

# 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 is it 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 Partner's 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	
FP Name	
FP Contact Name	
FP Contact Title	
Address	
State/Territory and Postcode	

### Community Strategic Plan

<b>Date Communities for Children Committee agreed to Community Strategic Plan</b>	
<b>Name of Facilitating Partner Authorising Officer</b>	
<b>Signature of Facilitating Partner Authorising Officer</b>	

### 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

In this section you will describe the **key needs** of children and families experiencing vulnerability and disadvantage in your community, and the **current services and service gaps** within your service area.

Consider these questions:

- What outcomes are you aiming to achieve in your service area (relevant to CfC FP objectives)?
- Who is at risk of poorer than average outcomes? How many are at risk?
- What are the key needs of families at risk of poor outcomes in your service area?
- For example, what are the strengths, assets and opportunities within your service area that could be further developed?
- What are the existing children and family services doing to meet those needs? Are there gaps? How will you address those gaps?
- How will the CfC FP program interact with other programs and services?
- Are there emerging needs for your community that you need to be proactive in addressing?
- What are the issues, risks and protective factors associated with the prioritised needs?

You should draw from multiple sources to answer these questions. For instance, research evidence, published data about your community, Data Exchange (DEX) data, community consultations, and your own knowledge of the community's demographics and social issues. Practice wisdom, while valuable, should be included as one part of a balanced evidence-informed approach that includes research / data and community / participant perspectives.

A range of selected data sources that may be useful when conducting needs assessments is available at **Appendix B**.

State and territory agencies will have additional data on school attendance, domestic violence, child protection and crime. For example:

- [Mapping Economic Disadvantage in NSW](#) – NSW Council of Social Service

If you want to undertake a formal needs assessment process, the AIFS Expert Panel Project has developed a [Needs Assessment](#) resource that may be helpful.

**Outline information about community needs and service provision below:**

**Key needs within the community – guiding questions**

- What are the key outcomes you are aiming to achieve in your service area?
- What are the key needs of families at risk of poor outcomes in your service area, and what evidence do you base this assessment on (short hand, not long data / evidence lists needed)?
- What are the existing children and family services doing to meet those needs?
- Are there emerging needs for your community that you need to be proactive in addressing?
- What are the strengths, assets and opportunities within your service area that could be further developed?
- In relation to the prioritised needs, what are the associated issues, risks and protective factors?

*(Up to 1,000 words)*

**Current service and service gaps – guiding questions**

- If there are gaps in existing service provision, what are they?
- How will you address identified gaps?
- How will the CfC FP program interact with other programs and services?

*(Up to 800 words)*

### 3. Community Engagement

In this section you will outline the **community engagement strategies** you plan to use in your Service Area. Your response should include information about:

- Who you will engage with and why
- How you will engage to ensure ongoing involvement/participation
- Any challenges or barriers you see in engaging with particular groups or individuals e.g. children, business etc., also giving consideration to impacts of Covid-19 and other local contexts (i.e. bushfires / flooding) and the strategies you will use to try to overcome them.

When completing this section, think about the target groups you want to engage with in a broad sense, as well as how you will engage to best ensure the voice of the beneficiary is heard. For instance, you may wish to engage with individuals/families, directly with children, with particular neighbourhoods, philanthropic organisations, schools, academia/researchers, other service systems, local media and business.

Reflect on why you want to engage with each target group. Is it to explore innovation? Encourage collaboration and service integration? Consult on activity design? Build enthusiasm for the agenda? Contribute to the sustainability of initiatives? Evaluate progress?

Undertaking broad community engagement brings valuable, representative voices to the discussion and is an important aspect of strong local collaboration.

You should also think about how well your governance structures and community feedback mechanisms are working and identify any gaps in communication and participation of particular groups.

Your strategy needs to address the [Families and Children Access Strategy](#) requirements.

#### Interaction with other initiatives

If [Stronger Places Stronger People](#) (SPSP) or [Empowered Communities](#) are active in your service area, consider please encourage engagement with relevant leadership groups as part of your strategy.

Below are some resources on how to engage and collaborate with communities and partner organisations and evaluate inter-agency partnerships.

#### Community engagement and inter-agency partnership approaches

- [Creating change through partnerships](#) – SNAICC guide to establishing partnerships between Aboriginal and Torres Strait Islander organisations and non-Indigenous child and family organisations
- [Community engagement: A key strategy for improving outcomes for Australian families](#) – AIFS paper about adopting community engagement strategies in practice
- [Collective Impact: Evidence and implications for practice](#) – AIFS paper that explores the collective impact framework
- [Interagency Collaboration](#) – AIFS paper about how to maximise the effectiveness of interagency collaboration
- [Deep Collaboration](#) – an approach to collaboration and shared leadership created by First Nations and other multicultural Australians

- [Partnering with Indigenous organisations for a sustainable environment](#) – Department of Environment and Energy guide for non-Indigenous organisations partnering with Indigenous organisations and communities
- [Working together to keep children and families safe: Strategies for developing collaborative competence](#) – AIFS practice paper focused on improving cross-sectoral relationships between child protection and child and family welfare practitioners
- [Platform C](#) Resource Hub – A useful library of tools and resources for collective change.
- [Most Significant Change \(MSC\) technique](#) – an approach to help monitor and evaluate social change programs and projects, particularly at the community level.

