



2019
2020



child
Australia
Annual Report



ABN: 61 986 879 146

Child Australia's Annual Report has been produced by the Marketing Team, October 2020. Design: Caris Viner

Child Australia acknowledge the traditional custodians of this land. We pay respects to Elders past and present for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the nation.

Privacy Statement: Child Australia follows the Australian Privacy Principles and respects the privacy of the children and families we work with. As a result, the names and images used within this report may have been changed.

WE ARE CHILD AUSTRALIA



Child Inclusive Learning and Development Australia (Child Australia) is a leading not-for-profit organisation dedicated to improving outcomes for children. We aim to achieve this through professional education, the provision of early and middle childhood services, community and family supports, and sector advocacy. As an organisation at the forefront of supporting early and middle years' development, we actively pursue opportunities to collaborate with other agencies in the provision of early and middle childhood programs, research, and services across Western Australia and the Northern Territory.

Our extensive on-ground presence is reflected in our diverse portfolio of programs which span metropolitan, regional and remote locations and include:

- Early Learning Centres
- Out of School Hours Care
- Mobile Children's Service
- Parent Support
- Professional Services

This broad reach has enabled us to grow into an organisation known for leading the way in early and middle years' development and supporting educators and families. With humble beginnings in 1987 (known then as the Resource Unit for Children with Special Needs or RUCSN) with an original objective to include children with disabilities into childcare services, we have grown significantly to now offer a wide range of programs and services to improve outcomes for all children. In November 2008, the expansion and evolution of our programs and services led to our name change to Child Inclusive Learning and Development Australia Inc. (Child Australia).

With a highly skilled workforce, our practice is guided by evidence-based research from contemporary early and middle childhood education and care thinkers. By providing innovative professional development and supports to the sector, we aim to facilitate the development of nurturing and stimulating early and middle childhood learning environments and support families in helping their children thrive.

Child Australia advocates for every child to have the chance to reach their full potential, understanding the correlation between quality programs and services and the achievement of positive long-term outcomes for children, families and the broader community.

**TO SUPPORT CHILDREN'S
WELLBEING, LEARNING AND
DEVELOPMENT BY ADVOCATING
FOR AND DEVELOPING THE
COMMUNITY OF PROFESSIONALS
WORKING FOR THEM.**

Child Australia Mission Statement

**A COMMUNITY WHERE CHILDREN
GROW, THRIVE AND REACH THEIR
POTENTIAL.**

Our collective vision

Our core shared values



Integrity

We are honest, trustworthy and accountable. We take responsibility for our actions. We do the right thing each time we face a difficult decision. We learn from our mistakes.

Innovation

We look for the best solution. We think outside the box and challenge ourselves to do things differently. We take responsible risks and continuously improve our services and practices.

Respect

We treat each person as we expect to be treated. We value diversity. We communicate openly, uphold professional boundaries, maintain relationships and keep confidentiality. We look after our shared resources and property.

Recognition

We acknowledge and celebrate the efforts and achievements of our staff.

Collaboration

We work together on common goals and look for opportunities to work collaboratively and in partnership with others. We appreciate the value of multiple perspectives and diverse expertise.

Commitment

We are determined and complete what we set out to do. We follow through on decisions and promises – we do what we say.

MESSAGE FROM THE CHAIRPERSON AND CHIEF EXECUTIVE OFFICER

2019-20 will forever be one of the most challenging years experienced globally. The COVID-19 pandemic brought many organisations to a standstill, yet it also brought opportunity for incredible resilience, innovation and agility. Despite the impact of COVID-19, our people showed an incredible commitment to the children and families that we work with, to each other, and to the broader communities we serve. We are thankful for the exceptional people within our organisation, the outstanding leaders, and the deeply committed Board members that together have navigated our organisation through these uncharted waters. The strength and tenacity of our cohesive teams allowed for swift, innovative, decisive actions, that ensured our organisation's ability to adapt to an ever-changing platform. Our people are truly passionate professionals that embody a selfless culture, delivering on our mission and championing our values every day. While their commitment is outstanding on any ordinary day, the pandemic certainly highlighted a new level of team camaraderie.

“To support children's wellbeing, learning and development, by advocating for and developing the community of professionals working with them. While the sector navigated an incredibly tumultuous time, families and communities wrapped their support around our staff and organisation, providing comfort and showing kindness in many ways. Shining a spotlight firmly on the Education and Care sector, it took a pandemic for Governments to recognise the truly important role of this workforce... but our work here is not done. And as long as the fire within us burns brighter than the fire around us, we will survive and come out of this stronger than ever.”

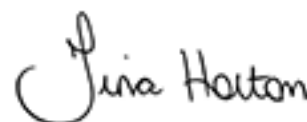
COVID aside, this 12-month journey of redefining and adopting an inside-out approach has enabled us to be introspective and develop a culture of authentic leadership and connection. This positive disruption has allowed the organisation to shift internal momentum while continuing to ensure that we deliver the highest of quality programs and services to children, their families and the communities that we work in, throughout Western Australia and the Northern Territory. Over the last three years, with guidance and support from the Board, the organisation's executive team have been working diligently to develop a resilient and financially sustainable organisation, well-positioned to nurture our future. This last financial year, Child Australia experienced significant growth with a consolidated profit of \$1M for 2020, up from \$32k in 2019.

The transformation over this last financial year has been a culmination of improvements in operational efficiencies and growth in strategic partnerships. Our partnerships enable us to extend our footprint as collectively we improve our reach by supporting more children and families in our communities. The focus for the next 12 months at Child Australia is for continuous improvement and meaningful growth. We have nurtured a culture of thought-leadership, innovation, and agility, and this has seen our organisation push boundaries and broaden mind-sets. We continue to advocate for the sector and challenge the status quo, because we deeply believe that if we want to see improved outcomes for children, then we must continually strive for best practice across every aspect of our work.

Dr Karen Murcia, Chairperson



Tina Holtom, Chief Executive Officer



OUR GOVERNING BOARD



Dr Karen Murcia, Chairperson

Dr Karen Murcia is a senior member of the Curtin University teacher education team with a focus on producing high-impact educational research and engagement with interactive and innovative teaching. Her teaching interests and research work span the intersection between learning theory, learning design, and professional development. She is a specialist in STEM education.

Specifically, her research has provided a unique and valuable depth of understanding about teachers' conceptions of the nature of science and the interaction of science with society. Her research in pedagogical interactivity and technology enhanced learning environments investigated the impact of Information and Communication Technology (ICT) integration on digitally aware students motivation and interest in learning. In particular, the quality of her research in the field of numeracy across the curriculum and the influence of learning and teaching on an individual's subject specific self-efficacy was recognised by the Western Australian Institute for Educational Research (WAIER) through her 2006 Early Career Researcher Award. Dr Murcia has conducted stakeholder consultations, needs analysis, program design and evaluation research. She is experienced in the development and facilitation of a range of adult education and professional development programs. These have included evaluation methods, ethics, values based leadership and action planning. She has worked in partnerships with government, industry and community groups both nationally and internationally. In addition, Dr Murcia is an active volunteer in the WA community through her roles as a Board Member for Child Australia and Scitech. She is also on the advisory committee for the Low Carbon Schools Program.



Elaine Pavlos, Vice Chairperson

Elaine is a Registered Nurse and Midwife. She has a wealth experience working in senior executive and academic positions within the Western Australian Healthcare sector. Elaine has a Master Degree in Nursing, an MBA from the University of Western Australia, Graduate Diploma in Ontological Coaching and qualifications in counselling. Elaine is a sitting member at the

State Administrative Tribunal, a graduate of the Australian Institute of Company Directors and a Member of the College of Nursing Australia. Elaine also sits on the Board of Southern Cross Care. She joined the Board of Child Australia in 2011.



