

Kimberley Children's Services Plan

This plan has been developed through the Regional Community Child Care Development Fund administered by the Department of Local Government and Communities and funded through the State Government's Royalties for Regions program.



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Executive Summary

The Kimberley Children's Services Plan (the Plan) recognises the distinct challenges faced by Children's Services in the Kimberley region. The Plan funded under the State Government's Royalty for Regions Program through the Department of Local Government and Communities is expected to inform the development of a state-wide plan for Children's Services.

The Plan includes an in-depth review of the strengths and opportunities and identifies more strategic, long term approaches to supporting sustainable models of community managed Education and Care services in the Kimberley. The Plan contains a range of priority actions to address both local and regional Children's Services issues.

The approach taken has identified regional and local trends and subsequently highlighted priority areas including;

- Lack of Education and Care places to meet demand due to staffing and infrastructure
- High costs associated in delivery of Education and Care
- Lack of available funding and limited alternate income for Children's Services
- Challenges in the attraction and retention of qualified staff
- Lack of Indigenous engagement in Children's Services
- Access to and affordability of training and Professional Development
- Limited collaboration, networking and governance across Children's Services

A range of strategies have been identified by local stakeholders to address Education and Care and Children's Services issues, these include;

- Develop a regional workforce strategy to address the shortage of staff in the Education and Care sector
- Establish and support a regional governance group to drive strategies that address issues impacting on Children's Services
- Increase collaboration and networking across the Children's Services sector
- Provide increased access to flexible and innovative education and training for the Education and Care sector;
- Improve access to shared resources and standard templates for Education and Care sector.

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Introduction

The Regional Community Child Care Development Fund was established by the State Government's Royalties for Regions Program.

The Royalties for Regions Regional Community Child Care Development Fund is an acknowledgement of the challenges faced by organisations that provide Education and Care services for children in regional areas.

The purpose of the for Regions Regional Community Child Care Development Fund is to develop strategic, long term approach to supporting sustainable models of community managed Education and Care services in regional Western Australia.

Children's Services include Education and Care services (previously known as child care services) as well as Playgroups, parenting programs and Aboriginal early childhood services.

In support of this, the Wunan Foundation has been engaged, through the appointment of a Regional Development Officer, to develop the Kimberley Children's Services Plan.

Wunan is a recognised and trusted not-for-profit Indigenous development organisation in the East Kimberley. Established in 1997, Wunan has a clear purpose and strategy to drive long-term socio-economic change for Indigenous people by providing real opportunities, investing in people's abilities, and by encouraging and rewarding aspiration and self-responsibility. The Organisation has a solid history of developing strategies to address social and economic issues in the region. Wunan has been engaging in the Children's Services and the Education and Care sector for sometime and as a result have become increasing aware of the challenges impacting the sector. Wunan is particularly aware that Education and Care services are vital to support the economic growth of the region and that the delivery of services meet the needs of the regional community.

Figure 1: Kimberley Region¹



¹ Department of Regional Development, *Regional Map - Kimberley*

Regional Overview

Geography

The Kimberley region is located in the northern part of Western Australia. It covers an area of about 425,000 square kilometres. It is bordered on the north and west by ocean, on the south by the Great Sandy Desert, and on the east by the Northern Territory.

The Kimberley Region has four Local Government Areas (LGAs):

- Shire of Broome (54,632 km²)²
- Shire of Derby-West Kimberley (119,842 km²)³
- Shire of Halls Creek (133,061 km²)⁴
- Shire of Wyndham-East Kimberley (121,023 km²)⁵

The major towns across the region include Broome, Derby, Fitzroy Crossing, Kununurra, Wyndham and Halls Creek⁶. In addition to these towns there are approximately 100 pastoral properties and more than 250 Aboriginal communities of varying sizes⁷.

Mapping conducted to support the Plan shows that Children's Services are represented in all major towns with some communities supported by Aboriginal specific Playgroups and mobile services.

The Kimberley has a regional road network of over 7,700 km⁸; the Great Northern Highway providing the only sealed link across the region. Key Aboriginal communities, including Balgo, Kalumburu and those located along the Dampier Peninsular in the north western arm of the Shire of Broome, are linked to the major roads by unsealed road networks. These road networks can, at times, be poorly maintained and as a result can be adversely affected by weather conditions making access difficult.

The region has a network of airports located in the major towns providing direct links to major cities of Perth and Darwin as well as intra-regional connections. The larger Aboriginal communities have basic airstrips supporting links to Kimberley towns.

² Australian Bureau of Statistics 2012, Census of population and housing, 2011, Broome (LGA) Time Series Community Profile

³ Australian Bureau of Statistics 2012, Census of population and housing, 2011, Derby-West Kimberley (LGA) Time Series Community Profile

⁴ Australian Bureau of Statistics 2012, Census of population and housing, 2011, Halls Creek (LGA) Time Series Community Profile

⁵ Australian Bureau of Statistics 2012, Census of population and housing, 2011, Wyndham-East Kimberley (LGA) Time Series Community Profile

⁶ Kimberley Development Commission, *Location and Area*

⁷ Department of Training and Workforce Development, *Kimberley workforce development plan 2014-2017 Executive summary*, Page 8

⁸ Kimberley Development Commission, *Infrastructure*

Approaching from the west; the distance from Perth to Broome is 2,415km, while from the east; the distance from Darwin to Kununurra is 820km and from Alice Springs to Kununurra is 1,726km⁹.

The isolation of the Kimberley brings a range of challenges most significantly the high costs associated with delivering services in the region. The Regional Price Index captures this and is discussed further in the Plan. The isolation between Kimberley major towns and Aboriginal communities creates challenges in the delivery of services including access issues.

The table below shows the distance in kilometers between major towns of the region.

Table 1: Distances between Major towns of the Kimberley Region¹⁰

	Broome	Derby	Fitzroy Crossing	Halls Creek	Kununurra	Wyndham
Broome		220	396	686	1,044	1,055
Derby	220		258	548	906	909
Fitzroy Crossing	396	258		290	648	659
Halls Creek	686	548	290		358	369
Kununurra	1,044	906	648	358		101
Wyndham	1,055	909	659	369	101	

Climate

The Kimberley has a tropical monsoon climate with two dominant seasons. From May to October the Kimberley experiences the ‘dry’ season, typified by sunny days and cooler nights. The ‘wet’ season is experienced over the months of November to April. The region receives about 90% of its annual rainfall during this tropical summer resulting in hot humid conditions¹¹.

Climatic conditions have always had a substantial influence on lifestyle and economy of the region. A number of Kimberley industries are highly seasonal with activity falling off during the tropical summer season when increased discomfort levels lessen the relative attraction of this region compared to southern Australia, and when transport links and other variables provide difficulty for movement and activity.

⁹ Kimberley Australia Travel Guide, *Kimberley Driving Distances*

¹⁰ Kimberley Australia Travel Guide, *Kimberley Driving Distances*

¹¹ Kimberley Development Commission, *Climate*

During the wet season remote Aboriginal communities are cut off from main towns due to rainfall making the unsealed road network inaccessible. Consultation with regional stakeholders has confirmed that the delivery of face-to-face training and mobile services decrease and even cease operation during the wet season due to the impassable roads; reducing access to services.

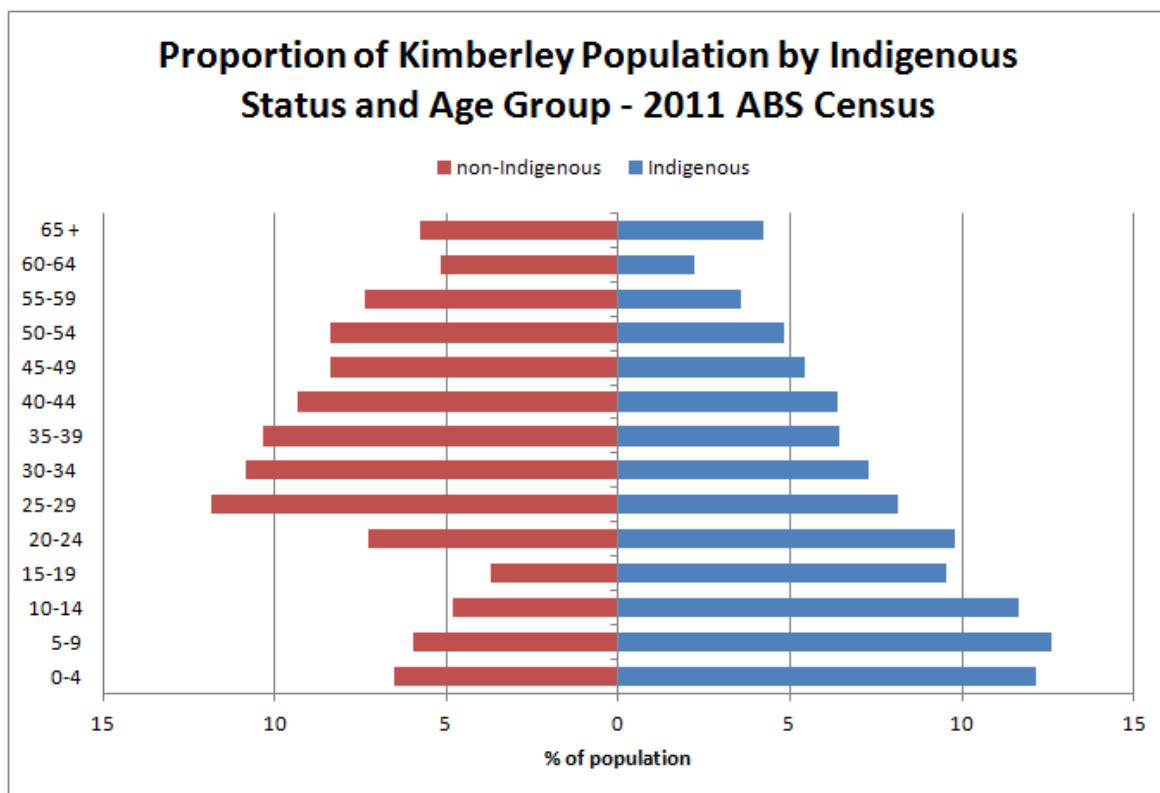
Demographics

According to the Australian Bureau of Statistics (ABS) the total estimated residential population of the Kimberley is 35,000 with an expected growth rate of 3.8% per year. Approximately 43% of the total regional population is centered in the Shire of Broome¹².

The Kimberley is characterized by a demographic structure unique in Western Australia with forty-four per cent (44%)¹³ of the Kimberley population being Aboriginal and 57% of the population being under the age of 35 years¹⁴.

The figure below shows the proportion of population by age and Indigenous status.

Figure 2: Kimberley Population Pyramid¹⁵



¹² ABS 2011 Census of Population and Housing, *LGA by Age in Single Years (AGEP) Counting: Persons, Place of Usual Residence*

¹³ Kimberley Development Commission, *Strategic Plan 2013 – 2018*, Page 6

¹⁴ ABS 2011 Census of Population and Housing, *2011 Census QuickStats, Kimberley*

¹⁵ ABS 2011 Census of Population and Housing

The Kimberley Development Commission suggests that the regional growth rate will result in an indicative population approaching 80,000 by 2036¹⁶.

The growth in the population indicates the potential for additional Children's Services options across the region in the future.

Employment and Workforce

The Australian Bureau of Statistics (ABS) states the median weekly household income for the Kimberley Region is \$1,437¹⁷. A review of the My career Salary Centre for Western Australia showed that early childhood educator's working within Education and Care settings average weekly income was \$1,107¹⁸. That is \$330 less per week than the mean weekly income for the region.

The Kimberly Development Commission's labour force statistics show an unemployment rate of 11.3% in the Kimberley as compared to 4.6% in Western Australia.

An opportunity exists to tap into this labour market to explore options to upskill local people to take up roles within the Education and Care sector to address the need for qualified workers and relief staff.

Table 1: Labour force statistics across the Kimberley¹⁹

Kimberley Labour Markets – December Quarter 2013

Shire	Labour Force	Unemployed	Unemployment Rate
Broome	9,201	747	8.1%
Derby/West Kimberley	4,337	587	13.5%
Halls Creek	1,618	462	28.6%
Wyndham/ East Kimberley	4,637	435	10.8%
Total Kimberley	19,793	2,231	11.3%
Western Australia			4.6%

¹⁶ Kimberley Development Commission, *Strategic Plan 2013 – 2018*, Page 6

¹⁷ ABS 2011 Census of Population and Housing, *2011 Census QuickStats, Kimberley*

¹⁸ Fairfax Media 2014, *My Career Salary Centre*

¹⁹ Kimberley Development Commission, *Kimberley Labour Markets – December Quarter 2013*

Economic Activity

The Kimberley has an increasingly diverse regional economy valued at \$3.1 billion in 2011/12 representing 1.3% of the State economy²⁰. Key industries include a strong resource industry, service delivery, construction, primary production, and tourism sector. The Kimberley is well positioned to drive a strong economic development agenda that delivers benefits across industry and added diversity.

The Ord Expansion Project, the development in the gas and oil industry and the potential of a major agricultural industry in the West Kimberley are driving economic development and growth.

On going economic activity is expected and will result in population growth, driving the need for additional Children's Services particularly Education and Care services.

Regional Costs

The Regional Price Index produced by the Department of Regional Development is a comparison of living costs between regional towns and Perth. The Index comprises of a 'basket' of 500 goods and services which are weighted to reflect the relative importance of the different goods and services measured.

The following table summarizes the results of the 2013 Regional Price Index survey. It demonstrates the comparison between Perth, which has an index value of 100, and the four Local Government Areas of the Kimberley.

Table 2: 2013 Regional Price Index results in the Kimberley²¹

	Kimberley	Broome	Derby	Halls Creek	Wyndham/Kununurra
Basket	114.7 (+14.7%)	116 (+16.0%)	110.7 (+10.7%)	116.6 (+16.6%)	115.4 (+15.4%)
Food	114.5	107.5	112.5	130.3	123.9
Clothing	116.9	111.3	122.4	119.6	121.7
Housing	125.6	133.7	113.4	122.4	122.8
Household Equipment and Operation	109.7	110.5	110.5	112.0	106.3
Health & Personal Care	103.7	102.3	99.0	107.2	109.7
Transport	108.8	105.7	110.4	109.3	113.4
Recreation and Education	106.5	110.8	103.6	103.9	101.6

²⁰ Kimberley Development Commission, *Strategic Plan 2013 – 2018*, page 6

²¹ Department of Regional Development, *Regional Price Index 2013*, page 6

The table shows that at the time of the survey the cost of goods and services, as a whole, are almost 15% higher in the Kimberley than in Perth. The higher living expenses for the region are primarily influenced by significant housing costs, driven by high private rentals and insurances in the region. This is closely followed by the cost of clothing and food.

Halls Creek, Broome and Wyndham / Kununurra's index costs were higher by 16.6%, 16.0% and 15.4% respectively, driven by high housing costs which were recorded as more than 20 percent higher than Perth.

Significantly higher housing costs described in the Regional Price Index reflects a shortage in affordable housing across the region. The shortage of affordable housing including social housing has been highlighted in a number of regional planning documents including the Regional Development Plan (2011) complied by Kimberley Regional Development Australia (KRDA). The plan acknowledged that many of the towns in the Kimberley have suffered from severe shortages of residential and industrial land for many years²².

Other large influences on the higher cost of living in the Kimberley include clothing, food and household equipment and operation (appliances, cleaning products and communications). In particular, the Regional Price index shows clothing and food costs for Halls Creek and Wyndham / Kununurra are at least 20 percent more expensive than Perth.

The higher cost of living outlined above has serious impacts on the delivery of Children's Services in the region resulting in increased operational costs and difficulty in the attraction and retention of staff.

²² Regional Development Australia (RDA) Kimberley, *Regional Plan Regional Development Australia Kimberley 2013 – 2016*, Page 22

Background and Methodology

The Kimberley Children's Services Plan sets out to define the localised challenges and identify the trends and issues that can be used to inform strategic recommendations to improve and strengthen Children's Services including Education and Care services.

In keeping with other Regional Children's Services Plans being developed across Western Australia, as part of the state wide planning, the following consistent approach was taken:

- Mapping supply and demand of services to determine coverage;
- Assessment of the current and future demands of Children's Services;
- An examination of existing capacity and capability of services;
- Current and future service and partnership gaps;
- An emphasis on leveraging and maintaining existing strengths; and
- The development of realistic and achievable strategies.

To support the development of the Plan a regional profile was compiled and was coupled with Wunan's known understanding, from experience working in the sector, of the challenges impacting on Children's Services such as the inability to attract suitably qualified staff to meet the requirements of National Quality Framework. This initial approach laid the foundations for the project by creating a framework from which to work and informed the consultation process.

The methodology included a range of tools including surveys, face-to-face discussion with stakeholders, and mapping of Children's Services across the region including a spatial mapping exercise identifying coverage and demand. A desktop review of a range of key documents including; the National Quality Framework, Regional Development Australia's Regional Plan and the Kimberley Development Commission's Strategic Plan was undertaken.