### Tools for measuring inter-agency partnerships

- [SNAICC partnership audit tool](#) – Measures progress towards genuine partnerships where Aboriginal and Torres Strait Islander families are concerned
- [Collaboration Health Assessment Tool \(CHAT\)](#) – Measures how collaborators are working together now and into the future
- [VicHealth partnerships analysis tool](#) – Helps organisations entering into new partnerships assess, monitor and maximise effectiveness
- [Change cycle progress mapping tool](#) – Helps collaborators to understand which phase of the collaborative change cycle they are in and what can be done to continue making progress.

### Outline your community engagement strategy below.

#### Guiding questions

- Who in the community will you engage with? (giving consideration also to the groups described under Section 2)
- Why are you engaging with them?
- How will you ensure their ongoing involvement/participation?
- Do you foresee any particular challenges or barriers in engaging with particular groups (e.g. children)? What strategies will you use to address these challenges?
- Considering the impacts of Covid-19 and other local contexts (i.e. bushfires / flooding), will there be new or modified ways of engaging with the community?

*(Up to 800 words)*

#### 4. Service Area Vision

Drawing on your community needs assessment and community engagement processes, describe the **vision** for your Service Area. The vision should provide a clear and concise statement of the aspirations for the future of the service area. Ensure that your vision encompasses the Families and Children Activity outcomes and the Communities for Children Facilitating Partner objectives (**Appendix A**).

*(Up to 500 words)*

## 5. Priority Areas

Drawing on the Community Needs Assessment and Community Engagement strategy, in this section, describe the priority areas that you need to focus on to achieve your vision.

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).

Information about each priority area should include:

- An overview of the priority area
- Why you have chosen it as a priority area
- How it relates to the Families and Children Activity's outcomes and Communities for Children FP objectives
- What would success look like
- What strategies you will use to achieve improved outcomes in this priority area. For instance, funded direct service delivery or other actions a FP and its Committee could undertake such as improving service delivery capability, building community awareness, or engaging with other relevant service providers, such as adult services.
- What assets, resources, strengths can be used to address each priority area.
- The method you will use to collect information and measure whether outcomes in this priority area change over time.
- Outline the key stakeholders that will be critical for success.

### Priority Area One

*(Up to 800 words)*

### Priority Area Two

*(Up to 800 words)*

### Priority Area Three

*(Up to 800 words)*

### Priority Area Four

*(Up to 800 words)*

## 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.

Stakeholder	How the stakeholder will be involved
<i>Please provide details of key stakeholders that will need to be engaged as part of the CSP</i>	<i>How will the stakeholder be involved? What benefits does this partnership or engagement have on supporting the delivery of services and achieving outcomes for families and children?</i>

## **Appendix A - 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 B - Selected data sources that may be useful when conducting needs assessments

This table lists a range of selected data sources that may be useful when conducting needs assessments.

Data source	Most recent	Author/Source	Smallest geographical area covered	Main topics covered	Website
<b>National datasets</b>					
Australian Bureau of Statistics (ABS) Community Profiles	2016	ABS	Postal area, suburb, local government area (LGA)	Social, economic and demographic characteristics	<a href="https://www.abs.gov.au/websitedbs/D3310114.nsf/Home/2016%20Census%20Community%20Profiles">https://www.abs.gov.au/websitedbs/D3310114.nsf/Home/2016%20Census%20Community%20Profiles</a>
ABS Table Builder	2016	ABS	Postal area, suburb, LGA	Social, economic and demographic characteristics	<a href="https://www.abs.gov.au/websitedbs/d3310114.nsf/home/about+tablebuilder">https://www.abs.gov.au/websitedbs/d3310114.nsf/home/about+tablebuilder</a>
ABS Socio economic indexes by LGA	2016	ABS	Postal area, suburb, LGA	Socio-economic advantage and disadvantage	<a href="https://www.abs.gov.au/ausstats/abs@.nsf/mf/2033.0.55.001">https://www.abs.gov.au/ausstats/abs@.nsf/mf/2033.0.55.001</a>
.id community demographics	2016	.id	LGA (data not available for all LGAs)	Population, age, ethnicity, employment, income, disadvantage, family structure, housing	<a href="https://profile.id.com.au/">https://profile.id.com.au/</a>
Dropping off the Edge	2015	Jesuit Social Services & Catholic Social Services Australia	Postcode, suburb	Disadvantage	<a href="https://dote.org.au/">https://dote.org.au/</a>
Social Health Atlases of Australia	varies	Torrens University	LGA	Health, demographics, disadvantage, housing	<a href="https://phidu.torrens.edu.au/social-health-atlases">https://phidu.torrens.edu.au/social-health-atlases</a>
Primary Health Network (PHN) Area Profiles	varies	Commonwealth Dept. Health	PHN region	Health and demographics. Detailed information can be found on individual PHN websites	<a href="https://www1.health.gov.au/internet/main/publishing.nsf/Content/PHN-Home">https://www1.health.gov.au/internet/main/publishing.nsf/Content/PHN-Home</a>