David Ansell, Board Member

David is the Co-Director, Policy at CoLab (a partnership between Telethon Kids Institute and the Minderoo Foundation). Previously David has been Deputy Director General of the Department of Culture and the Arts, a senior officer in the Department of the Premier and Cabinet and the Department of Education, a School Principal and a teacher. His roles included the Executive Director of the Office for Early Childhood Development and the Director of Participation,

where he was responsible for establishing programs for highly at-risk young people when the school leaving age was raised in Western Australia. From 2001 to 2005, David was the General Manager of The Smith Family in Western Australia and prior to this has worked and studied in the United Kingdom. With his partner Amanda he has four children. David joined the Board in 2014.



Helen Creed, Board Member

Helen brings a wealth of experience to the Board from both the early childhood education and care sector and various Board and Committee positions. She has held senior roles in government, in the non government sector and in the union movement, including as the National President of the Union responsible for staff in ECEC and Executive Director of the Department responsible for licensing and funding ECEC services. In addition to Child

Australia, Helen's current roles include Chair of Regional Early Education and Development Inc and a member of the Ratings Review Panel for the Australian Children's Education and Care Quality Authority. Helen's awards include the WA Women's Fellowship, awarded in 1989 for her to study the provision of employer provided child care in the United States, the Centenary Medal awarded in 2001 in recognition of her contribution to child care and in 2018 being inducted into the WA Women's Hall of Fame.



Stephanie Shorter, Board Member

Steph works for the Department of Communities and is currently managing a \$200m fund that will provide more housing options for Aboriginal families supporting them to achieve social and economic independence.

Prior to this Steph spent four years setting up and running the WA arm of the Social Ventures Australia (SVA) consulting team. In this role Steph worked closely with social purpose organisations, governments and business to support them with social impact strategy, outcomes management and evaluation, program design and implementation. This was across early childhood development, youth justice, out of home care, mental health, Indigenous disadvantage and affordable housing. Before SVA Steph was a senior strategy and operations manager with Deloitte Consulting, a strategy manager for one of the largest UK NFPs and worked in a range of commercial roles in the oil and gas industry. Steph is a graduate of the Australian Institute of Company Directors. Steph has two small children currently attending early learning centres.



Jason Hughes, Board Member

Jason is a partner of international accounting firm KPMG and a Representative of KPMG Corporate Finance. Jason has over 25 years advisory experience providing specialist corporate finance advice, focusing on valuation assignments, completing both private valuations and public expert reports to corporations operating in a wide range of industries. Jason previously had over eight years' experience in providing corporate recovery and assurance and

advisory services in both Perth and Melbourne. Jason is also a Board member of Community Vision, a not-for-profit community-based organisation established to provide services to people of all ages and abilities, and a member of Edith Cowan University's Resources Committee. Jason has two children, one still at school.



Partha Nag, Board Member

Partha, MAICD, CPA, is the Executive Director and co-founder of Strategic Business Alliance (SBA), a firm offering innovative consulting and outsourcing solutions to a wide range of clients. Partha has a deep interest in the not-for-profit sector and currently is on the board and audit committees of Infoxchange, Australian Centre for Grief and Bereavement and Interchange Loddon Mallee. Partha has extensive experience in Accounting, Finance,

Information Technology, Corporate Strategy, Governance and Risk Management. He has forged lasting relationships with stakeholders in his senior executive roles, and, in the process, enhanced organisational value. Partha joined the Board in 2011.



Craig Stewart, Board Member

Craig is the State Director at the Red Cross and brings a diverse background in both the statutory and the not-for-profit sectors. He has extensive experience delivering on local, regional and national initiatives. An experienced and qualified social worker, Craig is well versed in child protection, children and families, and mental health, having trained and practiced in Britain.

In addition to his social work qualifications, Craig holds two Masters Degrees in Management and Crime Deviance and Social Policy. He is also a qualified Prince2 Project Manager and a graduate of Leadership WA. Craig's previous roles include Director responsible for Early Years at the WA Department of Communities and Chief Executive Officer EdConnect Australia, a national children's charity.



Julia Millar, Board Member

Julia practices in the area of competition and commercial litigation for Clayton Utz. Acting for a number of large Australian and overseas clients in complex disputes she has over 10 years of experience. Julia's practice also includes acting in a range of competition and regulatory and compliance matters. Prior to joining Clayton Utz in 2009, Julia was the Associate to the Hon Justice Buss in the Supreme Court of Western Australia. Julia is experienced in all facets of litigation and has a specific focus on co-ordinating applications across a number of international jurisdictions. Julia has two children both still attending local childcare.



Jeya Bavan, Board Member

Jeya is a Strategy and Transformation Leader, having worked for large and complex organisations across locations in Australia, Asia and Europe, and is currently an Associate at Curtin University. Jeya brings experience in leading strategy creation, change implementation and project delivery from the engineering and tertiary education sectors. With a Ph.D. specialising in systems thinking and renewable energy, Jeya brings considerable management and technical experience in leading multidisciplinary teams, creating collaborative workplaces and improving business performance.



OUR MANAGEMENT



Tina Holtom **Chief Executive Officer**

Tina is the Chief Executive Officer at Child Australia and has worked in various senior positions within the Education and Child Development sectors for more than 20 years. Tina is a strategic leader dedicated to innovation, continuous improvement and growth.

Prior to working for Child Australia, Tina owned and operated her own Early Learning Services and consulted

widely on best practice models throughout the Education and Care sector, Schools, and various agencies. Tina also worked extensively with children and their families in various therapy settings. Her career background has also included senior business management roles, teaching, and lecturing positions. Tina has tertiary qualifications in Business Management, Education, and most recently has completed a Masters in Mental Health Science (Child Psychology). Tina is a ferocious advocate for the education and well-being of children of all ages and strives to nurture and support the parent – child relationship.

As a mother to 2 young boys, Tina has a strong desire to help keep childhood fun, carefree and full of wonder for as long as possible. Tina is a Member of the Australian Institute of Company Directors.

Sara Hinchley **Executive Director,** **Programs & Services**

Sara has worked with Child Australia since 2006 and her executive role oversees the Service Delivery and Programs activities throughout Western Australia and the Northern Territory. She has extensive experience in the Early Childhood Sector as a Qualified Educator, Director, and National Childcare Accreditation Council Validator. Sara has international experience developing

and managing play schemes and sponsored children's services in the United Kingdom. Her professional interests lie in quality care provision and pedagogical leadership. Sara holds a Diploma in Children's Services, Cert IV (TAA) and post graduate Qualifications in Business Leadership





Maria Miller Executive Director, Corporate Services

Maria is a highly experienced finance manager with expertise in the not-for-profit and childcare sectors. Maria's role at Child Australia is to provide financial expertise and guidance and is responsible for driving and administering the finance activities enabling the organisation to fulfill its mission. Maria is a qualified accountant and is one unit away from attaining

her CPA qualification. She is a strategic thinker with a 'big picture' focus who can question the status quo, generate new ideas and always strives to achieve best practice.

Maria volunteers her time and expertise to school and community causes, having young children herself she is passionate to contributing towards improving outcomes for children.

Dr Vicky Absalom-Hornby Executive Director, Innovation & Business Development

Vicky has spent over 16 years in the UK and Australia working to enhance outcomes for children and young people including clinical roles and positions in various taskforces and steering committees focusing on research, policy, strategy and social impact.