The intensive desktop research built a wider breadth of underpinning knowledge to define well informed actions. Collection and collation of data from this review supported the mapping and gapping exercise demonstrating the Education and Care availability and needs of the region. The desktop review also enabled the alignment of this plan with other existing planning documents written for the Kimberley and the State.

The consultation phase included a variety of stakeholders such as Education and Care service managers, parents, family support staff and local government representatives. The process included forty-six (46) face-to-face meetings, five community forums and

thirteen telephone surveys. The key objective of this work was to better understand and explore the issues and challenges faced by the sector as well as identifying the opportunities and the best practise occurring in the Kimberley.

The information gathered during the consultation phase including the information from the mapping and gapping exercise was used to undertake an assessment of strengthens, weakness, opportunities and threats to the Children's Services Sector across the Kimberley.

To maintain a view of localised challenges and to manage information it has been divided into the four Local Government Areas (LGAs); namely, the Shire of Wyndham-East Kimberley, the Shire of Derby-West Kimberley, the Shire of Broome, and the Shire of Halls Creek.

Collectively, the findings documented in this Plan will inform key activity planning as well as informing the state-wide plan for Children's Services across Western Australia.

Desktop Review

A comprehensive desktop review was conducted to ensure an evidence based approach. This approach laid the foundation for the research process. The key resources included:

- Australian Bureau of Statistics (ABS)
- Australian Children's Education & Care Quality Authority (ACECQA)
- Findings of the Australian Early Development Census (AEDC)
- National Quality Framework (NQF)
- Existing regional planning documents relating to the Kimberley were also included:
 - Skilling WA – A Workforce Development Plan for Western Australia
 - Kimberley Workforce Development Plan 2014-2017

The review also included the consideration of strategy planning documents of the four local governments in the Kimberley as well as the Kimberley Development Commission and the Regional Development Australia Regional Plan.

The desktop review provided a preliminary perspective of regional issues, demographics, health and wellbeing, and service provision. It built on the anecdotal knowledge held by Wunan; such as the impact of isolation and cost of living on the Education and Care sector to meet the National Quality Framework (NQF) caregiver qualifications and Educator to child ratio requirements. Key findings of the desktop

research such as population data and NQF requirements were used to inform the consultation phase; it highlighted aspects to discuss during face-to-face meetings and community forums. Information from the review was also used to target survey questions in an effort to refine and define issues. The review also commenced the development of service mapping by identifying the supply and demand for Children's Services across the region.

Population of children in the Kimberley Region

The Australian Bureau of Statistics (ABS) Census of Population and Housing 2011 demonstrates the population of children across the region for each of the Local Government Areas (LGAs). The data also identifies those children who are participating in Education and Care.

Table 3: Number of Children across the Four Local Government Areas of the Kimberley Region²³

Units of analysis and related Local Government Area (LGA) demographic

Geographic Unit of Analysis	# Children aged 0-4	# Children aged 5-12
Broome (S)	1,280	1,942
Derby-West Kimberley (S)	729	1,034
Wyndham-East Kimberley (S)	687	1,021
Halls Creek (S)	326	627
Kimberley Region	3,022	4,624

The table above shows approximately 7,646 children residing in the Kimberley; that is 3,022 children aged 0-4 years and 4,624 children aged 5-12 years. The population of children (akin to the total population) is heavily weighted in the west of the region. Of the children living in the region 57% aged 0-12 years identify as Aboriginal²⁴. Appendix I contains a breakdown of the population of children by Local Government Area (LGA).

In contrast to the population of children, the table below shows only 54% of children are engaged in Education and Care. Approximately 17% (528) of children aged 0-4 years

²³ ABS 2011 Census of Population and Housing, *LGA by Age in Single Years (AGEP) Counting: Persons, Place of Usual Residence, Children aged 0-4 and 5-12 generated by Table Builder*

²⁴ ABS 2011 Census of Population and Housing, *LGA by Age in Single Years (AGEP) Counting: Persons, Place of Usual Residence*

and 78% (3,600) of children aged 5-12 years attend an educational institution in the Kimberley.

Table 4: Number of Children participating Education and Care across the Four Local Government Areas of the Kimberley Region²⁵

Units of analysis and related Local Government Area (LGA) demographic

Geographic Unit of Analysis	# Children aged 0-4	# Children aged 5-12
Broome (S)	223	1,507
Derby-West Kimberley (S)	144	787
Wyndham-East Kimberley (S)	107	796
Halls Creek (S)	54	510
Kimberley Region	528	3,600

A key question in surveying parents and service providers was linked directly to understanding why so few children of the region are engaging in Education and Care programs particularly those aged 0-4 years.

The results of the surveys outlined a number of reasons for parents not using Education and Care services. While few parents preferred to nominate family members as carers the majority described the lack of availability and high cost, including inconvenient operating hours, as the leading barriers to utilising Education and Care services.

Education and Care providers responded unanimously that they were unable to provide the required level of approved places for children in the age group 0-2 years. All but one respondent held waiting lists for this group of children. A common response indicated that spatial and Educator ratio requirements and the lack of qualified Educators meant they were unable to provide the level of service expected and required by the parents.

Two services indicated that they were unable to fully cope with children with additional and special needs and this had a significant impact on the cost of service delivery. As a strategy to ensure best practice care, these services have elected to further improve the Educator to child ratios prescribed in the National Quality Framework. By decreasing the number of children each Educator is responsible for the service stated they were better able to tend to the needs of their children. As a result fewer approved places are available in these services.

²⁵ ABS 2011 Census of Population and Housing, *LGA by Age in Single Years (AGEP) Counting: Persons, Place of Usual Residence, Children aged 0-4 and 5-12 generated by Table Builder*

Findings of the Australian Early Development Census (AEDC)

The Australian Early Development Census (AEDC)²⁶ is a nationwide survey that shows how Australian children have developed as they start their first year of formal full-time education. An Australian Government initiative, it measures five important areas of their early childhood development.

These five areas – also called domains – are closely linked to the child’s health, education and social outcomes as they grow into adulthood:

- Physical health and wellbeing;
- Social competence;
- Emotional maturity;
- Language and cognitive skills (school-based);
- Communication skills and general knowledge.

Findings of the AEDC highlight what is working well and what needs to be improved or developed to support children and their families²⁷. Key findings from the 2012 AEDC are;

- Children who resided in very remote Australia were more likely to be developmentally vulnerable. Close to half (44.5%) of children in very remote communities were developmentally vulnerable, compared to around one-fifth (21.1%) of children from major cities.
- In 2012, more than half the children living in the Kimberley (up to 68.4%) were developmentally vulnerable on one or more domain/s measured, a significant deterioration compared with 47.1 % in 2009.
- Findings from the AEDC show there is a significant gap between the Kimberley Aboriginal and non-Aboriginal population, on every developmental indicator. This has formed critical considerations in the development of this plan.

This information supports the recommendations made in the Plan to respond to the needs of services in becoming sustainable and effective to better meet the challenges of service delivery in the region.

²⁶ Australian Early Development Census, *About*

²⁷ Australian Early Development Census, *Findings from the AEDC*

Impact of the National Quality Framework (NQF)

The National Quality Framework for Early Childhood Education and Care ensures children receive a high standard of Education and Care. The Framework is a national system for the regulation and quality assessment of child care and early learning services.

The National Quality Framework for Early Childhood Education and Care applies to most Long Day Care (LDC), Family Day Care (FDC), preschool and kindergarten, and Outside Schools Hours Care (OSHC) services. The Framework is a national approach to the regulation and quality assessment of Early Childhood Education and Care services²⁸.

The NQF prescribes that quality Education and Care shapes every child's future and lays the foundation for development and learning. The early years are critical for establishing self-esteem, resilience, healthy growth and capacity to learn. Research shows quality Education and Care early in life leads to better health, education and employment outcomes later in life.

Initial consideration of the NQF in the desktop review highlighted two key areas which, together, have caused the most concern for Education and Care services in the Kimberley:

1. Improving educator qualifications:

More highly qualified educators have a greater understanding of child development, health and safety issues and lead activities that inspire children and help them learn and develop.

2. Improving educator to child ratios:

An improved ratio allow staff to give more individual care and attention and contributes to better social and learning outcomes for children²⁹.

While the introduction of improved ratios nationally has not changed the ratios for Western Australia these ratios have an existing impact on Kimberley Education and Care services. When these ratios are coupled with the introduction of improved Educator qualifications it has resulted in services struggling to operate effectively and sustainably as they report being unable to attract the qualified staff required under the NQF. To mitigate the impact some services have implemented strategies including; closing the doors for periods of time, increasing salaries to attract skilled staff and not providing

²⁸ Australian Government, Department of Education, *National Quality Framework for Early Childhood Education and Care*

²⁹ Australian Children's Education & Care Quality Authority, *Key Changes*

Education and Care to certain age groups. These strategies are impacting on the economic viability and result in services being unable to meet service demands.

Appendix II details the depth of the changes to the National Quality Framework (NQF).

The NQF has also created a standard of operation for Education and Care services which is based on seven National Quality Standards (NQS). There are five rating levels within the national quality rating and assessment process which are awarded by the Australian Children's Education & Care Quality Authority (ACECQA). They include Exceeding National Quality Standard; Meeting National Quality Standard; Working Towards National Quality Standard; Significant Improvement Required.

Nine services across the Kimberley have been assessed against the NQS with four recorded as working towards and three meeting the quality areas.

Of the services in the Kimberley that have been assessed and have been rated as Working Towards National Quality Standard, two priority areas have been identified;

- **Quality Area 1 - Educational program and practice**

This quality area requires Education and Care services to have an educational program that meets children's individual learning and development needs. The knowledge, ideas, culture, abilities and interests of the child should be incorporated into the program, with continuous assessment of the child's learning and development.

- **Quality Area 6 - Collaborative partnerships with families and communities**

Relationships are fundamental to achieving quality outcomes for children and require active communication, consultation and collaboration. This quality area encourages the development of collaborative partnerships with families and communities.

Recommendations in the Plan aim to respond to these challenges for services by:

- Improving the linkages between Education and Care Services and building community partnerships.
- Supporting the development of a range of common local resources and to put mechanisms in place to share best practise.

Existing Regional Planning Priorities

Key regional planning documents relating directly to the Kimberley have been included in the desktop review. This has been done to ensure a consist approach, to better align planning and to avoid duplication.

The desktop review highlighted the consistency of issues and trends identified in other plans that impact on the Children's Services sector. Two key documents have been identified to that have particular links to addressing workforce issues in the region.

Skilling WA — A workforce development plan for Western Australia

Skilling WA — A workforce development plan for Western Australia is a response by the State of Western Australia to the increasing demand for skills and labour by the State's industries. It recognises the impact the major resources and infrastructure projects have on the State's labour market and is aimed at building, attracting and retaining a skilled workforce to meet the economic needs of the State.

The key strategic goals of the Skill WA Plan highlighted below support the findings of the consultation in the development of the Kimberley Children's Services Plan

- **Strategic goal 1:** Increase participation in the workforce particularly among the under-employed and disengaged, mature-aged workers, Aboriginal and Torres Strait Islander and other under-represented groups.³⁰
- **Strategic goal 4:** provide, flexible and innovative education and training which enables people to develop and utilise the skills necessary for them to realise their potential and contribute to Western Australia's prosperity.³¹

The Children's Services sector particularly the Education and Care services, have through consultation process, reinforced these as key priorities. Recommendations to support the implementation of these strategic goals are identified in this plan.

Kimberley Workforce Development Plan 2014-2017

The Kimberley Workforce Development Plan 2014-2017 conducted by the Department of Training and Workforce Development provides a broad assessment of the workforce development trends and issues in the region. It outlines the following likely solutions and required actions which have been considered in the development of the Kimberley Children's Services Plan;

³⁰ Department of Training and Workforce Development, *Skilling WA - A workforce development plan for Western Australia*, page 11

³¹ Department of Training and Workforce Development, *Skilling WA - A workforce development plan for Western Australia*, page 11

- **4.4 Skills development and utilisation;** The Kimberley Training Institute to continue working with communities and Remote Jobs and Community Program providers to determine their training requirements and where appropriate increase training delivery³².
- **4.11 Skills development and utilisation;** The Department for Local Government and Communities (formerly Department for Communities) to continue to liaise with and provide feedback from the Education and Care sector to support regional and state-wide training providers to design and implement training models and strategies to address the requirements for higher qualification levels of staff employed in childcare agencies³³.
- **4.12 Skills development and utilisation;** The Department for Local Government and Communities (formerly Department for Communities) working in partnership with peak bodies and networks in the Kimberley to address the issues impacting on the adequacy and affordability of childcare places.³⁴

These actions particularly align with the outcomes of the consultation process in the development of the Kimberley Children’s Services Plan and as a result priority recommendations in this plan have been developed to assist the progression of these actions as quickly as possible.

Mapping and Service Coverage

Desktop research identified the population of children across the Kimberley and the proportion of these children attending approved Education and Care services.

The mapping has also shown there are a range of Children’s Services in each major town and located in some Aboriginal Communities. However, they are heavily represented in the west of the Kimberley which aligns with the highest populated area.

Using the desktop information and applying this to the mapping and gapping exercise it was found that the area of the region represented by the greatest percent of children

³² Department of Training and Workforce Development, *Kimberley workforce development plan 2014-2017 Executive summary*, pages 35-42

³³ Department of Training and Workforce Development, *Kimberley workforce development plan 2014-2017 Executive summary*, pages 35-42

³⁴ Department of Training and Workforce Development, *Kimberley workforce development plan 2014-2017 Executive summary*, pages 35-42

developmentally vulnerable in one or more domain/s of the AEDC have the least number of Education and Care Services³⁵.

The following table displays the number and type of Education and Care services within each Local Government Area.

Table 5: Category and Sub Category of Education and Care Service Providers represented in the Kimberley Region³⁶

Number of Education and Care Providers by Local Government Area (LGA) in the Kimberley

Service Type	Service Sub Type	Broome	Derby-West Kimberley	Halls Creek	Wyndham-East Kimberley
Approved services	Family Day Care	4			1
	Long Day Care	6	2	1	3
	Outside School Hours Care (OSHC)	3			1
	Vacation Care	2			1

Consultation with service providers identified the following consistent points of view:

- Current demand for Education and Care was generally being met for children 3 years and older.
- All Education and Care services across the region (excluding Wyndham) have extensive waiting lists for children 0-2 years indicating a gap in service provision to families with this age group of children.
- Sources including mychild.gov.au and Playgroups WA did not display services or vacancies in services accurately³⁷.
- Lack of qualified Educators has a serious impact on the ability for service providers to provide quality Education and Care as prescribed by the National Quality Framework.
- Children and Family Centre's are pivotal in providing Children's Services and developing positive partnerships and networks with communities.
- Limited participation of Aboriginal families in Children's Services
- Lack of Education and Care service in larger Aboriginal communities

³⁵ Australian Early Development Index, 2012 Community results table AEDI East Kimberley community; 2012 Community results table AEDI West Kimberley Community; 2012 Community results table AEDI Halls Creek Community; and 2012 Community results table AEDI Broome Community, Page 26

³⁶ Refer to Appendix III Category and sub Category of Children's Services

³⁷ Playgroup WA, *Find a Playgroup* and Australian Government 2013, mychild.gov

A spatial mapping exercise identifying coverage and demand was conducted resulting in Children's Services being plotted into ArcGIS mapping software. The software identified by the Department of Local Government and Communities was chosen to provide a visual representation of all services across the region. Local Government Areas (LGAs) are identified by the (green) area boarders drawn on the map. The pins represent the location of Children's Services. The separate areas within the region have been color coded by a five point rating scale depicting supply coverage adequacy;

- Extremely Low (red) – Less than the majority of demand satisfied
- Low (orange) – majority of demand satisfied
- Mediocre (yellow) – Significant majority of demand satisfied
- Fair (green) – Vast majority of demand satisfied
- Strong (blue) – All/nearly all demand satisfied

For the purpose of this report, only remote Aboriginal communities with an existing Children's Service were included in the mapping process. This has shown a limited number of services across the region particularly in the key communities of Kalumburu, Balgo, Warmun, Mardiwah Loop, Bayulu and Looma.

The following figure shows the Children's Services by location across the Kimberley.

