available to all children and families in a way that is not stigmatising. • Placing the child at the centre in an ecological system of development which recognises families and parents as the primary or most significant influence on children adds weight to the need for an integrated early education and care system that reflects the needs of children and parents in the 21st century.

Information correct as at August 2012.

South Australia	**SA Children's Centres** *Web link:* http://www.childrenscentres.sa.gov.au/pages/ecconnections/familywellbeing/?reFlag=1	*Children's Centres* aim to support children and families achieve the best possible learning, health and wellbeing outcomes in a universal setting with targeted responses for children and families who may require additional support. Children's Centres aspire to the following outcomes for children: • children have optimal health and development • parents provide strong foundations for their children's healthy development and wellbeing • communities are child and family friendly • Aboriginal children are safe, healthy, culturally strong and confident.
South Australia	**SA Learning Together and Learning Together@Home** *Web links:* http://www.earlyyears.sa.edu.au/pages/Programs/learning_together_at_home/?reFlag=1	*Learning Together* and *Learning Together@Home:* family members work with early childhood teachers in child and family friendly settings to support their child's learning. Other early childhood professionals are available to support families. The program targets vulnerable children and families.

Information correct as at August 2012.

Tasmania	**Tasmanian Child and Family Centres.** *Web link:* http://www.education.tas.gov.au/childandfamily	The purpose of Child and Family Centres is to improve the health and well being, education and care of Tasmania's very young children (birth to 5 years) by supporting parents and enhancing accessibility of services in the local community. The goals of the Child and Family Centres are to: • improve the health and educational outcomes for children – birth to five years • provide a range of integrated early years services in the local community to support the development of children birth to five years • build on the existing strengths of families and communities and assist in their educational needs • increase participation in early years programs such as those offered through Launching into Learning (LIL) • build community capacity by developing partnerships with parents, carers and the community • respond to child and family needs in a seamless and holistic manner.

Information correct as at August 2012.

| | **Integrated Early Years Provision in Australia**

Author(s): Press F et al.
Publisher: Professional Support Coordinators Alliance
Date of publication: 2010
Document/resource/research: Research

Web link:
http://www.psctas.org.au/wp-content/uploads/2010/11/Intergrated-Early-Years-Provision-in-Australia-Report.pdf | This national research project was designed to:
• conduct an analysis of early years provision in Australia and identify the key success factors and evidence for essential learning requirements to make integration a reality
• develop a definition of integration for use within the Australian context and commensurate with Australian Government policy; and commensurate with Australian Government policy
• make recommendations for the professional learning needed to support successful integration.

The report recommended that :
• government policy support the ongoing development of fully integrated services
• professional development should;
   o be tailored to the governance of integrated services
   o showcase innovative processes and practices in governance
   o be available to personnel in management, leadership and governance tiers of integrated services in order to inculcate the continuity and shared understandings needed for effective strategic decision making
   o be targeted to developing cohesive, collaborative practices across and within teams of integrated services
   o seek to maximise the impact of early childhood educator's expertise within integrated services. |

Information correct as at August 2012.

	An integrated approach to early childhood development *Author(s)*: Dr Tim Moore(Senior Research Fellow) and Alexandra Skinner(Project Officer) *Publisher*: The Benevolent Society *Date of publication*: September 2010 *Document/resource/research*: Research *Web link:* http://www.rch.org.au/emplibrary/ccch/TM_BenSoc_Project_09.pdf	This paper was commissioned by The Benevolent Society (TBS) to provide advice on how to move towards greater integration of the various elements of support and/or services needed by children and their families. The paper includes a synthesis of evidence regarding societal change and its impact on children, families and communities, the response of governments to these changes and what is known about effective services, service systems and government policies. The paper also includes a review of evidence regarding integrated service delivery, service systems and policies, and an analysis of current opportunities in NSW and Queensland for greater service integration.

Information correct as at August 2012.

| | **Integrating Services for Young Children and their Families (Policy Brief Number 17)**

Author(s): Centre for Community Child Health
Publisher: Centre for Community Child health The Royal Melbourne Children's Hospital
Date of publication: 2009
Document/resource/research: Research

Web link:
http://www.rch.org.au/emplibrary/ccch/PB_17_FINAL_web.pdf | In an effort to improve outcomes for young children and their families, governments in all developed nations are making efforts to integrate services more effectively. This Policy Brief explores the rationale behind these efforts, what is known about their effectiveness, and the implications for policy makers and practitioners.

In this Brief, integrating services refers to the process of building connections between services of different types so as to create a system that is more comprehensive and cohesive, as well as services being more accessible and more responsive. |

Information correct as at August 2012.