Vicky commenced her career as a psychologist in the national health service, followed by leadership roles in research across public, private and University systems, where she achieved her PhD in Clinical Psychology. Having worked across early childhood, school-age, mental health, education, forensic, not for profit and academic sectors, Vicky brings a wealth of knowledge on child wellbeing and early learning. Her established networks, thought leadership and ability to ignite passion for child advocacy is influential.

Understanding people and the complexities for change, Vicky draws on her extensive marketing and development practice, which will be valuable in her role at Child Australia.



OUR IMPACT

700+ CHILDREN

REACHED WEEKLY IN CENTRES AND PROGRAMS

96% OF PARENTS

WOULD RECOMMEND US TO FAMILY OR FRIENDS

70%+ OF CLIENTS

THAT WE SUPPORT THROUGH CONSULTANCY
HAVE ACHIEVED A RATING OF "EXCEEDING"

33% OF STAFF

IDENTIFY AS INDIGENOUS AUSTRALIANS

96% OF PARENTS

FEEL WELCOME AND INCLUDED IN OUR SERVICES

182 STAFF

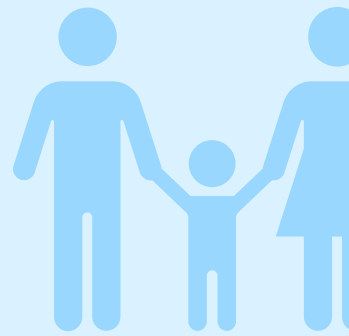
EMPLOYED BY CHILD AUSTRALIA

10+ INDIGENOUS COMMUNITIES

SUPPORTED ONSITE

3500 WEBINARS AND 1000+ HOURS

OF ONSITE CONSULTING AND WORKSHOPS PRESENTED



PROFESSIONAL LEARNING AND SUPPORT

A photograph of two people, a man and a woman, wearing black shirts and hats, engaged in a conversation outdoors. The man is on the left, smiling and gesturing with his hands. The woman is on the right, wearing a large blue hat and pointing towards the man. They are standing in front of a black metal fence. In the foreground, there are several colorful balls (orange, red, green) on a sandy surface.

2019/20 required Child Australia's Professional Learning & Support (PL&S) team to use untapped skillsets to adapt their method of content-planning to meet the ever-changing needs of the education and care sector.

During the year the team experienced substantial volume growth because of individual educators purchasing and engaging with a range of training options. This was in stark contrast to the traditional service-based, 'whole of team' evening workshop approach.

To support these needs, a major emphasis was on the continued creation and renovation of content, while also broadening delivery methods to provide quality, economical and relevant content. A swathe of new One Day Forums were launched, with great attendance, before the pandemic hit in early 2020.

In response to the pandemic and restrictions on public events, the team further accelerated this content work particularly through online avenues. The team launched new networking sessions online, including collaborating with the Australian Childcare Alliance to inform over 1,000 attendees with updates on COVID-19 nationwide, then with the WA Health Department on the specific needs for education and care hygiene during the rolling lockdowns.

Over 25 new on-demand webcasts (pre-recorded one hour training videos) were launched in April 2020, complemented by on-demand self-paced courses for more advanced learners. This content has further reinforced national accessibility, the team's role in growing sector capacity as well driving enquiries for private consulting work to achieve Child Australia's mission.

The private consulting work in the year found providers requesting more customised content, recognising the importance of their own service contexts. Requests have evolved beyond the standard off-the-shelf workshop staple approach of the past, with full day training mini-conferences, intensive professional coaching of new leaders and educators as well as parent workshops becoming the norm. The PD4U payment plan based support packages to deliver support and training have been a success with more services signing up to 12 month plans than in previous years.

These are all signs of the team's relationship approach with the sector to bring a genuine and solid commitment to quality improvement that recognises the strengths of every education professional.

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"Child Australia is always happy to accommodate our needs for both Outside School Hours Care and Long Day Care and listens to areas within professional development we want a stronger focus on. Child Australia are very professional as trainers and very knowledgeable in the training presented. Their passion for children and for increasing Educators knowledge can clearly be seen at all times. It is always a pleasure to have Child Australia within our Kidz Biz Services and I would highly recommend them for professional development and providing support and guidance to our wonderful team of Educators."

- Sheila Venables, Operations Manager-Kidz Biz Early Learning Centre

"Sonas Early Learning & Care relies on Child Australia to partner with us in providing authentic, meaningful, engaging and informative learning sessions and programs for our people. We heavily invested in our people's development and we are so thankful to work with a quality training provider that is receptive to all of our specific requests, understands our specific training needs, shows alignment to our Mission, Vision and Values, and is intuitive to the sector's ongoing challenges. Child Australia is willing, able and eager to work closely with us to help us achieve our goals for a well-trained workforce."

- Shelley Prendergast, Owner/ Director Operations & Education-Sonas Early Learning & Care

"Child Australia has continuously supported our out of school care service. Their guidance, advice and support has helped our management team along with all other Educators to provide high quality care. Our Educators have felt refreshed and inspired after professional development sessions which has led to change and improvement within our service. Child Australia reached out and offered support throughout our Assessment & Rating process as well as throughout the COVID crisis. As a service we value Child Australia's support, professional opinion and the high quality of professional development delivered."