Figure 3: Kimberley Locational Map of Children's Services

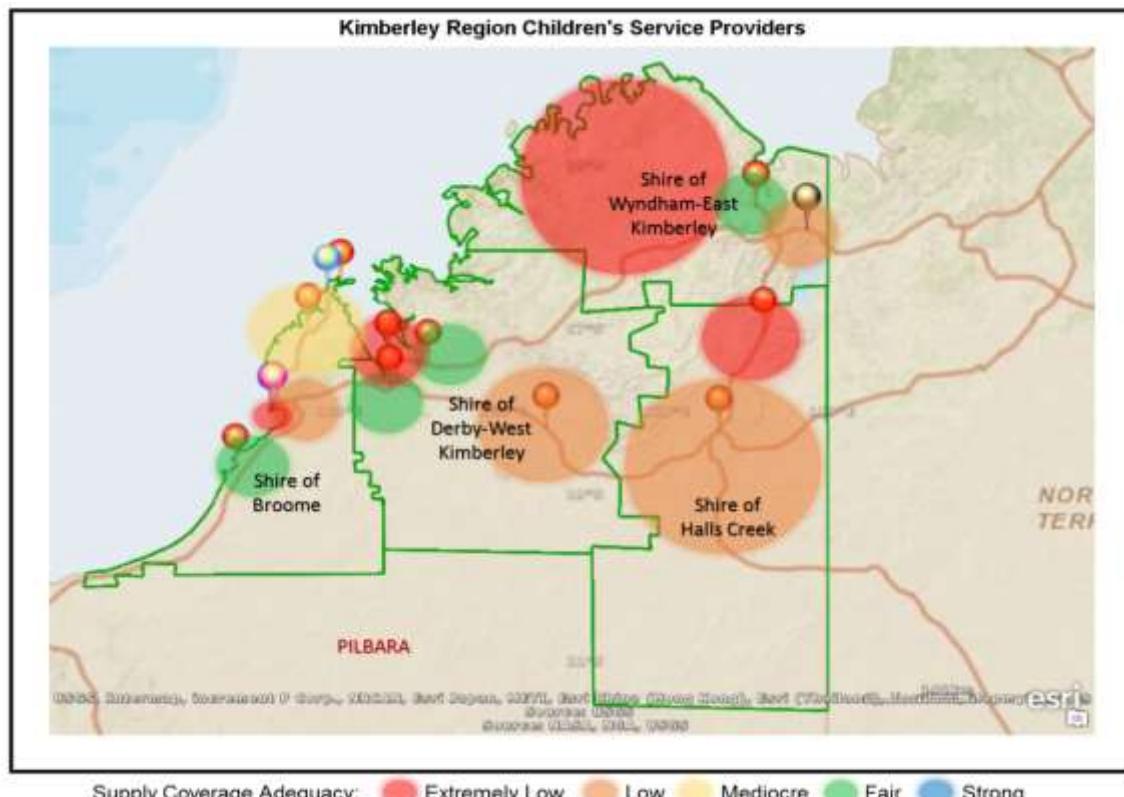
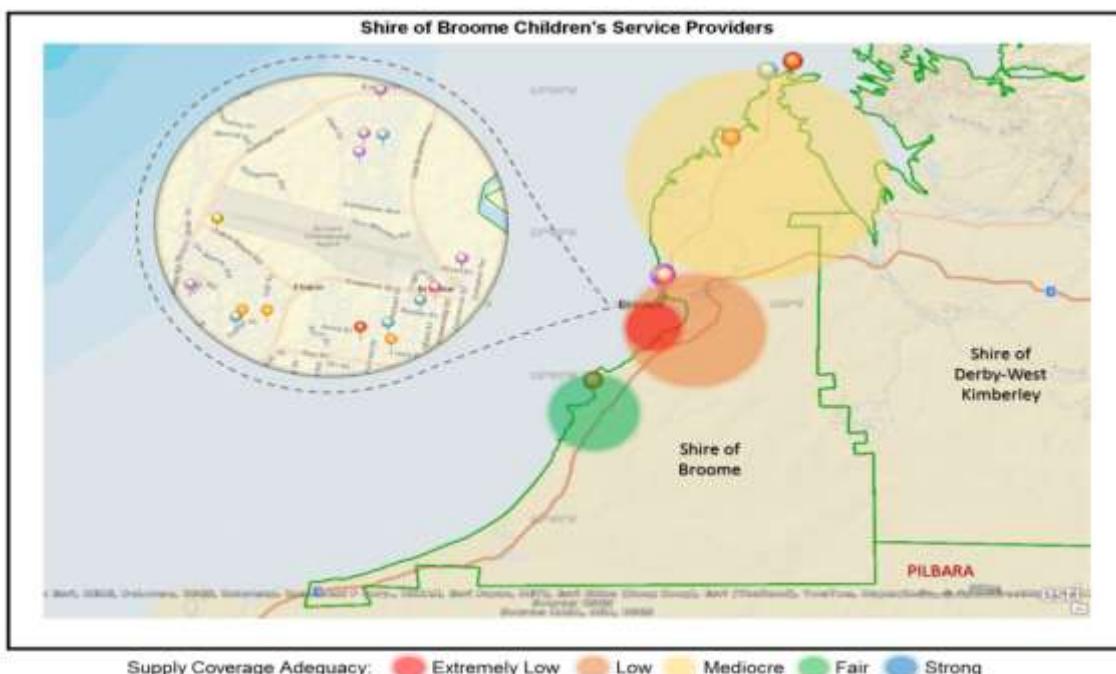


Figure 4: Shire of Broome Locational Map of Children's Services



The figure above shows the coverage of Children's Services within the Shire of Broome.

Service providers in the Shire of Broome are centralised in the township area of Broome. The Education and Care services are predominantly private enterprise and all report waiting lists for children aged 0-2 years. There are five Long Day Care (LDC) services and four Family Day Care (FDC) services located in Broome. In addition one Playgroup, three Outside School Hours Care (OSHC) and two Vacation Care (VC) services operate within the Township. Broome also has one Aboriginal specific Education and Care service which has also reported waiting lists for the same age group of children.

Broome Circle provides a number of partnered programs providing family support and parenting programs including a free eight week educational program for parents with new babies and Triple P; a program focusing on parent-child interaction and the application of parenting skills to a broad range of target behaviours³⁸.

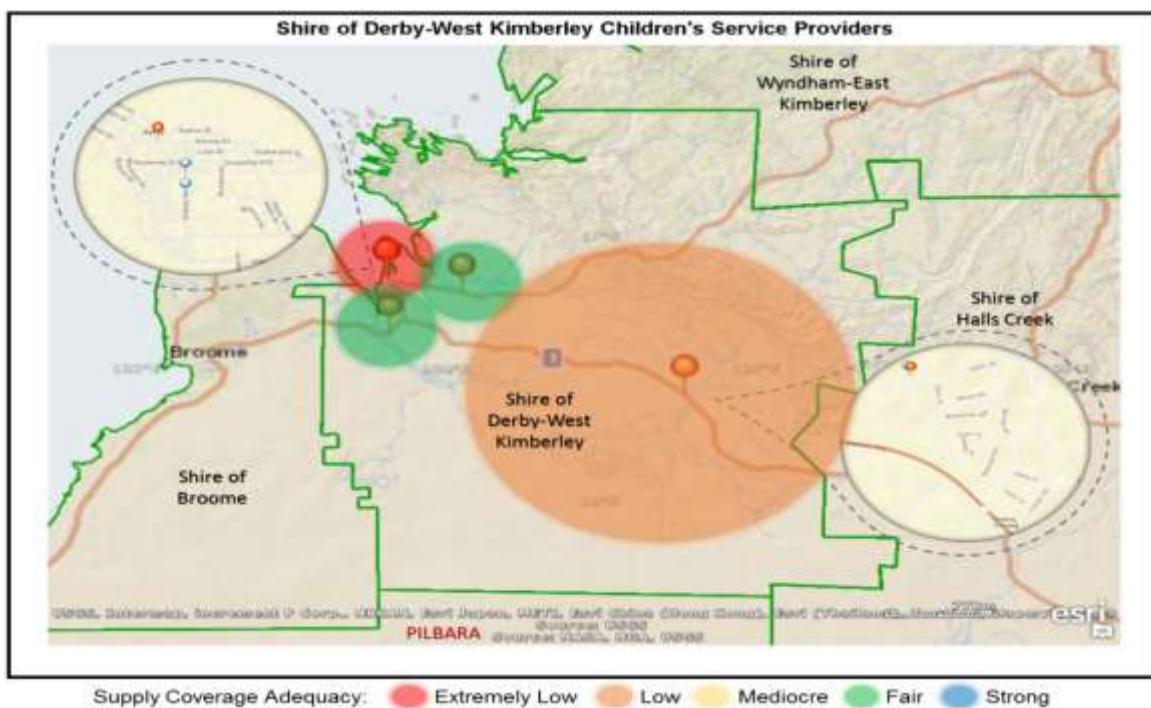
The Dampier Peninsular is located along the north-western ridge of the West Kimberley has one Education and Care service operating in the area at the Djarindjin Aboriginal community. This service was designed to provide an Education and Care option to the families of the five major communities located along the Dampier Peninsular. However, the distance between the communities is 100 kilometres and presents a barrier to access the service. The lack of access impacts on the service utilisation and viability.

³⁸ Broome Circle, *Programs for Adults*

This site is also home to parenting support programs and attracts regular guest speakers hosting workshops and information sessions including Parenting WA. Consultation with stakeholders indicated there is limited participation of parents in these workshops. Efforts are being made to better understand why there is limited participation.

Many of the Aboriginal communities in this area do operate Playgroups; however, a forum conducted in these communities revealed that the Playgroups have limited parent involvement because parents were seeking an option where they were able to leave their child in the care of others. The desire to leave children in the care of other indicates a gap in services provision of Education and Care services which are more desired than Playgroups. The challenge, however, is the cost of such services and the ability of the communities to attract and train qualified staff. Beagle Bay Aboriginal community is one of the respondents who were previously operating an Aboriginal Specific Service. The service has since merged into the school as a three year old program due to lack of qualified staff and limited parent involvement.

Figure 5: Shire of Derby-West Kimberley Locational Map of Children's Services



The figure above shows the coverage of Children's Services in the Shire of Derby-West Kimberley.

The shire comprises two major towns, Derby to the west and Fitzroy Crossing to the east, along with a number of remote Aboriginal communities.

Consultations with stakeholders in Derby report a lack of Education and Care options and an extensive waiting list of forty children seeking care. The service was recently awarded an increase in approved places from thirty six (36) to sixty six (66). The opening of these approved places will better support the needs of the town, however, is reliant on appointment of additional qualified Educators to meet National Quality Framework ratio requirements.

Fitzroy Crossing is also faced with challenges of waiting lists for children aged 0-2 years. The greatest challenge reported by Education and Care services is the transient nature of staff. With the highest staff turnover in the region it is difficult for the service to maintain Educator to child ratios and to provide a consistent service. This high staff turnover also has an impact on the Early Years Network forum within the area seeing the network attendance dip. An opportunity exists to support the strengthening of this network.

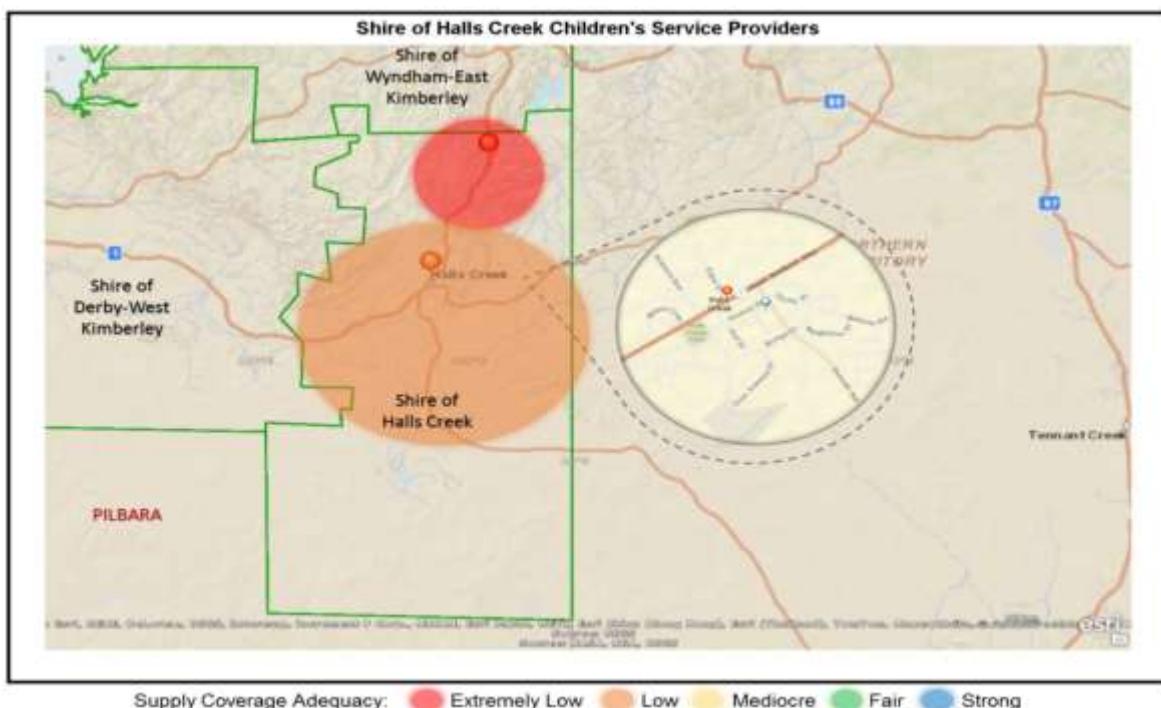
The Baya Gawiy Children & Family Centre is delivering a range of parenting, child and maternal health and well-being programs. The service also supports a mobile Playgroup. These programs providing family support are pivotal in developing positive partnerships and networks with communities in and surrounding Fitzroy Crossing.

Joy Springs Aboriginal community outside of the township of Fitzroy Crossing report that it is too far to drive 30-40 minutes to access the Education and Care Service and would prefer Education and Care options to be located within the community. Moreover, during the wet season the community is often cut off from the township due to flooding, limiting access to the mobile Playgroup offered by the Children and Family Centre. Given the road challenges and lack of work opportunities in communities a consideration for the community is the provision of a Community based Playgroup.

Educators living in the community also preferred to be working closer to home while having the opportunity to continue their study. This in turn would also provide the community the opportunity to provide an Education and Care service. The challenge for the community is the cost of such services and the ability of the communities to attract and train qualified staff.

According to the Project Manager for World Vision Australia, communities are welcoming Playgroup options. World Vision Australia are currently engaging with the Imitji, Kupungarri, Dodnun and Ngallagunda communities along the Gibb River road with the prospect of supporting four new Playgroups. This will improve the coverage of Children's Services in the area.

Figure 6: Shire of Halls Creek Locational Map of Children's Services



The figure above shows the Children's Services for the Shire of Halls Creek.

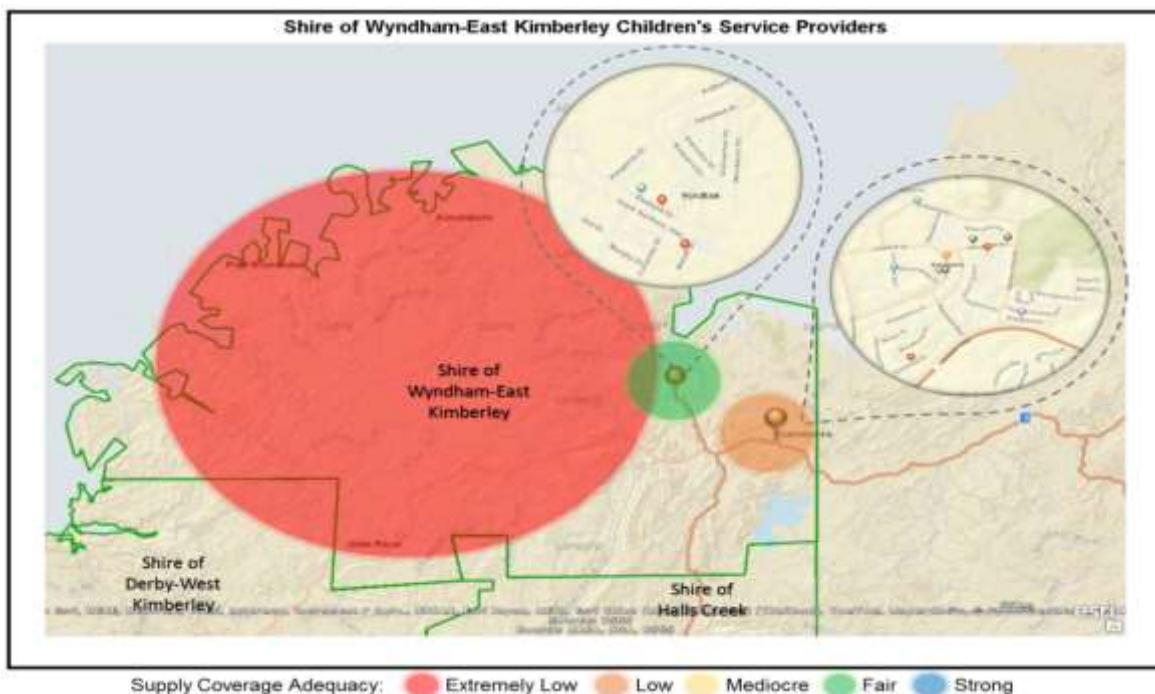
The township of Halls Creek has one fixed location Education and Care service licensed for twenty-five (25) children with a capacity to deliver a service up to sixty (60) children. The service is unable to expand to meet the growing demand due to issues relating to the attraction of qualified staff.