<b>Data source</b>	<b>Most recent</b>	<b>Author/Source</b>	<b>Smallest geographical area covered</b>	<b>Main topics covered</b>	<b>Website</b>
Australian Early Development Census	2018	Australian government	LGA	Indicators of early childhood development	<a href="http://aeadc.gov.au">Australian Early Development Census (aeadc.gov.au)</a>
Mothers, Babies and Children report Supplementary table-Births	2018	Consultative Council on Obstetric and Paediatric Mortality and Morbidity	LGA (Tables 62-65)	Maternal, perinatal, paediatric mortality and morbidity, and birth outcomes	<a href="https://www.bettersafecare.vic.gov.au/publications/mothers-babies-and-children-2018">https://www.bettersafecare.vic.gov.au/publications/mothers-babies-and-children-2018</a>
Data tables for Australia's mothers and babies	2018	Australian Institute of Health and Welfare	Statistical Area Level 3, PHN	Pregnancy, childbirth and babies	<a href="https://www.aihw.gov.au/reports/mothers-babies/australias-mothers-and-babies-2018-in-brief/data">https://www.aihw.gov.au/reports/mothers-babies/australias-mothers-and-babies-2018-in-brief/data</a>
Settlement reports	2020	Dept. Home Affairs	LGA	Demographics of people granted permanent or provisional visas	<a href="https://data.gov.au/data/dataset/8d1b90a9-a4d7-4b10-ad6a-8273722c8628">https://data.gov.au/data/dataset/8d1b90a9-a4d7-4b10-ad6a-8273722c8628</a>
Australian open government data	varies	Federal, state and local government agencies		A range of topics, including crime, domestic violence and school attendance	<a href="https://data.gov.au">https://data.gov.au</a>
Longitudinal Data Sets	varies	National Centre for Longitudinal Data (NCLD)		Including Household, Income and Labour Dynamics in Australia (HILDA) Survey, Growing up in Australia: The Longitudinal Study of Australian Children (LSAC), Footprints in Time: The Longitudinal Study of Indigenous Children (LSIC), and Building a New Life in Australia (BNLA): The Longitudinal Study of Humanitarian Migrants)	<a href="https://www.dss.gov.au/national-centre-for-longitudinal-data-nclid/access-to-dss-longitudinal-datasets">https://www.dss.gov.au/national-centre-for-longitudinal-data-nclid/access-to-dss-longitudinal-datasets</a>

Data source	Most recent	Author/Source	Smallest geographical area covered	Main topics covered	Website
<b>State datasets</b>					
VicHealth Indicators	2015	VicHealth	LGA	Health and wellbeing of Victorian adults	<a href="https://www.vichealth.vic.gov.au/programs-and-projects/vichealth-indicators-survey-2015">https://www.vichealth.vic.gov.au/programs-and-projects/vichealth-indicators-survey-2015</a>
Victorian Population Health Survey	2018	Better Safer Care	Dashboard data at Dept. Health Region and PHN level	Health and wellbeing of Victorian adults	<a href="https://www.bettersafecare.vic.gov.au/reports-and-publications/vphs2018">https://www.bettersafecare.vic.gov.au/reports-and-publications/vphs2018</a>
Victorian Child and Adolescent Monitoring System (VCAMS)	varies	Victorian Dept. Education and Training	Postcode for some indicators	Key outcome indicators for children and young people	<a href="https://www.education.vic.gov.au/about/research/Pages/vcamsindicator.aspx">https://www.education.vic.gov.au/about/research/Pages/vcamsindicator.aspx</a>
Domestic violence (NSW)	2020	NSW Police Force	LGA	Domestic violence incidents	<a href="https://www.bocsar.nsw.gov.au/Pages/bocsar_pages/Domestic-Violence.aspx">https://www.bocsar.nsw.gov.au/Pages/bocsar_pages/Domestic-Violence.aspx</a>
School attendance (Queensland)	2019	Queensland Education Dept.	School	School attendance	<a href="https://qed.qld.gov.au/publications/reports/statistics/schooling/students">https://qed.qld.gov.au/publications/reports/statistics/schooling/students</a>
School attendance (South Australia)	2019	South Australian Education Dept.	School	School attendance	<a href="https://data.gov.au/dataset/ds-sa-6ace352b-1329-4054-a849-9ef26b88ce6f/details?q=school%20attendance">https://data.gov.au/dataset/ds-sa-6ace352b-1329-4054-a849-9ef26b88ce6f/details?q=school%20attendance</a>
“Mapping the Potential: Understanding persistent disadvantage to inform community change”	2020	ANU Centre for Social Methods and 21 CSSA member project partners	SA2	Investigates four drivers of persistent disadvantage: economic, education, health and social factors. Drivers drawn from a range of data sets.	<a href="https://mappingthepotential.cssa.org.au/">https://mappingthepotential.cssa.org.au/</a>