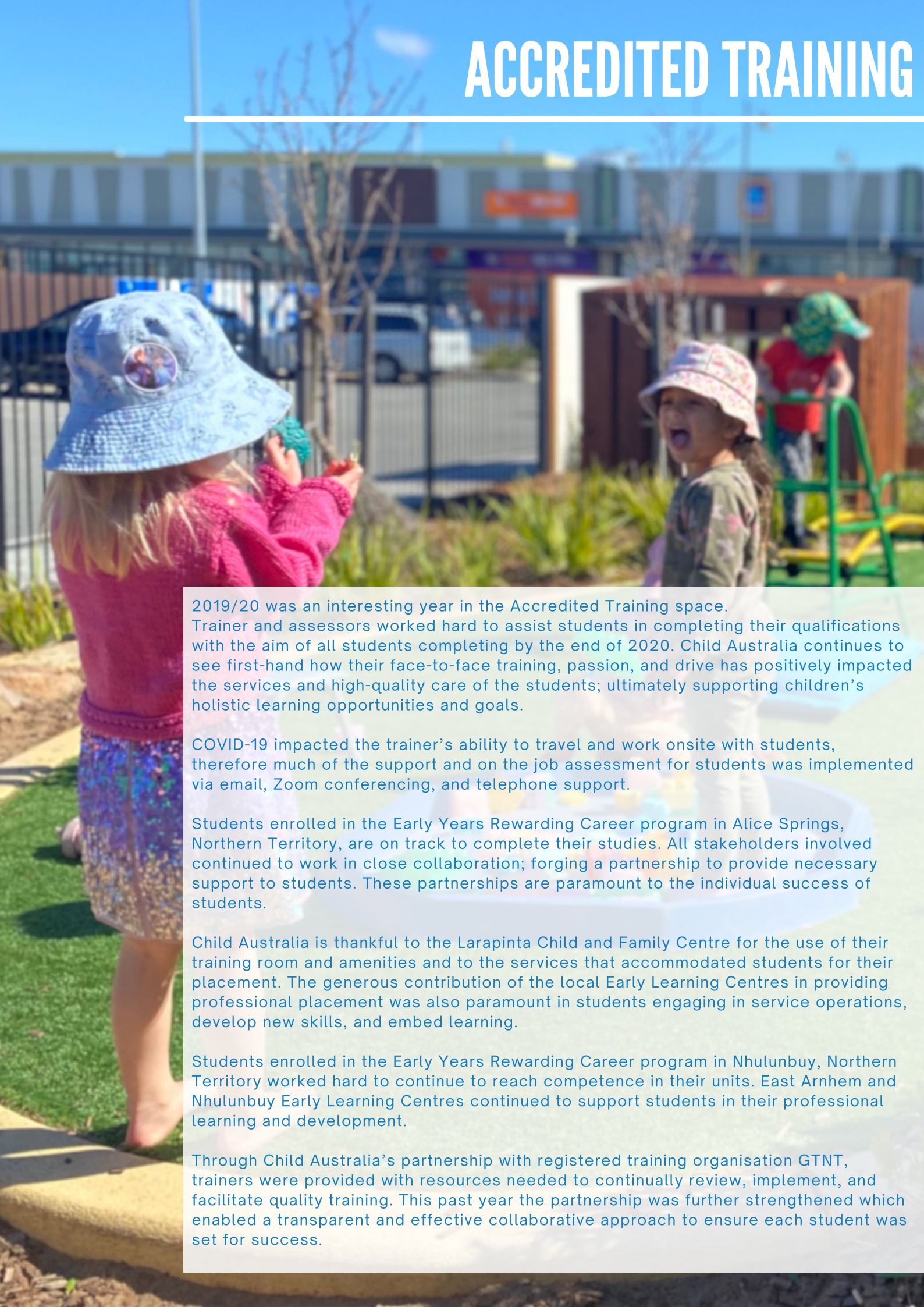
-Bianca Piazzola, Stratton OSHC

"Child Australia has been conducting training for Alpha Family Daycare Services for the past few years. Their presentations are both engaging and knowledgeable. Most of our Educators are from non-English speaking backgrounds and Child Australia presents in a way that is easy for our Educators to understand. They have taken the time to form positive relationships with both Staff and Educators, and we feel extremely grateful for their ongoing guidance and support."

-Jade and Brooke, Coordinators-Alpha Family Daycare Services

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ACCREDITED TRAINING

A photograph of children playing in a playground. In the foreground, a child with blonde hair wearing a blue bucket hat and a pink sweater is seen from the back, holding a green ball. To the right, another child in a patterned hat and grey shirt is laughing. In the background, a child in a green hat is on a green and yellow play structure. The playground is outdoors with a fence and trees in the distance.

2019/20 was an interesting year in the Accredited Training space. Trainer and assessors worked hard to assist students in completing their qualifications with the aim of all students completing by the end of 2020. Child Australia continues to see first-hand how their face-to-face training, passion, and drive has positively impacted the services and high-quality care of the students; ultimately supporting children's holistic learning opportunities and goals.

COVID-19 impacted the trainer's ability to travel and work onsite with students, therefore much of the support and on the job assessment for students was implemented via email, Zoom conferencing, and telephone support.

Students enrolled in the Early Years Rewarding Career program in Alice Springs, Northern Territory, are on track to complete their studies. All stakeholders involved continued to work in close collaboration; forging a partnership to provide necessary support to students. These partnerships are paramount to the individual success of students.

Child Australia is thankful to the Larapinta Child and Family Centre for the use of their training room and amenities and to the services that accommodated students for their placement. The generous contribution of the local Early Learning Centres in providing professional placement was also paramount in students engaging in service operations, develop new skills, and embed learning.

Students enrolled in the Early Years Rewarding Career program in Nhulunbuy, Northern Territory worked hard to continue to reach competence in their units. East Arnhem and Nhulunbuy Early Learning Centres continued to support students in their professional learning and development.

Through Child Australia's partnership with registered training organisation GTNT, trainers were provided with resources needed to continually review, implement, and facilitate quality training. This past year the partnership was further strengthened which enabled a transparent and effective collaborative approach to ensure each student was set for success.

LITTLE PEOPLE, BIG DREAMS



Child Australia, in partnership with the Northern Territory Government, proudly delivered the 2019 Northern Territory Children's Learning and Development Conference better known as 'Little People Big Dreams' on Saturday 19 October 2019 at Hilton Darwin.

The Conference was a sold-out event, with representatives attending from outside school hours care (OSHC), family day care (FDC), preschool and long day care (LDC) services, as well as those from the school sector. The conference is the largest gathering in the Northern Territory of thought leaders, educators, teachers, academics, health professionals, policy makers, and other critically important practitioners and contributors in childhood learning and development.

From newcomers to the field, to experienced professionals, the Conference was a great opportunity for delegates to interact with colleagues from across the NT and help advance the sector's shared work on behalf of children during their most critical period of learning and development.

The Conference provided a range of national and local presentations that highlighted innovation, the latest research and best practice. Focusing on supporting educators in all service types, the Conference was opened with renowned keynote speaker Dr Justin Coulson, who spoke to delegates about managing difficult conversations. A highlight of his presentation, aside from his live action representation of a vicious circle, was the notion of focusing, in challenging spaces, on the one thing which can be totally controlled – your response.

Following on from Dr Coulson, delegates were led through a spirited exploration of risk by Louise Dorrat, who used personal anecdotes to outline the value of building resilience in children, making connections throughout the document to the approved learning frameworks, empowering educators to advocate for risk in their service, before leading the crowd to morning tea with a robust sing-along.

The third keynote presentation focused on children's behaviour, and was led by Dr Louise Porter, who emphasised a view of children's behaviour which stems from the perspective that children want to do well and will do so when they can. Dr Porter's aim is to work with educators, empowering them to teach children to behave considerately, being mindful of how their behaviour affects others, rather than relying on consequences to elicit compliance.

Dr Porter's presentation was followed by a keynote from Toni Powell, who explored the "assassins" of culture – those behaviours, conscious and unconscious – which erode the culture of team. In essence, Ms Powell said, life is made up of relationships, and it is up to each of us to learn the best ways to be in relationship with one another.



After a comprehensive buffet lunch and exploration of the Exhibition space, Conference delegates had an afternoon of over 20 breakout sessions to choose from, including offerings from providers, deep dives with keynote speakers from the morning, and hands-on workshops covering:

- Outside School Hours Care
- Risky Play
- Self-Regulation
- Guiding Children's Behaviour
- Learning in Practice
- Curriculum & Pedagogy
- Health & Wellbeing
- Environments
- Workforce Development



The Conference concluded with networking drinks, and a spontaneous performance by Daphne Puntjina & Sarah Gallagher from MacKids who shared songs in language with those in attendance.

This year saw the introduction of a complimentary ticket and subsidised travel for all Outside School Hours Care services throughout the NT by the NT Department of Education which was well received.



"Connecting with so many and feeling a real part of it this year. "It's all about relationships" session has provoked thought, reflect on our practices and make changes on our approach to the remote communities we deliver our program to."

- Joanne Gear, Attendee

"Thank you Child Australia and the Northern Territory Government for a fantastic Conference! I haven't been to a Conference for several years mainly due to the cost but was so very thankful to receive a free ticket from the Northern Territory Government for our OSHC service."

- Sharon Hubbard, Attendee



Everything! Speakers, catering, venue, stalls – the whole day was wonderfully refreshing.

- Sheridan Martin, Attendee

DR JUSTIN COULSON PARENT FORUM

Held at the Little People Big Dreams Conference venue, a Parent & Carer Event was held in conjunction with the Conference. Dr Justin Coulson addressed a sell out audience of 120 parents, early educators and teachers on Common Parenting Discipline Mistakes & Positive Alternatives on Saturday 19 October 2019.

Involving and engaging our parents is critical on our journey towards improving outcomes for children so it was fitting to create something exclusive for our children's first teachers. The feedback was overwhelmingly positive!