The Ningkuwum-Ngamayuwu Children & Family Centre is pivotal in providing family support and developing positive partnerships and networks with communities in Halls Creek. Ningkuwum-Ngamayuwu Children & Family Centre is delivering a range of parenting, child and maternal health and well-being programs including Playgroups.

Surrounding Aboriginal communities of Lundja (Red Hill), Yiyili, Mardiwah Loop, Nicholson Block and Yardgee are supported by a mobile Playgroup which is delivered by the Crèche and Kindergarten Association Limited (C&K).

Warmun Aboriginal Community is supported with one Aboriginal Specific Education and Care service, which has seen an increase in the number of children participating.

Figure 7: Shire of Wyndham-East Kimberley Locational Map of Children's Services



The figure above identifies the lack of Children's Services in the north western part of the Shire of Wyndham-East Kimberley. Kalumburu, as a major populated Aboriginal community has no access to Children's Services and limited activities for children aged 0-4 years.

Wyndham has one Education and Care service licenced for 20 children. The service is currently staffing for and offering fifteen (15) places to families as they do not have the service demand or access to qualified staff. This is the only Education and Care service in the Kimberley to report the absence of a waiting list. The service is currently in threat of closure and the community is working together to define a sustainable Education and Care option³⁹.

Wyndham also has two other Children's Services that provide parenting programs and children's activities such as breakfast clubs and Playgroups.

Kununurra has two Education and Care services providing a total of 120 approved places to Kununurra families, both experience waitlists for children aged 0-2 years.

The Kununurra Children and Family Centre (CFC) in addition to providing one of the Education and Care services delivers a range of early learning, parenting, child and

³⁹ The West Australian, *Child care centre given reprieve*, dated 2/09/14

maternal health, and well-being programs that predominantly target Aboriginal families with children aged from pre-birth to eight years of age.

Children's Services located in Kununurra also include Kununurra Neighbourhood House and Pindan Early Learning Centre which deliver a range of family support programs and early learning activities such as Playgroups targeting families with children aged 0-5 years.

In addition the town has an independent Playgroup as well as two mobile Playgroups delivered by Save the Children and Gawooleng Yawoodeng Aboriginal Women's group. A number of these services and programs are affected by ongoing funding issues.

The East Kimberley Early Years Network was supporting these services, however, the network ceased operation when funding that was supporting the operation of the network ceased late 2013. An opportunity exists to re-establish this network and support the sustainable modelling of its continued operation.

Consultation and engagement

An in-depth consultation plan was established with 38 identified Children's Services across the Kimberley. A flexible and culturally appropriate approach including mediums such as telephone, email, face-to-face meetings, focus groups and surveys were used to ensure maximum input into the strategies and recommendations made in this plan. Appendix IV contains a list of the stakeholders involved in the consultation process.

The regional and localised issues identified in the desktop research have been used as key discussion points in the consultation. These include:

- Lack of qualified Educators to meet demand
- High cost of living
- Lack of funding and limited alternate income for Children's Services
- Lack of Indigenous engagement in Children's Services
- Access to appropriate training and Professional Development
- Impact of National Quality Framework
- Limited collaboration, networking and governance in Children's Services
- Attraction and retention of staff

In doing so, these issues have been validated as some of key issues for Children's Services across the Kimberley.

Initially all Children's Services identified in the mapping exercise were provided with an introduction paper designed to provide background information on the Kimberley Children's Service Plan and the consultation process. This paper contained an outline of the project's aim and the methods in which information would be collected and used.

Twenty-three (23) Children's Services provided input during the first round of face-to-face discussions. During this phase the objective was to;

- Capture the demand and supply of services including gauging an understanding of operating hours
- Identify number of approved places and waitlist numbers
- Identify the level of collaboration and networking with the community and other providers
- Identify the major challenges faced by the sector, and
- Explore potential innovation occurring.

Through a survey, Children's Services were asked to rate their collaboration and partnerships with other services and key community stakeholders such as schools and local employers. Thirty-four (34) services were provided with the survey of which thirty (30) responded. The survey was conducted using a scale from one to five, with one being negligible or no link and five being a strong link. The survey explored the need to improve the linkages within the local community.

The general outcome of the survey confirmed that links between the Children's Services particularly Education and Care and broader stakeholders such as schools and business were limited. The Education and Care sector also identified a lack of connection and networking between themselves. The re-establishment and strengthening of Early Years Networks was identified as an approach to improve collaboration and support.

Appendix V shows the detailed results of the survey.

Services were also asked to share their insight and knowledge of programs and activities that take an innovative approach to address the challenges being experienced; these have been documented in this plan. Those relating to workforce development in particular have formed key considerations in the development of recommendations.

Appendix VI provides a view of the innovative ideas and programs.

A second round of face-to-face consultation focussed on undertaking a SWOT analysis with Education and Care services. The SWOT was used to identify the underlying cause of the issues and to better understand the opportunities available to address these. Services were encouraged to think about activities that would be required to improve

support systems and service delivery. The sector highlighted a range of ideas such as increased networking and improved access to training and Professional Development and an online pool of operational resources and templates.

Engagement was extended during the second round of consultation to the wider community including key community stakeholders such as parent groups, Aboriginal development organisations, Remote Jobs and Communities Programme (RJCP) providers and Shire councils. A mixture of face-to-face and telephone consultations focused on gauging an understanding of how these stakeholders could collaborate with Children's Services and support the advancement of the ideas and recommendations identified in the Plan.

A management group has been established as part of the consultation phase to reflect the diversity of the local region. This group has had specific input into the validation of trends and priority actions of this plan. As the plan moves into delivery stage the management group will provide oversight and direction. Appendix VII identifies the Kimberley Regional Children's Services management group representatives.

SWOT Analysis

Drawing on information collected in the desktop review and the consultation phase an in-depth SWOT analysis was undertaken across the four Local Government Areas. The results of this work enabled the documentation of the strengths and weakness, opportunities and threats for the Children's Services sector.

The SWOT identified a number of commonalities across all of the Local Government Areas such as high cost of living and lack of affordable housing and access to training and Professional Development. The key themes across the Kimberley have been drawn together to show a regional overview of the current environment. It identifies a number of strengths and weaknesses along with opportunities and threats that are consistent across the region while others are specific to Local Government Areas (LGAs).

The weakness and the threats have been categorised into the regional trends and issues;

- Lack of Education and Care places to meet demand due to staffing and infrastructure
- High costs associated in delivery of Education and Care
- Lack of available funding and limited alternate income for Children's Services
- Challenges in the attraction and retention of qualified staff

- Lack of Indigenous engagement in Children’s Services
- Access to and affordability of training and Professional Development
- Limited collaboration, networking and governance across Children’s Services.

Strengths and opportunities identified support the development of strategic goals and recommended activities to resolve and reduce the impact of the trends and issues;

- Opportunities for agencies to work together to develop workforce strategies to address shortage of Education and Care Educators and issues encountered in attracting and retaining Educators across the Kimberley.
- Increase collaboration and networking across the Children’s Services sector and support governance and strategic planning
- Willingness to share best practice across Education and Care services
- Ability to increase access to flexible and innovative education and training and access to resources through collaborative partnerships
- Establish and support a regional governance group to drive strategies that address issues specifically impacting on the Children’s Services across the Kimberley.

Appendix VIII provides a detailed overview of the comprehensive SWOT.

Regional Trends and Issues

The comprehensive review of the region using the methods outlined above has provided an assessment of the Children's Services in the Kimberley. This assessment has identified both the regional and local trends and issues and subsequently highlighted priority areas that can be addressed over the next twelve months.

These have been categorised into key themes enabling the development of the Kimberley Children's Services Plan.

Challenges in the recruitment and access to qualified Educators to meet demand for Education and Care

The challenge to attract qualified Educators is a major issue across the Kimberley Education and Care sector which is resulting in the inability to operate efficient service and at times results in the closure or reduction in care options. There are four factors identified through the consultation that need to be addressed to improve the Education and Care sector's capacity to ensure sustainability.

- An inability to attract qualified Educators
- Lack of suitable local workforce
- The requirements of the NQF surrounding ratios and qualifications; and
- A lack of approved places to support demand due to staffing levels

Education and Care services across the Kimberley indicate that they manage waitlists particularly for children aged 0-2 years. Demographic data for the Kimberley shows that the highest proportions of children are in the 0-2 years' band. It is also this age group that shows limited use of Education and Care options.

Education and Care services in all Local Government Areas report the challenge in attracting and accessing Diploma qualified Educators and Early Childhood Teachers (ECTs) who are required for the 0-2 years' rooms in larger services and to support program design⁴⁰. Education and Care services believe they are in direct competition with schools for staff with these qualifications. While this issue is discussed in-depth later in this plan, it results in services offering higher than award wages in the attempt to attract qualified staff.

⁴⁰ Australian Children's Education & Care Quality Authority, *Higher qualifications*

The Education and Care service in Fitzroy Crossing are approved for fifty places however due to a lack of qualified Educators they have combined age groups resulting in operating at lower ratios than prescribed. The service is currently providing twenty-three places of their approved fifty and as a result has a waiting list of sixteen children.

The ratio prescribed for the 0-2 years age group under the National Quality Framework (NQF) is one qualified Educator to four children for centre-based services⁴¹. Education and Care services have highlighted the particular challenge in maintaining these requirements over lunch periods and during periods of absence of Diploma qualified Educators during sick and annual leave. Services in Broome have overcome this challenge by employing an Early Childhood Teacher (ECT) into the co-ordinator role to oversee programming and provide relief for staff during break times.

Education and Care services report significant challenges in the attraction and retention of staff. The region has limited access to qualified staff locally and as a result is recruiting from outside the region. The costs to recruit and to support relocation of staff including sourcing of affordable housing are in most instances outside the ability of services.

Living costs in the Kimberley, including housing, are shown to be 10%-33% higher than Perth⁴². This is key factor impacting on people's ability to live and work in the region when employed in low income jobs such as Children's Services. In general, Education and Care services are forced to pay above award wages to attract staff and to compete with other industries. However, in some instances this is not stemming the flow of qualified Education and Care staff opting to work in other industries such as mining and formal education sector such as schools where salaries and benefits are more competitive.

All services reported much of the staff turnover was the result of more competitive salaries and housing allowance.

The introduction of the NQF particularly the requirement for staff to have a minimum standard of qualification has driven the need to increase salaries, which as outlined above, impacts on the overall operating costs being passed on to parents. Before the introduction of the NQF services were recruiting people with limited skill sets resulting in lower salaries and had access to a broader pool of unskilled workers. As discussed above, services are now looking for qualified staff outside of the region as qualified

⁴¹ Australian Children's Education & Care Quality Authority, *Improved educator to child ratios*

⁴² Department of Regional Development, *Regional Price Index 2013*, Page 11

Educators are not available locally and those that are interested in employment in the sector have challenges accessing appropriate training.

The requirement to hold a qualification to work in the Education and Care sector has brought additional challenges relating to access to appropriate flexible and timely training. Improving access and delivery of training would assist in addressing the current issue of lack of qualified Educators including the need to recruit outside of the region. Strategies such as working with local schools to build a better understanding of career pathways in the Education and Care sector may support an increase of young people undertaking school based traineeships which would support transition from school directly into the workforce. Working with local training providers such as Kimberley Training Institute to develop more flexible learning models are options considered in this plan.

Elements of innovation to address the shortage of staff can be seen in a number of strategies occurring in the region. Part time Education and Care services such as Out of School Hours Care and Vacation Care struggle to attract staff on a part time basis. Innovative ideas to address work force issues have provided some relief in the Broome with Broome CIRCLE and Broome Out of School Hours Care Children's Activities sharing staff who have the ability to work with one service in the morning and the other in the afternoon. These services can operate to the maximum capacity and the Educators are not limited to part time work.

In an effort to address the shortage of qualified staff some services have utilised skilled migration through the 457 Visa.

An Aboriginal Specific Service in the Shire of Broome reported that while they were approved for a specific number of places they were operating on lower ratios due to the number of children presenting with learning and behaviour issues. The service is of the view that these issues are related to the high incidences of Fetal Alcohol Spectrum Disorder (FASD). Fetal Alcohol Spectrum Disorder (FASD) is a term describing the range of effects that can occur in an individual whose mother drank alcohol during pregnancy. These effects may include physical, mental, behavioural, and/or learning disabilities with possible lifelong implications⁴³.

There is an opportunity to support services further in identification and diagnosis of children with special needs. Where services are eligible additional and specific

⁴³ National institute on Alcohol Abuse and Alcoholism, Alcohol Research & Health, *Fetal Alcohol Spectrum Disorders: Research Challenges and Opportunities*

assistance can be attained through the Yorganop Indigenous Professional Support Unit WA⁴⁴ or Inclusion and Professional Support through Child Australia.⁴⁵

Four of the Aboriginal communities consulted that currently operate Playgroups report that the Playgroup setting did not fully meet the needs of parents and the broader community. Many reported poor participation of parents as a result of lack of interest and that a number of parents are engaging in work and other commitments. These communities are seeking Education and Care options that engage the specific needs of the community. It is expected that these communities will be unable to establish Education and Care services with the current issues in staffing.

The research and consultation have clearly defined an existing need for additional and community specific service options for children and families in the Kimberley. Immediate work is required to address the shortage of trained staff in the region so that waitlists can be reduced and services can expand to cater for expected economic and population growth.

High cost of Education and Care service delivery

The higher cost of living has been reported by Education and Care sector as a key factor influencing the cost of service delivery which is passed on to parents through fees. Costs are predominately those associated with staffing as a result of increasing salaries to attract and retain required staff.

Of the parents consulted, 50% of those with two or more children reported that the cost of child care is too great particularly in relation to other high living expenses such as housing. Anecdotal evidence found through reviewing community notice boards including electronic (Facebook)⁴⁶ and general local display boards that some parents are consequential recruiting a nanny or au pair over using local Education and Care service.

The Education and Care service established in Djarindjin Aboriginal Community in the West Kimberley reports limited utilisation due to the fees involved in care. The service has recently reduced their fees by half in order to attract families into the service.

Another example can be seen in the Education and Care service in Wyndham. The centre has twenty approved places, however due to a number of factors including the lack of staff only fifteen places are offered. Currently, the centre has a demand between

⁴⁴ Yorganop Association Incorporated, *Indigenous Professional Support Unit WA*

⁴⁵ Child Australia, *Inclusion and Professional Support Program (IPSP)*

⁴⁶ Facebook, *Kununurra Community Notice Board; Derby Mother's Group; Derby Notice Board*

three and eight children daily. When the centre surveyed parents to determine why usage was low it was identified that parents had a preference to leave their children with family members. This has been attributed to both the cost and perceived benefit of the service. This service is in collaboration with the community to investigate a suitable model of Education and Care.⁴⁷

Lack of funding and alternate income sources for Children's Services

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 people⁴⁸.

Funding was allocated over six years to address the needs of Indigenous children in their early years. One such initiative funded under a National Partnership Agreement for Indigenous Early Childhood Development⁴⁹ was to promote the integration of early childhood services through building of Children and Family Centres (CFCs). These Centres were implemented to focus on quality early learning, Education and Care and parent and family support. As a result three Children and Family Centres have been provided in the Kimberley. The location of these centres are; Kununurra; Halls Creek; and Fitzroy Crossing. These Centres offer a range of early learning, parenting, child and maternal health, and well-being programs and services including approved Education and Care predominantly for, but not exclusively to, Aboriginal families with children aged from pre-birth to eight years of age.

Funding for these centres ceases in December 2014 and centre management have highlighted the need for continued funding in order to maintain the services being provided⁵⁰. The continuation of funding will enable the services to further explore opportunities to support family environments crucial for children's development as well as high-quality early learning and care environments enabling children to transition into school.

⁴⁷ The West Australian, *Child care centre given reprieve*, (September 2, 2014, 9:45 pm)

⁴⁸ Council on Federal Financial Relations, *Council of Australian Governments, National Partnership Agreement on Indigenous Economic Participation*, Page 3

⁴⁹ Council on Federal Financial Relations, National Partnership Agreement for Indigenous Early Childhood Development, Page 4 & 7

⁵⁰ The Australian, *End of funding leaves indigenous kids of Fitzroy Crossing at crossroads*, (September 2, 2014, 12:00am)

Given the continuing reduction of available funding, services will need to seek alternate income sources. One form of alternate income includes the need for services to increase the Education and Care fees. Increased fees will result in a decline of service use with many families unable to afford the price rise. This is particularly relevant to the high Indigenous population. With a higher unemployment rate and lower than average income Aboriginal children will be forced out of Education and Care.

Some services offering programs within the Children's Services area are not utilising their buildings beyond the hours of operation, with the higher than average regional costs, services are more willing to seek financial income from alternate sources such as fee for service and fee for hire of building facilities to smaller community clubs and groups. A review of the viability of hiring facilities is required to identify opportunities within each local area. Given the significantly higher regional costs and the under-utilisation of some services and facilities collaborative approaches, such as co-location, between multiple services is a strategy that could be adopted to enable services to maintain sustainability.

There is a perceived misconception held by some Children's Services that as a result of their non-profit status they are unable to income generate to meet rising costs.