STRATEGIC PARTNERSHIPS

PALMERSTON GROW WELL LIVE WELL (GWLW)

GWLW is in the mature stages of implementation and was successful in seeking funding to operate as the secretariat. Child Australia is a member of the Leadership Group and the Action Groups which provides opportunity for access into service delivery. Child Australia is an active member on the reference group for the Young Mums, Strong Mums program implemented at Palmerston Child and Family Centre.

CONNECTED BEGINNINGS ALICE SPRINGS

Child Australia is a member of this advisory group. This initiative is aimed to support the health and development of Aboriginal and Torres Strait Islander children in the first five years of life to develop a range of capabilities that will enable a positive transition to school. The advisory group's members share and collaborate on key projects to support the development and well-being of children and families in Alice Springs.

KEY STAKEHOLDER ADVISORY GROUP NT

Child Australia is an active member of this group. The primary objective of the KSAG is to provide an advisory forum for information sharing between key representatives of the Early Childhood and School Aged Education and Care Sector and the Department of Education to improve the delivery and effectiveness of Early Childhood Educations and Care in the Northern Territory.

THE CHILDREN'S POLICY ADVISORY COUNCIL

As a peak body WACOSS invited Child Australia to take part in sector discussion to influence government policy and sector development to improve outcomes for children and families. The CPAC group represents non-government organisations across Western Australia who work on the ground, understanding the needs of children and families requiring services. In a changing environment, plus the disruption of COVID this year; the group continued to provide intel and support for positive change across the sector. Heading into 2021, Child Australia are proud to have a voice for early years and education within CPAC as clear strategy and vision is aligned.



GROUP TRAINING NORTHERN TERRITORY

GTNT is a not-for-profit registered training organisation providing nationally recognised accredited training. GTNT has grown to be the largest employer of Apprentices and Trainees in the Northern Territory. Child Australia and GTNT have established a working partnership delivering immense gains particularly in contributing towards quality workforce development in the education and care sector.

This successful alignment has seen Child Australia deliver the Certificate III and Diploma in Early Childhood Education Services in Darwin, Alice Springs and Nhulunbuy. The demand for Accredited Training continues to grow. In addition to the partnership opportunity to deliver Accredited Training to mainstream Early Learning Services, Child Australia implemented a Northern Territory initiative Early Years Rewarding Careers Program in Alice Springs and Nhulunbuy. Child Australia continue the focus in building, developing, and nurturing our collaborative partnerships to help deliver on our mission and improve developmental outcomes for children.

THE CHILDREN'S COLLECTIVE

A group of committed individuals and leading organisations coming together to develop innovative solutions to complex issues affecting the children of Western Australia. This Early Years 'Collective' works in partnership with Government Departments and is an unique collaboration for broad-scale impact especially in the regions and very remote areas of the State. Their focus is on early intervention initiatives to improve long-term outcomes for children. Despite the challenges of the pandemic this year, the project has gained support from nearly 90 organisations. Bringing together the sector for the importance of the early years is an imperative step in creating a voice for children and families. As they build understanding within the community, the steering group committee will move towards a strategy and model to drive The Children's Collective into the next phase, where they will advocate a clear message of collaborative cross-sectoral practices to improve outcomes for all children in the community.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

- Margaret Mead

The Children's Collective focuses on three working groups making progress on various initiatives to help support children and their families on: Ear Health Initiative, Home, Learning Environments, and Reaching Invisible Children. In 2021 The Children's Collective will drive a clear and collaborative approach to strengthen, establish, or re-establish networks between non-government organisations and government agencies with a dedicated view to improving short and long term outcomes for children.



TAKING A LEADERSHIP ROLE AT THE PEAK OF COVID-19

In early March 2020 it became very apparent that the education and care sector professionals were becoming increasingly concerned about COVID-19 and the possible implications for health and safety, business viability and more.

Child Australia took the lead by offering a series of free webinars aimed at creating some calm amid the chaos within the sector. These webinars were a cross-sectoral approach involving health professionals, sector experts and peak bodies. Within a few days of launching the first webinar Child Australia received 3,000 registrations.

Later that month, Child Australia once again took the lead by hosting a series of Virtual Sector Roundtables with key stakeholders to help address critical sector concerns. Several of these roundtables were hosted with Ministerial Briefing updates issued to Western Australian Minister Simone McGurk and to Federal Education Minister Dan Tehan. Minister McGurk formally acknowledged Child Australia's leadership in Parliament on 13 May 2020.

Child Australia's voice was well received over this period, and very much welcomed. The sector support Child Australia provided was on a pro-bono basis. No funding was received, with our Board agreeing that this was Child Australia's way of supporting the Education & Care community in a time of crisis.

COLLECTIVE IMPACT ADVISORY GROUPS



MUMS AND BUBS

The Mums and Bubs program has continued to operate well in 2020 with a continuation of children returning to the program as well as new children and families. The program has developed a reputation of consistency and reliability with families on the community feeling a sense of belonging and ownership of the program. The program has attracted some families from outside the community who now attend regularly which has been a real achievement and something the program has aimed to do since its beginning.

"My daughter loves coming to mums and bubs, she calls it 'school', she loves all the staff and has a really great time when she is here."

- Mums and Bubs participant

FAMILIES FOR SCHOOL ATTENDANCE PROGRAM

The Families for School Attendance (FFSA) Program has remained consistent in the delivery of family support, school attendance and participation. The impact of Covid-19 restrictions within the community were, at times, difficult to navigate however the team was able to support children with remote learning and support onsite while they were unable to attend school, and ensure families were able to access the resources for learning. Upon the lifting of Covid restrictions, the program saw 100% attendance back to school and family engagement with the FFSA program increase.


PALMERSTON CHILD AND FAMILY CENTRE (CFC)

Our work with the Palmerston CFC continues to grow and strengthen. The Young Mums Strong Mums initiative has had another successful year with 13 of 15 participants all on track to complete their Certificate III in Community Services. The collaboration between Child Australia and the CFC has cultivated an environment that supports families and children to positive outcomes. The CFC partnership continues to evolve and grow and innovate future possibilities for families in the Palmerston region.

GROW WELL, LIVE WELL

The Grow Well, Live Well collective impact initiative has made changes to the leadership group this year to drive forward to the goal of being community lead. Child Australia remains a key stakeholder on the new Transition Leadership group which has recommenced meetings and is working towards establishing a pathway to community lead governance.

THE WALKING BUS



The Walking Bus continues to walk children to school every day and has supported families to have stronger communication with the school and better attendance.

The Walking Bus remains an incredibly critical element of work that Child Australia offers in the Bagot Community, ensuring children are accounted for everyday and that families are supported.

"I like walking to school with Miss Tanya in the morning, she makes us get up and gets us to school every day."

- Bagot Community Student

COLLECTIVE IMPACT

The Bagot Indigenous Advancement Strategy (IAS) funded through National Indigenous Australians Agency projects are currently in a transition phase working towards transitioning the contract to the Bagot Community Aboriginal Corporation.

The Collective Impact project has seen the development of an improved community engagement strategy that is focused on improving the outcomes of all Aboriginal residents of the Bagot Community, development of improved systems and sustainable funding, programs, staffing and practices that will enable Bagot Community to reach its vision of a safer community for children. The re-imagining of the Deadly 20 is currently underway with a smaller leadership group which is community led and community focused with the introduction of an action group to drive change and support the collective impact work more efficiently.

"The Child Australia team are always about, and we can talk to them all the time, we can see so many changes in our community and all the plans that are happening, it's really good."

- Valemina White, Bagot Community Elder



RECONCILIATION JOURNEY

Child Australia's Reconciliation Action Plan (RAP) working group developed further this year with all members sharing a joint passion for reconciliation and a desire for Child Australia to significantly progress in this area.

Child Australia programs also worked on developing their own RAP. After research and discussion with other organisations the Child Australia RAP working group settled on a Reflect RAP, and officially registered their intention to develop this in October 2019.

The working group focused on unpacking the pillars of Reconciliation and what they meant for the organisation. Once the pillars were understood, a Vision was created encapsulating the beliefs of the working group, programs and those of the Board. In December 2019, Child Australia joined Reconciliation WA, and the following January staff attended The Aboriginal Early Childhood Planning Day facilitated by Red Ruby Scarlett and Jessica Staines, with the key elements covered:

- Understanding the **WHY** for centre-based RAP.
- The importance of exploring the spaces of what is invisible.
- First nations encompass a variety of countries/nations (Playschool a good example).
- **Consistency and decrease in reactive responses.**
- **How will the group enact the RAP and what part does everybody play in ensuring we are enacting our RAP?**
- **Being uncomfortable is okay. With uncomfortableness... comes change.**

Some of these concepts have now been included in curriculum development in Child Australia's early childhood services.

The RAP group will continue to explore each site flying the Indigenous flag and sourcing artworks. The artworks will assist sites to unpack and explore their Reconciliation story and will include symbolism that reflects Child Australia's services and programs.

Overall, the last year stimulated much discussion about inclusion, the importance of reconciliation and commitment towards this by Child Australia.



**CHILDREN,
FAMILIES AND
COMMUNITY**

HARRISDALE EARLY LEARNING CENTRE

On January 17, 2020, Harrisdale Early Learning Centre turned 1!

Since opening their doors they have:

- Welcomed over 100 families into their service
- Built up a team of over 20 staff
- Developed practices, procedures and policies that uniquely connect with the culture of the Harrisdale service

BUILDING RELATIONSHIPS WITH FAMILIES

Being a new service in the Harrisdale community a key focus for the Harrisdale Team was to build and form strong relationships with their families. Through team reflection the following strategies have been successfully implemented to stay connected with their families:

- Monthly Family Newsletter- sharing updates about what is happening within the service
- Family Nook- where parents can borrow board games, parenting books and cooking books
- Seesaw Messages- sending out regular Seesaw messages to keep families updated of any changes or important information
- Family Communication Board- providing families with visuals on what is happening within the service
- Community Events-
 - Open Day- July 2019- This was a great opportunity to showcase the service to the local community with lots of fun activities for families from fruit cutting, face-painting, henna, origami and of course a sausage sizzle. From the Open Day the service received 30 new enrolments.
 - 2019 Christmas Party- over 130 families attended the event at the local park with bouncy castle, large games, face-painting and sausage sizzle.

TEAM DEVELOPMENT

To ensure the staff at Harrisdale continue to grow in their pedagogy, extend their learning, and feel empowered, they are encouraged to attend Professional Development regularly.

Making Mat Times Meaningful- provided the opportunity to learn more about what different experiences can be included to make mat times engaging and purposeful.

Critical Reflection- supported the Harrisdale team to unpack what critical reflection was and how they can include it in their practice. This has hugely supported the team in their ongoing reflections of their practices.

Circle of Security- shared with the team an approach to learning that gives examples of how educators can build connections with children and create environments where children have a sense of belonging.

Make & Take Professional Development- making their own resources out of practically anything. Great sustainability practices.

Educational Leader Developmental Forum- empowering staff to know more about the Educational Leader role and what is required.

Introduction to the EYLF webinar- supporting staff to understand the national curriculum.

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Thank-you so much for taking good care of Bethany! We are very appreciative.

-Betty Adinow, Harrisdale ELC parent

You girls have something different set up for the babas each day. Thank-you for being awesome, Enzo can't wait to come more days soon.

-Sandra Loppolo, Harrisdale ELC parent

Thanks for taking the time to give me some feedback- my heart sank when they announced the compulsory return to school today because I think he's doing really well with you and his developmental progress is evident outside of daycare too! He comes back talking about how much he's enjoyed the day, he's more confident in himself and about how proud he is to be remembering and following "the whiteboard rules" and he has formed a very close relationship with the educator! Thank you for all you do to make his days so enjoyable and enriched- I read your message out to him and he was beaming.

-Helen Morgan, Harrisdale ELC parent

I'd like to say that we are really happy with the care provided to Cooper. The educators do an amazing job. Thanks ladies!

-Thea Jamieson, Harrisdale ELC parent

Thank-you so much for the time and effort you put into Evie she adores you so much! We both love and appreciate all that you do and have done!

-Kelly Turner, Harrisdale ELC parent

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LOCKRIDGE CAMPUS

This year has seen the highest of highs reached at Lockridge Campus. In July 2019 they began a journey of re-assessment under the National Quality Standards with the aim to retain their EXCEEDING rating. During their pre-assessment and rating visit they were challenged to ensure that they highlighted the context of their service and why they offer such a unique perspective on Early Childhood Education in their community.

Lockridge Campus spent the next two months reflecting upon all rating areas and highlighting why they do what they do. In October 2019, they underwent a two-day Assessment and Rating visit, which provided positive on the spot feedback about the Campus' philosophy and how it could be seen living and breathing through the staff.

In November, the team received the draft Assessment & Rating report and were ecstatic to have been successful in retaining their EXCEEDING rating. This journey continued early into 2020 as they continued their working towards becoming a Centre of Excellence. Another huge achievement in late 2019 was securing 100% utilisation. During this period, the service implemented an approach to staff development and a model of Growing Their Own Educators. This reporting year, five Educators reached or exceeded the milestone of five years of employment.

During this last year the Campus further strengthened relationships with local family support groups and the Department of Communities, averaging just under 50% of children in attendance who have been or are currently on a request for Additional Childcare Subsidy, having been identified as "at risk". The team have continued to be a pillar of support for their local community working with Aboriginal and Torres Strait Islander families. 42% of children in attendance identified as Aboriginal or Torres Strait Islander. During the height of the pandemic the Campus pulled together as a whole community with families going above and beyond in their support for the service during the Free Childcare period. The team received so much appreciation. The Kindy teacher from Lockridge Primary School arranged a beautiful garden picnic for the team of Educators to acknowledge their efforts during this time.



"Thank you for being the most supportive, flexible and understanding management team I have come across in the industry. The time and dedication you both put into the service is evident from the moment you step foot in the foyer. Your staff are a true testament to the wonderful leaders you both are and we have always felt so welcomed and accepted since we began with you two years ago! THANK YOU!"

- Sarah Marron, Lockridge Campus parent



"Kodey has been attending the Lockridge Early Learning Centre since he was 4 months old and for me being a single mum, it is very easy for me to get up and take him there every day as he is very happy to attend. He has developed so much into the little boy that he is becoming and is making awesome friendships with all in the Centre. It is an amazing feeling to know that the Educators treat my son as kindly as I do and spend the time with him. If I didn't have the support and love from Lockridge ELC then I would not be able to work and provide my son with the life that we have. Thank you to Lockridge ELC for all that they do for Kodey and the other children in the community."

- Christy, Lockridge Campus parent

HIPPY GERALDTON

Creating Champions to Create Champions. This year Home Interaction Program for Parents and Youngsters (HIPPY) in Geraldton have helped create champion tutors, who have helped create champion parents, who have created champion children; at HIPPY Geraldton they are genuinely making a difference.

In 2020, HIPPY Geraldton worked hard to empower tutors to create new opportunities for life and family through the power of education and training. They were grateful this year, for a successful application for HIPPY enhancement funding, which enabled tutors to create new futures for themselves and their families. 100% of the tutor cohort became certified in their choice of profession.

Kara has enjoyed the range of activities and we have found different ways of learning other than just the alphabet and counting. My daughter has shown a lot of interest in the science activities which I wouldn't have thought to do with her. I am so thankful for this opportunity and it's making a difference in my family's life.