Governance and support structures are required to enable services better understand their organisations constitution and rules of association.

Over the consultation period, five services identified challenges faced with contractual obligations particularly reporting requirements due to the lack of capacity within the service. This has resulted in the cessation of funding and operation of Pandanus Park and Onyon Best Start Playgroup in Derby.

Providing services with governance and operational training specific to non-profit and government contract requirements would improve the delivery of quality services. It would also support the services in identification of alternate income sources, enabling them to become more self-sustaining.

Lack of Indigenous engagement in Children's Services

According to the Australian Bureau of Statistics (ABS) Census for Population and Housing 2011 there were 114 persons identified as working in Pre School Education the Kimberley⁵¹. Thirty-nine percent (39%) of the Pre School Education workforce identify as Aboriginal. With the growing population of young Aboriginal families and to meet the

⁵¹ ABS 2011 Census of Population and Housing, *Local Government Areas (2011 Boundaries) (POW)* by INDP - 3 Digit Level and INGP Counting: Persons, Place of Usual Residence, generated by Table Builder

needs of the staffing within the Education and Care sector there is an opportunity to increase the workforce participation of Aboriginal people within the sector. With the reported high unemployment rate in rate there is potential to tap into a local available workforce.

The consultation also demonstrated there is limited involvement of Aboriginal families in the provision of Children's Services. It has also been highlighted that Aboriginal family engagement in programs is poor. All health and wellbeing indicators suggest that increased engagement in Children's Services of both parent and child is vital to Closing the Gap on health and education outcomes of Aboriginal families.

Table 1: Proportion of Population in Preschool Education employment by Indigenous Status

Australian Bureau of Statistics (ABS) Proportion of Population in Preschool Education employment by Indigenous Status⁵²

Local Government Area (LGA)	Non-Indigenous	Indigenous	Total	Percentage Indigenous
Broome (S)	22	11	33	33%
Derby-West Kimberley (S)	14	21	35	60%
Halls Creek (S)	7	9	16	56%
Wyndham-East Kimberley (S)	26	4	30	13%
Total	69	45	114	39%

Forecast economic and population growth is expected to drive the need for additional Early Childhood Education and Care options in the Kimberley. Engaging and developing skills across the Aboriginal workforce will play an increasingly important role in meeting the needs of the National Quality Framework and the demand for services now and into the future.

The Education and Care sector reported there were some work readiness issues and lack of understanding of the workplace requirements in Education and Care being experienced by Aboriginal staff. These were factors that prevented and reduced the sectors ability to recruit some Aboriginal people. Services reported a willingness to support Aboriginal school based traineeships as a strategy to address the staff shortages and to increase Aboriginal representation in the Education and Care workforce.

⁵² ABS 2011 Census of Population and Housing, *Local Government Areas (2011 Boundaries) (POW) by INDP - 3 Digit Level and INGP Counting: Persons, Place of Usual Residence*, generated by Table Builder

The consultation also highlighted that some Aboriginal people, particularly those interested in Education and Care experienced learning difficulties and found the current delivery of training did not meet their specific needs and abilities and in some instances found the classroom environment uncomfortable. The Plan has considered options around how these issues could be addressed so that an increase in Aboriginal representation in the sector can be supported, particularly in towns and locations where Aboriginal people make up the largest proportion of the population.

One of the issues raised by services who have recruited Aboriginal staff was the challenges with attaining a Working with Children Check (WWCC) mainly due to lack of Identification to satisfy the application process. In this case, applicants must first apply for Identification documents such as a birth certificate prior to applying for a Working with Children Check. This is time consuming and results in delays in the recruitment process. Services located in really remote regions such as Beagle Bay are impacted by distance. The nearest post office where an application can be submitted is Broome which is 128 km (2.5 hours) away.

A level of innovation will be required to address the issues raised above. Programs like the Education and Care Youth Program being conducted by East Kimberley Job Pathways (EKJP) together with Wunan and in partnership with Kimberley Training Institute and industry providers could facilitate an improvement to the situation. This program operating in Kununurra aims to deliver a 40 week program to Aboriginal girls. The program supports the development of staff in Children's Services and comprises of industry training, work placement, job readiness and confidence mentoring. It also supports the application for a Working with Children Check (WWCC) and Police Check. Appendix IX describes the full details of the program.

There is an opportunity to expand this program across the Kimberley to increase the participation of a localised workforce.

Access to flexible and affordable training and Professional Development

The Australian Children's Education & Care Quality Authority (ACECQA) has confirmed that higher qualified educators improve outcomes for children as more highly qualified educators have a greater understanding of child development, health and safety issues and lead activities that inspire children and help them learn and develop. It is this that

has led to the development of the NQF which now guides and informs the Education and Care sector.⁵³

Education and Care services across the Kimberley have identified a number of challenges relating to the access to and costs associated with Professional Development and regulatory training required by staff.

The sector also reports concern in the current delivery of qualifications particularly Certificate III, which is the basic qualification, required to work in the sector and forms the stepping stone towards Diploma and other Education and Care qualifications. It is also the qualification that the sector is seeking to use to increase the number of young people transitioning from school into a career in Education and Care.

Professional Development (PD)

Providing Professional Development opportunities is one strategy to ensure that educators continue to strengthen their practice throughout their career. In the Kimberley educators are challenged by limited access and the high costs associated with attending Professional Development. Challenges associated with date and times of training are also experienced.

Costs associated with attendance at training and Professional Development, namely; flights, accommodation and the cost to backfill staff; play a significant role in the decisions made by services to engage in Professional Development. Ultimately this has an impact on their ability to perform to the highest levels of excellence under the National Quality Framework (NQF).

Child Australia develops and delivers a wide range of training and Professional Development programs and consultancy support to extend or bridge the knowledge, confidence and skills of educators. Professional Development courses are available by Child Australia to Australian Government Approved Child Care Services (AGACCS)⁵⁴ at a subsidised rate. Non-approved services are able to access courses at an additional cost.

Child Australia funded by the Australian Government, offers courses to the Education and Care sector across Western Australia. Services are notified of the course options via a six monthly training calendar. The current training calendar consistent with past calendars is providing two Professional Development options to be held in the

⁵³ ACECQA, *Introducing the National Quality Framework*, <http://www.acecqa.gov.au/national-quality-framework/introducing-the-national-quality-framework>

⁵⁴ Child Australia, *Inclusion and Professional Support Program (IPSP)*

Kimberley. These are being delivered in two locations in the West Kimberley only, Broome and Derby. This presents significant issues for services located in the East and Central Kimberley related to ability to access due to distance and cost.

Services in the Shires of Wyndham-East Kimberley and Shire of Halls Creek both based in the East Kimberley report that while these courses are offered to them, gaining access to the courses held in the West Kimberley is difficult and costly. Travel between the East and the West Kimberley takes time and impacts on service delivery as staff are out of the service for days at a time. Travel costs between the East and West is expensive and requires the participant to stay overnight due to drive times and flight schedules. Accommodation adds an extra expense particularly as the courses are held during the peak season limiting accommodation options and accommodation costs during this period are increased. Similar feedback was received from services operating from remote areas such as Aboriginal communities.

Services in the townships where Professional Development is held suggested it is difficult to identify and encourage staff to attend Professional Development outside of work hours. All services reported that the Professional Development modules were not location specific. Feedback from services also described that the content is modelled on city based Education and Care and did not address local environmental challenges. Professional Development is not only difficult for Educators and costly to attend but is perceived as having little relevance to the operation of services in the Kimberley. The method of delivery and cost relative to training and back filling of staff, were said to be the cause of lower levels of engagement in Professional Development.

Efforts are required to review how Professional Development can be delivered by local training organisations to better suit local requirements including the individual needs of services.

A number of Aboriginal Specific Services reported that they have significant number of children with learning and behaviour issues, which could be linked to FASD. As a result changes to ratio and staffing have occurred within these services to better support the requirements of children. This however, results in the service being unable to provide Education and Care to the larger number of children on waitlists.

Yorganop Indigenous Professional Support Unit Western Australia (YIPSU WA) provides professional support, advice and training to Indigenous Education and Care services. Yorganop work to support Education and Care services to provide quality care that is culturally safe, appropriate and meets the needs of Indigenous children through partnerships with the Professional Support Coordinator (PSC) in WA and Inclusion

Support Agencies (ISA) throughout the state⁵⁵. Efforts are required to promote the availability of support offered by Yorganop to these services.

Regulatory Training

The National Quality Framework (NQF) sets out minimum qualification requirements for educators working in Education and Care services. Access to mandatory qualifications such as First Aid, Asthma and Anaphylaxis is a challenge for service providers in the Kimberley.

Service consulted stated they are only able to access the required training elements separately. Training organisations in the region currently provide First Aid however the courses available do not capture the Asthma and Anaphylaxis requirements under the National Quality Framework (NQF).

Anaphylaxis training can be achieved online while Asthma training is delivered by the Asthma Foundation and only when there are twenty or more participants in a location.

Investigation into potential ACECQA approved course that combine all three qualifications found two courses that satisfy the training requirements of the NQF⁵⁶. However, these are not offered in the Kimberley, resulting in services having to undertake First Aid, Anaphylaxis and Asthma training separately.

Identifying services, operating in the Kimberley, with the capacity to deliver the approved courses will have a positive effect on the services by reducing waiting times, costs and frustrations of access. St John's in Kununurra and Broome and the Kimberley Training Institute are training providers currently offering a non-approved first aid course. Discussions with these training providers have confirmed interest in delivering the ACECQA approved course that meets NQF requirement in 2015 however training providers will be required to up-skill their existing trainers to be able to deliver the course.

Approved Qualifications

The Kimberley Training Institute (KTI) is the primary provider of class room based Early Childhood Education and Care qualifications. It is acknowledged that there are a range of other training providers delivering in the region. One such example is Training for Me, the training organisation engaged by Broome Day Care

⁵⁵ Yorganop Association Incorporated, *Indigenous Professional Support Unit WA*

⁵⁶ Australian Children's Education & Care Quality Authority, *Qualifications*

Students in Broome and Kununurra have access to classroom delivered training on a weekly basis while services in other major towns are being visited by trainers either once a month or every six weeks. Remote Aboriginal communities are being visited less frequently due to road condition, weather availability of trainers and lack of attendance or cancellation by students.

Students that do not have weekly access to a trainer have indicated difficulty in attaining the qualification as a result of the limited face-to-face contact. This means the qualification takes longer than expected for students to achieve. When students themselves are not available to attend training session it also impacts on the qualification time. One student reported continuing study for five years without full attainment.

Services and students have indicated that while face-to-face delivery of Professional Development and the Early Childhood Education and Care qualification is preferred, it is hindering the access to timely training. The sector reports that flexible delivery providing a combination of face-to-face, online and webinar based delivery coupled with the provision of all modules up-front would cater to the individual training needs of students and support those experiencing challenges with the course content.

An opportunity for greater flexibility in the mode of delivery and the support of a self-paced learning environment has been identified. Access to training via online and webinar or podcast type mediums was recommended by services. This delivery option would allow training to be undertaken during the preferred time for the student such as quiet periods on the job or in their home environment. It would also increase the access to training and Professional Development opportunities for Educators working from remote locations such as Aboriginal communities.

Feedback from organisations like Save the Children who support staff to access flexible online learning environments report excellent learning outcomes for staff particularly those experiencing challenges with the course content.

Recommendations within the Kimberley Children's Service Plan are aimed at improving flexible delivery methods for training and Professional Development of Education and Care staff.

Limited Community Engagement

According to the findings of the Australian Early Development Census, parents and family remain significant influences throughout childhood but other environmental influences, such as peers and the school environment also play a role. The larger social

structure, economic, political and cultural environments also have an impact on the resources available to families and children. The character of the communities in which children live, including the economic climate and accessibility of appropriate services, has significant influence on children's development.⁵⁷

Given this impact on early childhood development it is important for services to maintain strong links across the community including with schools, parents, culture, religion and other community programs.

All Children's Services have identified that their links with schools and other services across the community are limited. Playgroups operating within Aboriginal communities especially reported the struggle to develop programs and links that support school transition and the participation of parents. This is specifically highlighted in the results of the Australian Early Development Census (AEDC) in the poor level of outcomes in the transition of children into school.⁵⁸

Some Children's Services in the Kimberley have tried a range of strategies to increase parent and community involvement. A recent open day held at the Education and Care centre in Wyndham provided an opportunity for families to better understand the service being provided and resulted in enrolment of two new families. Education and Care services in Kununurra and Broome have also held specific activity days such as Mothers Day, Fathers Day and Family and Cultural Days to increase parent and community participation with positive results.

During consultation, 50% of services in the Shire of Broome identified that while an attempt to provide more culturally inclusive Education and Care programs there is more that can be done. These services identified a lack of knowledge as the primary reason they believe the cultural and religious needs of children were not adequately being met. Improving links to the community environment and culturally specific training were identified as opportunities to support services in providing tailored programming for children.

One positive example of community collaboration seeking quality outcomes in Education and Care is the approach undertaken by service and Mirima Dawang Woorlab-gerring Language and Culture Centre through the Language Nest program in Kununurra. The Our Land Our Languages report produced by Australian House of Representatives Committee on Aboriginal and Torres Strait Islander Affairs states, "early childhood Aboriginal language and cultural programs lead to increased self-esteem, improved

⁵⁷ Australian Early Development Index, 2012 Community results table AEDI East Kimberley community, Page 29

⁵⁸ Australian Early Development Index, 2009 Community results table, AEDI Halls Creek community

academic performance, improved school attendance, reduced drop-out rates and better proficiency in reading skills in both the Indigenous language and English”⁵⁹. The partnered program also works towards strengthening the delivery of Quality Area 1 - Educational program and practice and Quality Area 6 - Collaborative partnerships with families and communities under the National Quality Framework (NQF)⁶⁰

Another example of community services and programs working together has been identified in Broome. Broome Out of School Care Children’s Activities (BOSCCA) has formed a collaborative partnership with the West Kimberley Clontarf Academy (Clontarf). Through Clontarf boys engage in a range of activities including primary school buddy and leadership programs and integrated employment programs. The partnership with BOSCCA empowers Clontarf students to share leadership by teaching football and motor skills to BOSCCA students. Encouraging an informal mentor program the partnership has reportedly seen positive influences toward school participation and attendance across all participants.

Limited Collaboration, Networking and Governance

A key finding of the survey conducted as part of the consultation process identified limited collaboration and partnerships across services. Not only did the services identify a lack of connection and networking between them, there was a reported lack of collaboration with other services providing child related programs such as health and the Western Australian Education Department.

All Children’s Services consulted stated that networking and connecting with other early childhood services would enable the sharing and problem solving of challenges specifically related to their sector.

Early Years Networks were established to encourage an integrated approach to early childhood however a number of the networks are no longer working effectively and require support to either re-establish or to strengthen processes.

Early Years Networks were set up to enable agencies, organizations and families to work together to identify and address the early childhood needs. In some communities these have evolved into Education and Care networks, professional networks and some

⁵⁹ Parliament of the Commonwealth of Australia, House of Representatives, *Our Land Our Languages: Language in Indigenous Communities*, page 99

⁶⁰ Australian Children’s Education & Care Quality Authority, *Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011*, pages 50 and 101

have remained focused on early childhood needs. The networks were strongly supported by Children's Services Officers in the Kimberley.

Since the change of the Department for Communities Children's Services Officer role to a more regulatory based approach the support to Early Years Networks has been less focused and networks have struggled to be effectively maintained. There are gaps in the consistency and access to relevant Professional Development and other related information.

A re-focus and in some cases the re-establishment of Early Years Networks would provide the mechanism to improve information, networking and collaboration. Services operating in parts of the region other than major towns have suggested the opportunity for linking services through videoconference, teleconference or rotating meetings across different locations.

Networking opportunities can be facilitated by strengthening links with local government who can provide the technology to better join up Early Years Networks across the region. Partnerships with local government to support virtual meetings aims to not only increase the engagement of Early Years Networks but to link Early Years Networks from each town across the region. Virtual networking through teleconference, videoconference and online channels enables more services to participate in and access networking opportunities. This will result in strengthened support for Children's Services.

The Western Australia Council of Social Service (WACOSS) is working to further define challenges that Early Years Networks are facing and what types of support members feel would help them thrive. Partnering with WACOSS on further developing the Early Years Networks will enable the support required for services⁶¹.

An opportunity exists to develop an online resource hub that would provide a portal that Children's Services could assess to obtain information such as best practice, training information and other related information. Significant amounts of information is currently shared at networking meetings and via email however many services report lack of time to regularly maintain emailed information. A purpose built portal for information relating to the Children's Services sector would enable service to access information when required in a more convenient way.

Some Education and Care services report a lack of management and governance capabilities within their service. The growth of Education and Care sector and the increasing need for Management Committees and Managers to have a broader

⁶¹ WACOSS, *Supporting Early Years Networks in WA, Final Project Report*

understanding of business and financial management have placed additional pressure on services including the need to increase salaries to source staff with broader skill sets.