-Prue, HIPPY Parent/Tutor, 2020



"I was a fulltime single mum which was difficult with a lack of support; a career was always a slow thought. Becoming a HIPPY tutor really changed my outlook and impacted my life in ways I cannot describe. It has given me an extremely positive outlook on life knowing how supported and cared for I am within the program. Through Tutor training and studying at TAFE, so many opportunities have appeared within my life so quickly. I have made friendships, networks, found great resources, discovered new work opportunities, and learnt so much about myself, my passions and my future career choices. I have increased my personal skills, my confidence, my esteem, my leadership and professional learning skills and qualifications. Every step in HIPPY has helped me to grow. It is just such a great feeling to be living life knowing I have made it so far in so little time. HIPPY really has shown me that anything is possible if you put your mind to it."

- Sarah, HIPPY tutor 2020



"Learning to be a tutor has taught me many things. I have loved the opportunity to work with different families and learn how people approach activities differently and how to support them and honour their strengths. I have enjoyed learning more about literacy and the philosophies underpinning the HIPPY way. Tutor training has been an amazing opportunity to learn more about myself, and I have enjoyed the support and inspiration I have received."

- Alicia, HIPPY tutor 2020



HIPPY HEDLAND

In 2020 HIPPY Hedland were able to continue to deliver during Covid-19. Having safe social distancing guidelines provided minimal interruption to the program.

HIPPY Hedland's Coordinator had the opportunity to Co-chair the Hedland Early Years Network which created the opportunity to connect and work collaboratively with other early year services within the community. Together with the Town of Port Hedland they hosted large community events such as Children's Week and NAIDOC Week celebrations.

The Home Interaction Program for Parents and Youngsters (HIPPY) is a voluntary home-based enrichment program funded through the Australian Government Department of Social Services. HIPPY is a two-year, early learning and parenting program for families with young children aged 4 and 5.

HIPPY empowers families in their role as their child's first educator and focuses on the development of school readiness with an emphasis on pre-numeracy and pre-literacy experiences. The program provides parents with employment and enrichment opportunities, making this program such a fantastic opportunity for the parent as well as the child.

In 2019 HIPPY Hedland graduated the Age 5 cohort in a spectacular event at a local indoor play centre. The families celebrated this achievement with the Age 4 cohort to also coincide with Children's Week celebrations. Families were treated to face painting, a photo booth, and cupcake decoration.





WEST PILBARA MOBILE CHILDREN'S SERVICE

Delivering a play-based learning program built around the Early Year's Learning Framework the West Pilbara Mobile Children's Service continues to be the only mobile children's service for young families in the West Pilbara region who are socially and geographically isolated and have limited access to quality early childhood and care programs. The program is funded by the National Indigenous Australians Agency.

The Service's success has grown over the past 12 months reaching over 135 children and their families. Implementing an enriching and educational program with the support of community schools and principals, community leaders, elders, families, health professionals and wellbeing services has ensured the Service continues to provide every participating child the opportunity to explore, learn and problem solve using culturally appropriate resources and develop component skills that will assist them to develop a greater readiness when transitioning into their formal years of education. The targeted parent development opportunities offered has seen a significant rise in adult attendance and participation.

The Service had two significant events this past year that, although affected our program delivery, they became our greatest successes: Cyclone Damian and COVID-19 pandemic.



With damaged roads and high flood waters closing access to remote Indigenous communities (families are advised to leave their communities and seek shelter in town) WPMCS was able to collaborate with teaching staff, community members, and local services to continue their program delivery to over 59 children and their families in a pop-up classroom in South Hedland during the Cyclone Damian recovery.

The pandemic put the Service's remote Indigenous communities into lock down with travel and access restrictions imposed. Recognising the need to continue to support these children and families with learning experiences, WPMCS made weekly resource/activity educational packs, including donations from local services, to encourage continued learning in the home. Supported by the teaching staff with pick up and deliveries, WPMCS were able to provide remote and local families with over 500 packs.



“The packs being delivered during COVID-19 lockdown have been really well received. The kids really enjoy them and a couple of mums have said that they like helping their kids with the activities.”

- Graham Boyd, Principal Yandeyarra Community School

“

Emmerson loves this Playgroup. It's great that every week there are different activities for the kids and parents to do together. This is a great social outing for Emmerson and myself and we look forward to it every week.

- Suzie Bradbury, Attending Parent Town Square

Playgroup has been amazing for my daughter Nancy getting her to interact with other children and adults giving her more confidence. I love the positive fun atmosphere.

- Jennafie Kelly, Attending Parent Town Square

Weekly Playgroup sessions at Yandeyarra allow the children to use good quality educational equipment and the opportunity to interact with trained educators. The ladies do an amazing job! Thank you for all your efforts. The children love Playgroup day. The educators always set up fun learning experiences and provide great healthy snacks for all who attend. A job well done! Trudy and Amy are amazing! They are inspiring, enthusiastic educators who provide engaging learning experiences for the children. The kids love the fact that they get something to take home every week. During COVID lockdown the Playgroup educators continued to provide fun learning packages for the children of Yandeyarra. Thank you so much for all your efforts to keep things running for the benefit of the kids.

- Sheryl Delaporte, Early Childhood Teacher Yandeyarra

The packs delivered during COVID19 were so good for the kids. It gave them something to do. They missed you!

- Clarrie Parent, from Warralong Community

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LARAPINTA CHILD & FAMILY EARLY LEARNING CENTRE

Larapinta Early Learning Centre has been evolving and growing since April 2017. After navigating their way through the infancy stages and achieving an Exceeding Rating in 2018 the team has continued to develop and establish themselves within the communities of Larapinta and Alice Springs.

The Educators at Larapinta ELC are committed to creating a sense of community within the service. Children's connectedness and different ways of belonging with people, country and communities helps them learn ways of 'being' which reflect the values, traditions and practices of their families and communities. Over time this learning transforms the ways they interact with others.

Larapinta ELC has been involved in a lot of reflective and ongoing professional development in relation to their Reconciliation Action Plan (their cultural competency) and sustainability practices, ensuring children are equipped with the knowledge and skills from early childhood to create a beautiful world for them to grow up in.

The Educators at Larapinta ELC respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. Educators view culture and the context of family as central to children's sense of being and belonging, and to success in lifelong learning.

The team has been committed to protecting our environment to ensure a sustainable future for children and through continuous improvement the Centre strives to be better tomorrow than they are today. Educators at Larapinta ELC actively participate in caring for the environment and promote sustainable practices through educating and working with the children, families and wider community.

Larapinta Early Learning Centre is continually a professional learning community who are committed and dedicated to high quality education and care practices. They recognise the importance in working in partnership with families and communities to enhance better outcomes for children and their future positive cognitive and social development.

FARRAR EARLY LEARNING CENTRE

An increased focus on family and community engagement has resulted in deeper understandings and connections between staff, families and communities. In particular, the NAIDOC Week celebrations encouraged meaningful engagements in Educator and staff activity that support Educator and children's understanding of Aboriginal and Torres Strait Islander ways of being and knowing.

Farrar ELC engaged in a range of fundraising efforts for causes including: WIRES (Wildlife Information Rescue & Education Services Inc.) to support wildlife in bushfire effected areas, Red Nose Day and Jeans for Genes Day. Farrar ELC's dedication to supporting their immediate and wider community has been well demonstrated this year which is an important part of Farrar ELC's values.