One specific example in Fitzroy Crossing where they are experiencing extremely high turnover of staff is identified to be partially caused by lack of human resource management expertise. A service in Broome suggested their Coordinator position was difficult to fill because the candidate required both teaching and business management skills to be able to run the service more effectively.

Two opportunities have been identified that would support services in developing skills in the area of policy, human resource management, governance and sharing best practice. One is to establish a regional management and support role that would work through a regional management network to specifically work alongside services. The other is providing a development opportunity for existing staff to access training in these skill areas.

In addition, Playgroups located in One Arm Point, Bidyadanga have identified the challenge in developing programs for children to support transition to school. Educators in these communities undertaking Certificate III Early Childhood Education and Care have expressed limited exposure to best practice program planning. While some programs are planned as a requirement of the qualification newly trained Educators have found difficulty in meeting all the developmental needs of children. An online pool of resources has been requested sharing standard templates and programming plans.

The Western Australia Council of Social Service (WACOSS) has developed an Early Years Networks page on DropIN⁶². DropIN is an online platform for the community sector that enables individuals and groups to network and collaborate and keep up to date on projects and topics. This website has been identified as a platform to support an online pool for resources. Collaboration with WACOSS will enable further development of the resources and online resources that would meet the needs of Kimberley Children's Services sector and support the Early Years Networks.

⁶² WACOSS, *Supporting Early Years Networks in WA, Final Project Report*, Page 39

Key Findings and Recommendations

The Children's Services sector has faced increasing challenges associated with the provision of quality Education and Care. The evidence collected during the preparation of the plan suggests the Education and Care sector specifically is finding it increasingly difficult to operate financially sustainable services.

The Plan highlights the impact of distance, isolation, funding, lack of skilled labour, limited availability of training and Professional Development. These issues have substantially increased operational costs and this has created challenges for the sector; now and into the future.

Education and Care services have encountered some challenges in working towards meeting the requirements of the National Quality Framework (NQF) and it is vital that assistance to services is provided to ensure that all Education and Care services are able to meet all of the requirements of the NQF to the very highest standard.

An in-depth review of Children's Services conducted through extensive research and consultation has resulted in the identification of major trends across the region and include;

1. Challenges in the recruitment and access to qualified Educators to meet demand in the Education and Care sector.
2. Limited Collaboration, Networking and Governance
3. Limited Community Engagement
4. Access to flexible and affordable training and Professional Development
5. Lack of Indigenous engagement in Children's Services
6. Lack of funding and alternate income sources for Children's Services
7. High cost of Education and Care service delivery

A range of priority actions, have been drawn from these trends to address Children's Services issues. These have been developed into the following strategic goals:

- Develop strategies to address the shortage of qualified staff impacting on the Education and Care sector;
- Establish a regional governance group to drive strategies that address issues specifically impacting on the Kimberley Children's Services Sector;
- Increase collaboration and networking across the Children's Services sector personnel living in the Kimberley;

- Provide increased access to flexible and affordable education and training for the Children’s Services sector;
- Improve access to shared resources and standard templates to bring alignment across the whole Children’s Services sector;

The Kimberley Children’s Services Plan is designed to meet the needs of the Children’s Services sector and the broader community as they progress through specific and localised challenges.

In developing and implementing the Plan it is acknowledged that to produce the desired outcomes effective collaboration between stakeholders will be required. To facilitate this, a Management Group has been formed which will meet on a quarterly basis to review the Plan and the progress made. It will be a point of reference for the Regional Development Officer who will take key ownership of the document and the recommendations with the support of the sector.

To enable the continuation of recommended activities beyond the project scope it is envisaged that the Management Group will need to be resourced to take on a more strategic role long term to manage recommendations into the future.

Regional Plan

1. Develop strategies to address the shortage of qualified staff in the Education and Care sector.

Regional Trend or issue: Increase access to qualified local Education and Care workforce

Recommended Action	Resources Required	Priority
Identify opportunities to work with Sector in developing a part-time shared workforce supporting cross organisational employment.	RDO time Support of part time services	Medium
Collaboration / Responsibilities:		
Regional Development Officer in collaboration with key stakeholders and services too support this initiative.		

Regional Trend or issue: Increase accessibility of Working with Children Checks

Recommended Action	Resources Required	Priority
Investigate ways to improve access to obtaining a Working with Children Check for remote staff. Investigate options to stream line the WWCC process for the Children's Services particularly in supporting remote services staff.	RDO time	Low
Collaboration / Responsibilities:		
Regional Development Officer, Department for Child Protection and Education and Care services to work collaboratively to document the action findings.		

Regional Trend or issue: Increase knowledge of Children's Services as a career pathway for young people

Recommended Action	Resources Required	Priority
<p>Work with Workforce Development Services and Children's Services sector to develop a marketing plan to promote Children's Services as a career pathway to high school students.</p> <p>Work in partners with Kimberley Training Institute, the Education and Care Sector and Employment Services to develop innovative initiatives that seek to develop career pathways into Children's Services.</p>	Partnership Broking – RDO Training – training organisations Schools, Workforce Development Agencies Employment Services Printing Costs for Marketing materials	Medium
<p>Collaboration / Responsibilities:</p> <p>Regional Development Officer, Schools, Workforce Development Services, Children's Services, Employment Services working in partnership and sharing updates to ensure the Children's Services Officer is abreast of progress.</p>		

2. Establish a regional governance group to drive strategies that address issues specifically impacting on the Children’s Services sector.

Regional Trend or issue: Improve governance and strategic planning skills in Children’s Services

Recommended Action	Resources Required	Priority
Work with the Sector to establish a regional management group to drive regional strategies to address issues impacting on Children’s Services.	Meeting room resources Teleconference resources	High
Look for sustainable funding streams such as memberships for the continued operation of the group post of contract.	Time Consideration of administration funding Funding to support Professional Development where necessary	
<p>Collaboration / Responsibilities:</p> <p>Regional Development Officer will engage with the Department of Local Government and Communities and other key agencies to identify potential funding opportunities for the administration of the Management group.</p>		

Regional Trend or issue: Increase knowledge and access to funding and alternate income streams for Children's Services

Recommended Action	Resources Required	Priority
<p>Identify funding opportunities for Children's Services and provide this information to the sector.</p> <p>This will include scoping and assessing income generating activities that compliment or supplement Children's Services income.</p> <p>Support identification of funding that can support non-profit organisations to increase skills and capacity in business, administrative and human resource management</p>	Email to networks Phone to networks RDO time Funding	Medium
<p>Collaboration / Responsibilities:</p> <p>Regional Development Officer to share funding and grants opportunities with networks to ensure all services are informed.</p> <p>Regional Development Officer to support individual services to identify income generating activities where requested.</p>		

3. Increase collaboration and networking across the Children's Services sector

Regional Trend or issue: Improve collaboration and networking between Education and Care Services

Recommended Action	Resources Required	Priority
<p>Connect Education and Care Services to useful resources.</p> <p>Continue to ensure that the sector is keep abreast of the Regional Plan outcomes during the life of contract using a variety of mechanism.</p>	Engagement – RDO time	Medium
<p>Collaboration / Responsibilities:</p> <p>Regional Development Officer to undertake these during the life of the contract.</p>		

Regional Trend or issue: Improve the structure and ability of early years networks to better support Children's Services

Recommended Action	Resource Required	Priority
<p>Work with the Children's Services to re-engage Early Years Networks as a key mechanism to support the sharing of best practice, dissemination of information and collaboration.</p> <p>Work with WACOSS to identify funding sources and suitable organisation to undertake long term management overseeing all Early Years Networks.</p> <p>Explore opportunities to create a mechanism that would join the East and West early year's groups including remote services.</p>	WACOSS implementation of recommended actions RDO time Teleconference and skype technology	High
<p>Collaboration / Responsibilities:</p> <p>Regional Development Officer and WACOSS</p>		

Regional Trend or issue: Develop a portal to support information sharing across Children's Services including improving information to families

Recommended Action	Resources Required	Priority
<p>Investigate ways to increase the knowledge of parents in the availability of Children's Services activities and programs. This could include the development of localised marketing material.</p> <p>Provide information to Children's Services to increase their knowledge and understanding of the mychild.gov website to promote their services to parents and broader community</p>	Printing costs RDO Time	Medium
<p>Collaboration / Responsibilities:</p> <p>Regional Development Officer to work with Australian Department of Education to increase understanding the mychild.gov website and how to maintain valid information.</p> <p>Regional Development Officer to support services in developing simple marketing plan, guide and templates for future use enduring validity of information and to raise the profile of educators through the marketing campaign.</p>		

Regional Trend or issue: Improve and increase participation of parents in Children's Services

Recommended Action	Resources Required	Priority
Further investigate the delivery of Playgroups and identify ways of increasing parent participation and culturally appropriate services for remote Aboriginal communities	RDO Time	Medium
<p>Collaboration / Responsibilities:</p> <p>Regional Development Officer to support facilitation of collaboration between Aboriginal communities, Department of Education and Playgroups WA in identifying participation techniques.</p>		

Regional Trend or issue: Development a Regional Management Group to support a regional governance model that seeks to support

Recommended Action	Resources Required	Priority
Work with the Regional Management Group (TBA as part of another strategy) to look at options to establish working groups that can drive the required longer term strategies to address regional Children's Services issues.	RDO time to support establishment	Low
Collaboration / Responsibilities:		
Regional Development Officer to support Regional Management Group		

4. Provide increased access to flexible and innovative education and training for the Children's Services sector.

Regional Trend or issue: Improve access to regulatory training for Education and Care staff

Recommended Action	Resources Required	Priority
Work with Asthma Foundation to form partnerships with local training providers so that they can deliver the required regulatory training on the ground where required.	Asthma Foundation – Train the trainer RDO identify facilitator	High
<p>Collaboration / Responsibilities:</p> <p>Regional Development Officer to support Asthma Foundation in identifying Local training providers capable of delivering training.</p> <p>Asthma Foundation to support action with train the trainer facilitation in the region.</p>		

Regional Trend or issue: Improve affordable access to Professional Development opportunities

Recommended Action	Resources Required	Priority
Promote available funding resources to support Children's Services to access Professional Development opportunities. Work with appropriate services to encourage the delivery of regional appropriate training through Online or Webinar and Work with appropriate agencies to develop a dynamic online calendar of PD opportunities. Work with Children's Services training sector to improve their understanding of regional training needs including access issues, timing, locations, costs	RDO time Technology – training organisations	High
<p>Collaboration / Responsibilities:</p> <p>Regional Development Officer, Professional Development and training providers.</p>		

5. Improve access to shared resources and standard templates to bring alignment across the whole Children's Services sector.

Regional Trend or issue: Increase collaboration and resource sharing across Education and Care services

Recommended Action	Resources Required	Priority
Investigate the types of online material/ templates that the Education and Care sector require.	RDO time	Low
Work with Children's service to provide feedback to Professional Development and training providers to ensure that content of training packages meets the needs of local services inline with National quality Framework (NQF).	WACOSS to support set up of DropIn sites for networks	
Work with WACOSS to explore ways in which online resources can be developed and accessed by Early Years Networks and Children's Services more efficiently		
Collaboration / Responsibilities: Regional Development Officer to work collaboratively with WACOSS to extend reach to Kimberley Early Years and Education and Care networks and to support services in their engagement with WACOSS.		

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Abbreviations

List of Abbreviations

DropIn	An online collaboration platform for the community sector
ABS	Australian Bureau of Statistics
ACECQA	Australian Children's Education and Care Quality Authority
AEDC (AEDI)	Australian Early Development Census (formerly Index)
CCB	Child Care Benefit
CCR	Child Care Rebate
CSSU	Children's Services Support Unit
COAG	Council of Australian Governments
DLGC	Department of Local Government and Communities
ECA	Early Childhood Australia
ECEC	Early Childhood Education and Care
EYLF	Early Years Learning Framework
EKJP	East Kimberley Job Pathways
FDC	Family Day Care
FX	Fitzroy Crossing
ILOC	Indigenous Locations
KDC	Kimberley Development Commission
KLC	Kimberley Land Council
KTI	Kimberley Training Institute
KNX	Kununurra
LDC	Long Day Care
LDCPDP	Long Day Care Professional Development Programme (funding)
LGA	Local Government Area
Mobiles	Mobile Children's Services
MACS	Multifunctional Aboriginal Children's Services
OSHC	Outside School Hours Care
PD	Professional Development
RCSP	Regional Children's Services Plan
RDA	Regional Development Australia
RDO	Regional Development Officer
RPI	Regional Price Index
RJCP	Remote Jobs and Community Programme
ECD	Strategy National Early Childhood Development Strategy
SWOT	Strengths, Weaknesses, Opportunities and Threats (analysis of)
TAFE	Technical and Further Education
VC	Vacation Care
WACOSS	Western Australian Council of Social Service
WELA	Wyndham Early Learning Activity Centre

Appendices

Appendix I Population of children by Indigenous Local Communities (ILOC)

2011 Census of Population and Housing Number of Children by LGA and ILOC

Units of analysis and related demographic (ILOC)			
Local Government Area (LGA)	Indigenous Local Communities (ILOC)	Children 0-4 years	Children 5-12 years
Derby-West Kimberley (S)	Bayulu	40	80
	<i>Broome - Surrounds[#]</i>	4	0
	Derby	295	383
	Djugerari	18	8
	Fitzroy Crossing	54	51
	Fitzroy Crossing - Surrounds	6	15
	Fitzroy River - Surrounds	8	32
	Jarlmadangah Burru	10	20
	Joy Springs	8	17
	Junjuwa	47	63
	Karmarlinunga - Djimu Nguda - Budulah	7	13
	Kooraby	4	17
	Kupungarri	9	15
	Looma	40	66
	Mindi Rardi - Kurnangki	26	20
	Mowanjam	39	54
	Muludja	13	25
	Pandanus Park	19	20
	Outer Derby - West Kimberley	29	35
Broome (S)	Wangkatjungka	11	27
	Yakanarra	9	27
	Yungngora	30	50
	Derby-West Kimberley (S)	726	1038
	Bardi (One Arm Point)	41	69
	Djarindjin - Lombadina	29	55
	Beagle Bay	56	47
	Broome - Central	310	406
	Broome - North	297	522
	Broome - Surrounds	22	48

Units of analysis and related demographic (ILOC)			
Local Government Area (LGA)	Indigenous Local Communities (ILOC)	Children 0-4 years	Children 5-12 years
Halls Creek (S)	Broome (S)	1281	1942
	Balgo	41	90
	Great Sandy Desert	9	23
	Halls Creek - Surrounds	57	80
	Halls Creek exc.Town Camps	90	147
	Kundat Djaru	22	47
	Mardiwah Loop - Lundja	35	72
	Mindibungu	33	69
	Mulan	12	34
	Warmun	15	46
Wyndham-East Kimberley (S)	Yardgee - Nicholson Town Camps	9	21
	Halls Creek (S)	323	629
	Argyle	18	32
	Doon Doon	5	26
	Kalumburu	43	102
	Kununurra exc. Town Camps	392	547
	Mirima	14	33
	Nulleywah	19	26
	Wyndham	90	118
	North-East Kimberley	79	100
Kimberley Region	North-West Kimberley	30	33
	Wyndham-East Kimberley (S)	690	1017
Kimberley Region		3020	4626

Appendix II National Quality Framework Key Changes

Source: <http://www.acecqa.gov.au/>

Higher qualifications

Improving educator qualifications is important with substantial research confirming that higher qualified educators improve outcomes for children. More highly qualified educators have a greater understanding of child development, health and safety issues and lead activities that inspire children and help them learn and develop.

The following qualification requirements for educators who are educating and caring for children will apply.

By 1 January 2014:

Long day care and preschool services providing care to less than 25 children (based on approved places) must have access to an early childhood teacher for at least 20 per cent of the time that the service provides Education and Care.

When long day care and preschool services are provided to 25 or more children on any given day, services must ensure that an early childhood teacher is in attendance for a minimum:

- six hours on that day (for a service that operates for 50 or more hours per week);
or
- 60 per cent of the operating hours (for a service that operates for less than 50 hours per week).

A service may choose to comply with these requirements by engaging a full-time equivalent early childhood teacher.

Within each long day care centre or preschool, half of all educators who are required to meet the relevant educator to child ratios will need to have (or to be actively working towards) an approved diploma-level Education and Care qualification or above. The remaining educators will all be required to have (or be actively working towards) an approved certificate III level Education and Care qualification, or equivalent.

A new educator without an approved qualification can be counted towards educator to child ratios for a three month probationary period. This applies only for centre-based services that educate and care for children preschool age or under. It does not apply in South Australia and New South Wales). Note: a probationary period is not extended if the educator moves to another service operated by the same approved provider.

Centre-based services in remote and very remote areas can meet these requirements by accessing an early childhood teacher, for example through information technology, rather than having an early childhood teacher in attendance, until 1 January 2018. The early childhood teacher must be accessible at least 20 per cent of the time the service provides Education and Care.

All family day care coordinators will need to have an approved diploma level Education and Care qualification or above.

All family day educators will be required to have (or be actively working towards) an approved certificate III level Education and Care qualification, or equivalent.

By 1 January 2020:

When long day care and preschool services are provided to 60 to 80 children on any given day, the service must ensure that a second early childhood teacher is in attendance for:

- three hours on that day (for a service that operates for 50 or more hours per week); or
- 30 per cent of the operating hours (for a service that operates for less than 50 hours per week).

A service may choose to comply with these requirements by engaging a second early childhood teacher for half of the full-time equivalent hours at the service.

When long day care and preschool services are provided to more than 80 children on any given day, the service must ensure that a second early childhood teacher is in attendance for:

- six hours on that day (for a service that operates for 50 or more hours per week); or
- 60 per cent of the operating hours (for a service that operates for less than 50 hours per week).

A service may choose to comply with these requirements by engaging a second full-time equivalent early childhood teacher.

Improved educator to child ratios

Improving educator to child ratios allows staff to give more individual care and attention and contributes to better social and learning outcomes for children. Educators are able to develop more effective and meaningful relationships with children, resulting in more engaged, happy and relaxed individuals.

Some states and territories have made provisions that affect requirements to services. These provisions are set out in chapter 7 of the National Regulations. For questions regarding these requirements, please contact your state or territory regulatory authority.

Centre-based services

Age of children	Educator to child ratio	Date requirement applies from
Birth to 24 months	1:4	1 Jan 2012 - in all states and territories (1 August 2012 in WA)
Over 24 months and less than 36 months	1:5	1 Jan 2012 - in ACT, NT, TAS 1 August 2012 - in WA 1 Jan 2016 - in NSW, QLD, SA Saving provision applies in VIC
Over 36 months up to and including preschool age	1:11	1 Jan 2012 - in NT 1 Jan 2016 - in ACT, QLD, VIC Saving provision applies in NSW, SA, TAS, WA
Over preschool age		No national ratio has been set (state and territory ratios may apply)

Family day care services

Age of children	Educator to child ratio	Date requirement applies from
Birth to 13 years	1:7, with no more than four children preschool age or under	1 Jan 2012 - in ACT, QLD, SA, VIC 1 Jan 2014 - in NSW, NT, TAS, WA

Appendix III Category and sub Category of Children's Services

The services have been categorised into groups to define specific challenges of each type of service. The following table shows the service categories identified.

Table 1: Categories of Children's Service Providers

Categories of Service Providers

	Category	Sub Category	
1	Approved/regulated Education & Care services	1. Family day care 2. Long day care 3. Occasional care 4. Outside school hours care	5. In-home care home 6. Mobile services 7. Vacation care
2	Other care	1. Nanny, au pair 2. Relative care	3. Informal care, e.g. babysitting
3	Child, parent, family & community support	1. Early years networks 2. Parenting services 3. Child & Parent Centres	4. Child & Family Centres 5. Child health services
4	Children's activity groups	1. Playgroups 2. Toy libraries	3. Literacy Programs 4. Children's activities in libraries
5	Aboriginal Specific Services	1. Homework programs 2. Playgroups	3. Best Start programs 4. Literacy programs
6	Other	1. Defined by community	

Appendix IV Stakeholders / Service Providers

Service Providers by Name and Service Type – Broome (S)

Service name	Service Type	Service Sub-Type	Service contact details
Broome Day Care Centre	1	2, 3, 4	Barbara Johnston (The Master Story Teller) A:17 Barker St, Broome WA 6725 Ph: 08 9193 6775 E: enquiries@broomedaycare.com
Kimberley Kids Early Learning Centre	1	2	Natasha Shires Jude Millard Owner/Director A: 57 Dakas Street, PO Box 5722, Cable Beach WA 6726 Ph: 08 9193 5033, 08 9192 6624 E: coordinator@kimberleykids.com.au E: info@kimberleykids.com.au
Mulberry Tree - Broome	1	2, 4, 7	Bennitta Curno Toni Geldart (Area Manager) A: 69 Herbert Street, BROOME Western Australia 6725 Ph: 08 9192 1661 F: 08 9192 5125 E: broome@mulberrytree.com.au
Mulberry Tree - Roebuck	1	2, 4, 7	Joy Inwood Toni Geldart(Area Manager) A: Sanderling Drive, BROOME Western Australia 6725 Ph: 08 9192 7444 F: 08 9192 8044 E: roebuck@mulberrytree.com.au
Broome Out of School Children's Activities (BOSCCA)	1	4, 7	Belinda Henshaw A: 17 Louis St, Broome WA 6725 Ph: 08 9192 5280 E: boscca@bigpond.net.au
Kimberley Kids Outside School Hours Care	1	4, 7	A: Cable Beach Primary School, 39 Dakas St, Cable Beach WA 6726 Ph: 08 9193 5033 (Kimberley Kids Early Learning Centre Office) / 08 9193 5644 (School Office) E: info@kimberleykids.com.au
Mulberry Tree - OSHC	1	4, 7	Richard DeSanches A: Victory Life Church, Reid Road, Broome, BROOME Western Australia 6725 Ph: 08 9192 7444 Email: broome@mulberrytree.com.au

Service name	Service Type	Service Sub-Type	Service contact details
Shire of Broome Vacation Care (BRAC)	1	7	Mark Hubbard Broome Recreation and Aquatic Centre (BRAC) Cable Beach Road Ph: 08 9191 8722
Jalygurr Guwan Aboriginal Child Care Centre (and MAC Service)	5	Long day care (x)	Jillian Hunter A: Dora St, Broome WA 6725 Ph: 08 9193 5510 F: 08 9193 6171 E: gm@jalygurr.org.au
Jalygurr Guwan OSHC	5	Outside school hours care (x)	Jillian Hunter A: Dora St, Broome WA 6725 Ph: 08 9193 5510 F: 08 9193 6171 E: gm@jalygurr.org.au
The Tot Spot FDC	1	1	Natasha Ghandour A: 23 Pippet Loop, PO Box 6040, Djugun WA 6725 Ph: 08 9192 1973 E: Ghandour.Natasha@gmail.com
Roebuck FDC	1	1	Fiona Ward A: 20 Greenshank Drive, PO Box 6228, Roebuck WA 6725 Mo: 0404 728 667 E: roebuckfamilydaycare@hotmail.com
Little Munchkins FDC	1	1	Leah Chambers A: 38 Spoonbill Avenue, PO Box 6049 Broome 6725 Mo: 0437 414 996 E: littlemunchkins@live.com.au
Sunny Broome FDC	1	1	Vivien Flores A: 1/31 Howe Drive, Cable Beach WA 6726 Ph: 08 9192 7774
Waranyjarri FDC	1	1	Chloe De Frenne A: PO Box 2038, Broome WA 6725 Mo: 0422 188 404 E: waranyjarrifdc@hotmail.com
Broome Circle Crèche	3 4	4 1	Andy Stewart A: Broome CIRCLE, Crn Frederick and Weld Streets, PO Box 1034, Broome WA 6725 Ph: 08 9193 6425 E: enquiries@broomecircle.org.au E: andy.stewart@broomecircle.org.au
(Bardi Jawi) The Family and Early Learning Centre	1	2	Celeste Wooden (Director) Louise Pemberton (Educator) A: 13 Djarindjin St, Djarindjin WA 6725 Ph: 08 9192 4173, 08 9192 4003

Service name	Service Type	Service Sub-Type	Service contact details
Beagle Bay LSO	5	2	Liz Kelly-Hunter Beagle Bay Community Ph: 08 9192 4114 E: Liz.Kelly-Hunter@daa.wa.gov.au E: gm@jalygurr.org.au
One Arm Point Playgroup	5	2	Dean Gooda A: One Arm Point Community, PMB 9 Via Broome WA 6725 Ph: 08 9192 4930 F: 08 9192 4976 E: ceo@ardyaloon.org.au
Bidyadanga Regional Care	5	3	Peter Yip (CEO) / Irene Yip (Educator) A: Bidyadanga, PO Box 634, Broome WA 6725 Ph: 08 9192 4752, 08 9192 4962

Service Providers by Name and Service Type – Derby-West Kimberley (S)

Service name	Service Type	Service Sub-Type	Service contact details
DERBY			
Scallywags Early Learning Centre	1	2, 3	Hayley Rodda A: 40 Ashley Street, PO BOX 559, Derby WA 6728 Ph: 08 9191 1793 E: scallywagsdcc@cssu.org.au
Mowanjam Playgroup	5	2	Gail Creswell A: Mowanjam Community (via Derby) Ph: 08 9191 1104 Mo: 0419 851 675
Pandanus Park Regional Child Care	5	2	Anna Cox A: Pandanus Park, PO Box 308, Derby WA 6728 Ph: 08 9191 7522 E: annalcox197745@gmail.com
Derby Mobile Play Group	5	2	Letisha O'Meara A: Nunga Women's Centre, PO Box 642, Derby WA 6725 Ph: 08 9193 1455 ngunga@wn.com.au
Bundja Wulan Nunga Pre-School Centre	1	2	A: Ashley St, Derby WA 6728 Ph: 08 9191 1236
Fitzroy Crossing			
Baya Gawiy Bugayani Jandu-yani-u Centre	1 3	2, 3 4	Sarah Cleaves and Bree Wagner A: Lot 508 Fallon Road, PO Box 356, Fitzroy Crossing WA 6765

Service name	Service Type	Service Sub-Type	Service contact details
			Ph: 08 9191 5000 E: cfcmanager@mwrc.com.au
Fitzroy Valley Mobile Play Group	6	2	Jackie Wemyss A: Marninwarntikura Women's Resource Centre, PO box 43, Fitzroy Crossing WA 6765 Ph: 08 9193 1455 operations@mwrc.com.au

Service Providers by Name and Service Type – Halls Creek (S)

Service name	Service Type	Service Sub-Type	Service contact details
HALLS CREEK			
Little Nuggets Child Care Centre Halls Creek	1	2, 7	Kerry Bradly (Manager) A: Halls Creek Children and Family Centre, Lot 7 Duncan Highway, PO Box 62, Halls Creek WA 6770 Ph: 08 9168 5100 E: manager@littlenuggets.org.au
C & K Mobile Playgroup	5	2	Deborah Davis PO Box 298, Halls Creek WA 6770 Mo: 0408 262 508 E: d.davis@candk.asn.au
WARMUN			
Warmun Early Learning Centre	5	2	Jane Morris Ph: 08 9167 2014 E: wd.supervisor@warmun.org.au

Service Providers by Name and Service Type – Wyndham-East Kimberley (S)

Service name	Service Type	Service Sub-Type	Service contact details
KUNUNURRA			
Ewin Centre Children's Services	1	2, 3	Janelle Atwell A: 1 Chestnut Drive, Kununurra WA 6743 Ph: 08 9168 1419 E: ewinknxcoord@bigpond.com
Kununurra Children and Family Centre	1	2	Karen Curtis A: Lot 555 Ironwood Drive, Kununurra WA 6743 Ph: 08 9169 1762 E: kunurraelc@cssu.org.au
St Josephs School OSHC	1	4	A: 970 Coolibah Drive, P.O. Box 262, Kununurra 6743 Ph: 08 9168 1079 E: admin@stjoknx.wa.edu.au

Service name	Service Type	Service Sub-Type	Service contact details
Boab Babies Child Care	1	1	Jennifer Kroeger A: 11 Woollybutt Place Kununurra WA 6743 Ph: 9169 2085 Mo: 0412 362 446 E: boab.babies@bigpond.com
Georgie's Family Day Care	1	1	Georgie Mooney A: Kununurra WA 6743 Ph: 9168 2822 Mo: 0439 843 425 E: georgeie.familydaycare@bigpond.com
Stepping Stone – Pindan	5	2	Kerry-Ann Trust-Pettina A: Pindan Center, Lot 706 Pindan Avenue, Kununurra WA 6743 Ph: 08 9169 2839 E: gawoolengyawoodeng@bigpond.com
East Kimberley Mobile Playscheme Save the Children	5	2	Paul Kah-Nutt (Regional Manager) Save the Children 92B Bandicoot Drive, PO Box 918, Kununurra WA 6743 Ph: 08 9168 2300 F: 08 9168 2311
KNX Neighbourhood House Childcare Centre	3	4	Belinda and Kathryn A: 34 Leichhardt Street, PO Box 1101, Kununurra WA 6743 Ph: 08 9168 1219 E: knx.house@bigpond.com
Crazy Crocs Wed - 8:30-10:30am	4	1	Kununurra Leisure Centre
Kununurra Playgroup Mon - 8:30-10:30am	4	1	A: St James Anglican Church Ph: 08 9169 2500
WYNDHAM			
Wyndham Neighbourhood Child Care Centre	1	2, 4, 7	Caroline Surtees A: 827-828 Koolama St, PO Box 53, Wyndham WA 6740 Ph: 08 9161 1035 E: sarah.graham@swek.wa.gov.au
Wyndham Early Learning Activity Centre (WELA) Inc.	4	1	Jane Parker Ph: 08 9161 1333 E: welacentre@bigpond.com
Joongari House	5	2	Pam Barrett (Coordinator) 46 Koolama St, PO Box 174, Wyndham 6740 Ph: 08 9161 1383 E: joongarihouse@westnet.com.au

Appendix V Collaboration and Partnerships

Service provider ratings of linkages within the community Collaboration and Partnerships

Geographic unit	Other Children's Service Providers	Schools	Higher Education Organisations	Sports Clubs	Community Social Forums	Local employers	Religious Groups	Local Government	Others	Sustainability Rating
BROOME										
Broome Circle Inc. -	4	1	1	1	1	3	1	5	1	3
Broome Day Care Centre	1	4	1	1	4	4	1	1	1	5
Broome Out of School Children's Activities	3	1	2	1	1	2	1	3	3	5
BRAC Crèche	1	1	1	1	1	1	1	1	1	3
GreatAuPair	1	1	1	1	1	1	1	1	1	1
Jalygurr Guwan	1	3	1	1	1	1	1	4	1	2
Kimberley Kids Early Learning Centre	2	3	1	1	1	1	1	1	1	5
Kimberley Kids Outside School Hours Care	2	3	1	1	1	1	1	1	1	5
Mulberry Tree - Broome	1	2	1	1	1	1	1	1	1	5
Mulberry Tree - Roebuck	1	2	1	1	1	1	1	1	1	5
Mulberry Tree - OSHC	1	2	1	1	1	1	4	1	1	5
Life and Soul Crèche	2	1	3	1	1	1	1	1	1	5
Roebuck FDC	2	1	1	1	1	1	1	1	1	5
The Tot Spot FDC	2	1	1	1	1	1	1	1	1	5
FITZROY CROSSING										
Baya Gawi Buga-yani Jandu-yani-u Centre	1	1	1	1	1	1	1	1	1	3
Fitzroy Valley ELC	1	1	1	1	1	1	1	1	1	3
DERBY										
(Bardi Jawi) The Family and Early Learning Centre	1	1	1	1	1	1	1	4	1	1
Bidyadanga Regional Child Care	1	1	1	1	1	1	1	4	1	1
Beagle Bay LSP	1	5	1	1	1	1	1	1	1	1

Geographic unit	Other Children's Service Providers	Schools	Higher Education Organisations	Sports Clubs	Community Social Forums	Local employers	Religious Groups	Local Government	Others	Sustainability Rating
Nunga Women's Centre					Not operational at time of consultation					
Scallywags Early Learning Centre	2	4	5	1	4	1	1	1	5	5
Pandanus Park	4	1	1	1	1	1	1	4	1	1
Mowanjum Playgroup					Not operational at time of consultation					
HALLS CREEK										
C & K Mobile Playgroup	1	1	5	1	1	1	1	1	5	5
Little Nuggets Child Care Centre	1	2	1	1	1	1	1	4	5	4
Warmun Early Learning Centre					Not operational at time of consultation					
KUNUNURRA										
Ewin Centre Children's Services	1	3	1	1	3	1	1		1	4
KNX Neighbourhood House Playgroup	5	1	1	1	5	1	1	3	1	5
Kununurra Children and Family Centre	2	1	5	1	1	1	1	1	4	5
Stepping Stone – Pindan					Not operational at time of consultation					
St Josephs School	1	5	1	1	1	1	1	1	3	4
WYNDHAM										
Joongari House	1	1	1	1	1	1	1	5	1	1
WELA	1	5	1	5	1	1	1	2	5	1
Wyndham Neighbourhood Child Care Centre	1	1	1	1	1	1	1	5	1	1

Appendix VI Innovative Ideas

Identified Local Innovative Ideas

Category	Description: service name and overview of initiative	Details and additional comments
Attracting / retaining staff	Relief Staff Sharing: Broome CIRCLE and BOSCCA relief sharing	Broome CIRCLE operated during the morning with BOSCCA operating in the afternoon allowing the flexibility of staff to work across both services
	Staff Retention through 457 Visa	Broome Day Care has in the past utilised the 457 Visa in order to retain staff. The staff member is committed to 2-4 years of service
	Relocation of staff	Staff relocation is a common cost covered by service providers in aid of attracting staff. This is a benefit however requires contract development support to include a retention strategy and reduce costs for services
Facilities (including Collaboration)	Use of Swimming Pool for Playgroup	Joongari House currently is looking to shift buildings due to the OHS concerns of the current building. As a result the Playgroup is being run through the swimming pool opening up the area to children of multiple backgrounds and allowing parents to encourage an active lifestyle
	Use of School Sports Ground	St Joseph's school OSHC makes use of the school's sports ground and sports equipment to provide a sports program weekly on a Monday
Management / Governance	Monthly meetings with all services across region	CSO previously managed monthly meetings across all services in the region. Recognised as real support by all services in disseminating information, gaining updates, discussing challenges and sharing best practices. Recommended this forum is continued and driven by a management body.
Professional Development	Working with KTI to ensure First Aid Training contains the module for Anaphylaxis	It has been identified that the First Aid training being delivered by KTI does not contain Asthma & Anaphylaxis training. This has been sought by Broome Day Care Centres to amend the course to have this included and avoid the need for staff to attend a separate course.
Community involvement / fundraising	Community directory for parent/ children's Education and Care	Kununurra Neighbourhood House has developed a magnet for parents that contains contact details for all useful services including child care, children's activities and family support services. This is an ideal resource to share information and is recommended to be developed for other towns across the region.

Category	Description: service name and overview of initiative	Details and additional comments
	Family and Parent Inclusion via Social Media	Scallywags utilises a well monitored Social Media Forum to engage parents in the activities of the centre and their child's development
Linkages	East Kimberley Job Pathways (EKJP) linking with KTI and childcare sector to support interest in sector	Currently working in partnership with a range of Kununurra based stakeholders including child care providers in the delivery of a 40 week training and work experience program. This program seeks to address the skills shortage in the Education and Care sector. Model potentially adaptable to other areas in the Kimberley.
	BOSCCA linking with Clontarf to promote physical activity and leadership	BOSCCA currently partners with Clontarf to provide a Footy workshop for the OSHC children fortnightly. This encourages active play for the children developing physical activity, healthy lifestyle and motor skills while developing stronger leadership skills for the participants of Clontarf who share their footy knowledge. This partnership in Broome could be shared between the OSHC and Clontarf programs in Kununurra
Other	Wyndham Childcare Open Day encouraging increased service use	During the first consultation visit by the Children's Services Plan RDO for the Kimberley Region a discussion took place sharing the challenge of increasing numbers of children to provide consistency of staff
	Upfront fee for service and follow-up	Successful and sustainable providers such as Roebuck FDC, The Tot Spot FDC and Mulberry Tree request their fees be paid in advance by parents, and where this does not occur the child is unable to remain or a grace period is given with continuous follow-up. Parents are booked in for their contracted times and are expected to pay even when their child is sick/absent

Appendix VII Management Group Representatives

Kimberley Regional Children's Services Plan Management Group Representatives

Contact Name	Contact Service
Jillian Hunter	Jalygurr Guwan Aboriginal Child Care Centre / World Vision Australia
Hayley Rodda	Scallywags Early Learning Centre
Bree Wagner	Baya Gawi Buga-yani Jandu-yani-u Centre
Janelle Atwell	Ewin Centre Children's Services
Wayne Richards	Shire of Wyndham-East Kimberley
Evelyn Hegarty	Department of Local Government and Communities
Paul Kah-Nutt	Save the Children

Appendix VIII SWOT Analysis

SWOT Analysis of the Kimberley Region conducted during consultation with services.

Kimberly Region

(The following are true across all areas of the Kimberley Region; elements mentioned for each Local government below are unique to local areas and occur in addition to these items listed)

Strengths	<ul style="list-style-type: none">• Previous networking meetings held by the Children's Services Officer supported all services by disseminating information, gaining updates, discussing challenges and sharing best practices.• Once children are enrolled in Long Day Care parents are involved in connecting the service to the community.• Parents have the ability to access childcare rebates for approved services including Jobs, Education and Training (JET) Child Care Fee Assistance.• There is an abundance of community members that are attracted to Early Childhood Education and Care services.• Private enterprises have increased their fees to allow the payment of above award wages to attract staff.• The Education and Care Centre in Derby known as Scallywags has identified a course that covers all three regulatory training elements; First Aid, Anaphylaxis and Asthma.
Weaknesses	<ul style="list-style-type: none">• Monthly networking meetings across all services in the region being held for an hour reduce participation.• There limited resources about services for parents making it challenging to identify what service they can utilise for their children.• Child care benefits complicated to understand with limited support of the process.• Staff are required to attain qualifications which makes retention more difficult.• Workforce across the sector is predominately relocated staff.• Professional Development is expensive to attend due to added transport and accommodation costs.• Services are geographical isolated with large distances between major towns and communities.

	<ul style="list-style-type: none"> • Remote communities unable to access Education and Care. • There is a lack of available housing in the Kimberley. • Ability to attain WWCC due to lack of ID among parts of the Aboriginal workforce. • Hours of operation for services are limited resulting in parents looking to other options such as an in-home nanny. • Remote communities not complying with grant requirements due to lack of governance skills. • Professional Development clashes with multiple providers or busy times in the region. • Cost /fees of Education and Care limit accessibility of services to underprivileged children. • Relief staff are not available to providers across the region in times of sickness as they would be in Metro areas such as Perth who operate relief agencies.
Opportunities	<ul style="list-style-type: none"> • Network meetings to be optimised to include Professional Development and increase participation. • Develop a training calendar that encompasses all training across the region from all providers over a 12 month period. • Refine Education and Care benefits process / provide detailed information on how to apply for financial assistance. • Support contract development in staff retention and career progression. • Make greater use of Social Media/ Virtual Mediums for networking meetings and resources. • Engage and up-skill local Aboriginal staff. • Review options for remote community care i.e. Best Start, budget based or mobile Playgroups. • Identify opportunities to implement a VET program with schools / RJCP. • Document the process for gathering identification documents to support services in engaging the Aboriginal workforce. • Engage with Child Australia to support virtual or online training opportunities. • Support grant requirement knowledge sharing with continuous education for governance and management staff.
Threats	<ul style="list-style-type: none"> • Unless another management body is put in place the move to refocus the role of the Children's Services Officer to a more

	<p>regulatory position the support networks previously governed by this role will cease.</p> <ul style="list-style-type: none"> • Staff ratio and qualification requirements prescribed by the National Quality Framework (NQF) threaten to limit the available care places available for children. • Where there is remote access to a trainer from Kimberley Training Institute, services are restricted by slow progress of training in Certificate III Early Childhood Education and Care. • Loss of qualified staff to other agencies requiring similar skills that have greater salary packages incl. schools, Department of Child Protection (DCP). • Inability to attend Professional Development due to cost. • Changing needs and demographic of families. • Transient Population. • Limited access to technology / technology skills prevents ability to meet training or funding requirements.
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Shire of Broome	
Strengths	<ul style="list-style-type: none"> • Broome non-profit and part time services have developed a relief pool of staff to share between services. • Mobile Playgroups available to remote communities support Education and Care in the Shire of Broome. • A number of approved services in Broome have previously used the skilled migration 457 Visa as well as traineeships to attract long tenured staff. • Broome services have access to training and development through Kimberley Training Institute as well as the University of Notre Dame. • All Broome services are able to attend networking meetings in Broome.
Weaknesses	<ul style="list-style-type: none"> • Mobile Playgroups for communities surrounding Broome struggle to gain parent participation. • University of Notre Dame in Broome are no longer providing training in Children's Services.
Opportunities	<ul style="list-style-type: none"> • Governance / support for mobile Playgroups and support of specific Professional Development around engaging parents. • Formalise the part time shared workforce reducing tax implications and loss of staff. • Relief pool for all services share model across Region

Threats	<ul style="list-style-type: none"> Where there are not enough hours of work on offer for relief staff there is a threat that they will move to permanent roles with another Children's Services organisation.
Shire of Derby-West Kimberley	
Strengths	<ul style="list-style-type: none"> Derby services are utilising Social Media to engage families and share learning outcomes from daily programs. The Shire of Derby supports a service by providing a subsidised lease of the building used for the Long Day Care. Shire of Derby-West Kimberley services have access to a trainer from Kimberley Training Institute to support attainment of Certificate III. Education and Care are continuing to operate and provide support for Children's Services. Fitzroy Crossing services have strong links with the Men's Shed and Women's Centre. Fitzroy Crossing's surrounding communities have access to a mobile Playgroup. Children and Family Centre (CFC) in Fitzroy Crossing provides a range of early learning, parenting, child and maternal health, and well-being programs and services. People are attracted to the region with high relocation and attraction numbers of staff to Fitzroy Crossing. KTI offers flexible learning arrangements for students through open learning centres.
Weaknesses	<ul style="list-style-type: none"> No courses in Children's Services are permanently based in the community of Derby or Fitzroy Crossing with the staff relying on monthly/quarterly interaction with remote trainers. Participant feedback suggests that the current training method adopted by Kimberley Training institute is inconsistent with the needs of the participant. No Information available to parents of services due to no space and/or no one location to gain details. The Education and Care network is managed by one provider Fitzroy crossing services do not have access to the skills resource for contract development support/governance creating high staff turnover and costs. Communities surrounding Fitzroy crossing are looking to have permanent base Education and Care option to suit their needs.

	<ul style="list-style-type: none"> Services are not aware of the open learning centre support they are able to utilise through KTI. CFC family services are not supported by fee for service; they cannot be and are funding dependant.
Opportunities	<ul style="list-style-type: none"> Create a service provider magnet for Derby and Fitzroy Crossing such as the one identified in Kununurra to provide information about services to parents. Identify opportunities to increase the capacity for a more hands on approach to training supporting learner's needs. Forge greater partnerships with other community groups. Support the transition to an Early Years Network and establish a rotational chair supporting WACOSS review of best practice and engage health professionals. Support for mobile Playgroups or remote community to develop Playgroup for sites along the Gibb River Road. Continue funding support of Fitzroy Crossing Children and Family Centre (CFC).

Threats	<ul style="list-style-type: none"> Operational costs for service providers are not able to be maintained resulting in a need to increase fees. For Early Years Networks there is a single point of failure should the network manager leave the Shire. If fee for service is increased there is a threat of losing families due to the lack of affordability of such increased costs. CFC funding ceases in December 2014 threatening the provision of quality children and family support services.
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Shire of Halls Creek

Strengths	<ul style="list-style-type: none"> Communities surrounding Halls Creek have access to mobile Playgroups. Halls creek has access to a trainer from Kimberley Training Institute to support learning of Children's Services certificates. Halls Creek building facilities large and are of high quality standard. Ningkuwum-Ngamayuwu Children and Family Centre (CFC) in Halls Creek provides a range of early learning, parenting, child and maternal health, and well-being programs and services.
Weaknesses	<ul style="list-style-type: none"> No courses in Children's Services are permanently based in the community of Halls Creek with the staff relying on monthly/quarterly interaction with remote trainers.

	<ul style="list-style-type: none"> Participant feedback suggests that the current training method adopted by Kimberley Training institute is inconsistent with the needs of the participant. Early Years Networks have ceased operation offering limited collaborative support for Children's Services. Mobile Playgroups for communities surrounding Halls Creek struggle to gain parent participation. Buildings are currently not being fully utilised i.e. outside the hours of care operation they are left empty.
Opportunities	<ul style="list-style-type: none"> Create a service provider magnet for Halls Creek such as the one identified in Kununurra to provide information about services to parents. Support the re-engagement of Early Years Networks in the shire possibly combining with Shire of Wyndham-East Kimberley. Identify opportunities to increase the capacity for a more hands on approach to training supporting learner's needs. Forge greater partnerships with the local school. Continue funding support of Halls Creek Children and Family Centre (CFC).
Threats	<ul style="list-style-type: none"> Operational costs for service providers are not able to be maintained resulting in a need to increase fees. If fee for service is increased there is a threat of losing families due to the lack of affordability of such increased costs. Review options for subletting to encourage sustainable income sources. CFC funding ceases in December 2014 threatening the provision of quality children and family support services.
Shire of Wyndham-East Kimberley	
Strengths	<ul style="list-style-type: none"> Mobile Playgroups available to remote communities support Education and Care in the Kununurra. Services of Kununurra have developed a fridge magnet for parents listing the contacts for all Children's Services in the area. Kununurra has direct and onsite access to Kimberley Training Institute. Outside School Hours Care services in Kununurra make use of the school sports ground to run programs for children. East Kimberley Job Pathways (EKJP), the Remote Jobs and Communities Programme (RJCP) provider in Kununurra have

	<p>formed a partnership with Kimberley Training Institute and the Education and Care sector to support Aboriginal workforce development.</p> <ul style="list-style-type: none"> • A number of approved services in Kununurra have previously used the skilled migration 457 Visa as well as traineeships to attract long tenured staff. • Wyndham services have access to Kimberley Training Institute trainer approximately once a month. • Multiple family services available in Wyndham supporting the demographics of the community. • Children and Family Centre (CFC) in Kununurra provides a range of early learning, parenting, child and maternal health, and well-being programs and services. • One Wyndham service is supported by the Shire of Wyndham-East Kimberley with the provision of the building. • One Wyndham service has a building size and time of services enables subletting premises for other community groups. • One Wyndham Playgroup is utilising the local swimming pool to run the service due to inadequate building facilities. • Wyndham services have close links to Hippy Programs in Kununurra.
Weaknesses	<ul style="list-style-type: none"> • Mobile Playgroups for communities surrounding Kununurra struggle to gain parent participation. • No courses in Early Childhood Education and Care are permanently based in the community of Wyndham with the staff relying on monthly interaction with remote trainers. • Engaging the Aboriginal workforce though EKJP has seen a slow uptake in attendance due to lack of identification. • Staff are relocated rather than training local staff. • Participant feedback suggests that the current training method adopted by Kimberley Training institute is inconsistent with the needs of the participant. • There is limited community input to services in Wyndham resulting in overlapping service provision seeking the same limited funding. • Buildings are currently not being fully utilised i.e. outside the hours of care operation they are left empty. • Services in Wyndham are challenged with continual criminal activity including break-ins, theft and destruction of property.

	<ul style="list-style-type: none"> • Utilisation of the swimming pool in Wyndham means that it is not always apparent that the service is a Playgroup which limits parent interaction. • Early Years Networks have ceased operation offering limited collaborative support for Children's Services. • Funding for Children and Family Centres in Kununurra and Wyndham ceases 30 December 2014.
Opportunities	<ul style="list-style-type: none"> • Offering tea and coffee for parents has shifted the engagement and attendance of parents. • Create a service provider magnet for Wyndham such as the one identified in Kununurra to provide information about services to parents at mobile Playgroups. • Engage with KTI for more frequent blocks of training to be provided to Wyndham services. • Support services in the identification of future funding for Children's Services as well as alternate sources of income. • Training to be delivered to the needs of the learner. Review opportunities to deliver material online and supply all training resources upfront enabling more self paced learning. • Support service integration through shared locations, services in Wyndham supporting families have an opportunity to reduce costs by co-locating. • Support the re-engagement of Early Years Networks in the Shire. • Develop greater partnerships with Shire of Wyndham to support networking with the provision of technical services and support. • Opportunities exist for Wyndham building resources to be used to generate an alternate source of income. • Support governance and management of Wyndham services with training specific to the operation of non-profit organisations.
Threats	<ul style="list-style-type: none"> • CFC funding ceases in December 2014 threatening the provision of quality children and family support services. • Operational costs for service providers are not able to be maintained resulting in a need to increase fees. • If fee for service is increased there is a threat of losing families due to the lack of affordability of such increased costs. • Damage caused by property destruction may force the closure of the service. • Wyndham services are threatened by segregation in the sector.

Appendix IX Education & Care Youth Program

Education & Care Youth Program Background

The Education & Care Youth Program is a locally developed initiative funded through the Australian Government Remote Youth Leadership Corp and is being delivered by East Kimberley Job Pathways (EKJP) in collaboration with stakeholders.

The program brings together key stakeholders including industry representation and seeks to address a range of local issues associated with school to work transition, youth unemployment and shortage of qualified staff within the Education and Care industry.

It is acknowledged that the Education and Care industry has employment opportunities both locally and across the Nation. This program will endeavour to develop best practice and innovation in the recruitment and training as well as capacity building of young people interested in career opportunities within the Education and Care sector.

All students involved in the program will be; registered with EKJP; and eligible to be part of a Youth Corp initiative. The program will specifically target those with an interest in accessing training and career development opportunities in the Education and Care sector. The program will run for 40 weeks and students will be expected to undertake 25 contact hours per week.

The program is designed to be flexible and to meet the educational level of students as they progress through a Certificate II in Community Services. The students will have access to a Mentor through the program who will provide guidance and support. This program will potentially lead to further study in the area of Education and Care and result in real employment outcomes.

In developing and implementing the program it is acknowledged that to produce the desired outcomes; effective collaboration between the stakeholders will be required.

Program Outcomes

The Education & Care Youth program is currently operating in Kununurra with a total of eight participants. Successful outcomes to date have seen;

- Two of these participants employed in full time roles, and;
- One participant rewarded a visit to the hairdresser and aiming for the next level of achievement as a result of 100% attendance over the course of the program. This student is being sought for employment by service providers in Kununurra

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