BUILDING A PROFESSIONAL LEARNING COMMUNITY

Farrar ELC's Educator team continues to go from strength to strength. The previous motion of "Grow Our Own" in the NT continues to thrive as staff build their knowledge and skills. Over the past year more than half the team engaged in studies to achieve formal qualifications. Educators are on track to finish their qualifications with some of our team already completing and receiving their certificates. Following the previous year's success in retaining relationships with Mary McKillop Catholic College, the service has taken on another school-based trainee from Mary McKillop Catholic College. This year the service had a staff member complete their Certificate III and another finish their Diploma in Early Childhood Education & Care.



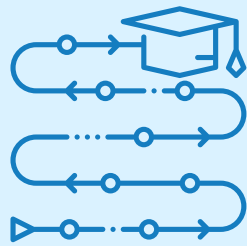


4 STAFF MEMBERS

STUDYING TOWARD CERTIFICATE III

4 STAFF MEMBERS

STUDYING TOWARDS DIPLOMA OF EARLY CHILDHOOD EDUCATION



2 STAFF MEMBERS

STUDYING TOWARDS BACHELOR OF EARLY CHILDHOOD EDUCATION

Along with formal qualifications the team has actively sought to develop their own professional practice focusing on supporting children's behaviours particularly the Educator's role in these scenarios. Supporting this practice is a requirement for the team's self-reflection on their programs, environments and practices. Reflective Practice is a continued theme that has supported Farrar ELC's implementation of award-winning practices such as Loose Parts Play.

ACKNOWLEDGING SUCCESSES THROUGH CHALLENGING TIMES

Farrar ELC Educators have done an amazing job adapting and rising to the challenge during a challenging year, ensuring the needs of children and families are met in a healthy and safe way. Adding to the challenge was a new Centre Director at the beginning of 2020, "Free Childcare" and a new food co-ordinator who braved the shops many times to secure food items for the service during the Covid-19 panic buying and supermarket-imposed limits. Proud is an understatement in the way each Educator navigated and overcame their own personal Covid-19 related challenges. Families have demonstrated their support and appreciation through their kind words, email shout outs, donations, food platters, homemade treats, gifts and more! It has been a challenging experience that has only intensified the bond between Educators, families and the wider community.

You guys have been amazing and, although I don't know what happens behind the scenes with paperwork and logistics, from the front every single one of the educators still greets Charlii with smiles love and warmth. It's all I can ask for. KNOW YOU ALL ARE APPRECIATED!

- Sarah Hayden (Farrar ELC Parent)

As the longest serving clients of Farrar Early Learning Centre, unfortunately, the time has come to end Charlie's enrolment at the Centre, signalling the end of an era for our family having sent three boys there and walking through those gates to your lovely smiling faces every day for the past seven years. I would like each and every one of you to know how much we have genuinely appreciated the care you have shown our boys over the years, and the support you have shown our family; it really has been second to none. The boys all really enjoyed their time at the Centre and built some wonderful relationships, and we always felt completely comfortable leaving them in your very capable hands.

Kristy Rees (Farrar ELC Parent)



We are very sad that James will no longer be in the care of the amazing staff at Farrar, James has come such a long way since being there and we couldn't be more thankful. I appreciate everything you have done for us and adore the hard work that every single person there puts in, especially with James. He certainly was not easy at the start and definitely still has his moments, but with the hard work that everyone has put in with him, James is turning into such a little gentleman, and for this I thank you.

Jamie-Lee Jones-Dooley (Farrar ELC Parent)

PALMERSTON EARLY LEARNING CENTRE

Over the past 12 months Palmerston Child and Family Early Learning Centre focused on a comprehensive approach to participating in the Assessment & Rating process and stabilising the Educator team. A set goal to work towards achieving was to develop and deepen the establishment of positive respectful relationships with families and children. Relationships are a key foundation at Palmerston. As a team working in close partnership with the child and family centre, staff recognised and celebrated many culturally respectful events with families many celebrations including Holi Celebrations, NAIDOC Week, Easter, and Christmas. Children also had the opportunity to participate in lots of fun incursion events such as pirate day and learn about and recognise fallen soldiers for ANZAC day. The service scheduled visits from the local fire brigade and the animal visit was a loved learning experience by all the children. Families loved seeing the photos of their children engaging in these learning opportunities.

In the early part of 2020, Palmerston Child and Family ELC continued to work and support our families to ensure they maintained their child's enrolment at the Centre and enable families to continue working during the Pandemic. During this time the Educators shared many amazing resources through the SeeSaw App providing families with learning opportunities and play experiences they could do with their child at home. For some of the families that did leave their employment during the Pandemic and remain home with their children, the resources made available allowed them to stay connected with the centre and play experiences, including Yoga for children, story time, music and activities which created 'everywhere' learning. Palmerston Child and Family ELC participated in a partial reassessment for Quality Area 1 and achieved a MEETING overall rating – a great achievement for the Palmerston team. The team of Educators continued to access professional development including their attendance at the 2019 Little People, Big Dreams Conference held in Darwin, NT.



You all do a wonderful job keeping our children safe.

- Kylie Bell (parent of Vittorio)

We love it when you tell us about all the learning and fun things you do with our children. Thank you for keeping our kiddies safe and loved.

- Kerry (parent of Lily-Rose)

NIGHTCLIFF COMMUNITY EARLY LEARNING CENTRE

Some interesting facts about the team at Nightcliff Community Early Learning Centre:

- There are 12 Educators, a qualified Chef and the Director who make up the team.
- Collectively there is over 100 years of experience working with young children in early years settings.
- The team consists of 9 different nationalities.
- There are 8 Educators with a Diploma level qualification or higher.
- The average age of the staff team at Nightcliff Community ELC is 33.

The 2019/20 year has been a one of a kind for the sector and for Nightcliff communities. The best way to describe the year that was, is with a few key words – Commitment, Togetherness, Exceeding and Resilience.

This financial year saw the Director and many of the team reach two years with the service. The team has evolved and changed during this period, fare-welling some Educators that relocated, left to have a baby or took a new pathway in their career. The service values the footprint that the Educators leave and the important role they play in the lives and experiences of the children in attendance – thank you to those Educators who have come and gone, and welcome to the new faces that have had joined the team.

The service recognises the commitment displayed by the team at Nightcliff Community ELC and congratulate the achievements and successes. July to October brought along in-depth preparation for the Assessment & Rating visit by the Territory Regulatory Authority. The team celebrated the success of this process and were awarded an overall rating of EXCEEDING the National Quality Standard.



January presented an opportunity for the team to come together to support the communities of Southern NSW and Victoria through a community donation drive. During the Christmas break, every Educator within the team donated their own time and energy in collecting, organising and packing donations. In one day, along with community volunteers and support from the Northern Territory's Federal Minister Luke Gosling, they collected, sorted and packed over 40 large removalist boxes. All these boxes arrived safe to communities and families within various communities within Victoria. The efforts from everyone were impressive and the donation drive caught the attention from the local news.

The challenges the team have overcome in 2019/20 have provided many opportunities for reflection, for planning and for learning. They have built up their resilience and have strengthened their relationships as a staffing team, as a service and in the wider community of Child Australia and Nightcliff Primary School Community. As they say, "Teamwork makes the dream work" and with a strong resilient team comes high quality opportunities and educational practices for children and families.

“

Being a first time mum and sending my daughter to daycare with the absolutely amazing staff at Nightcliff ELC has left me wondering who are these angels that tirelessly look after our most precious members of the community for such little reward. It is so hard to leave my baby girl but I know she is taken care of and when she is sad she is given a cuddle of reassurance. Without these angels of care, the community that we know would cease to exist! Thank you.

- Krystal, parent of Ava

Thank you for the amazing work that you do on a day to day basis which contributes to shaping the personality of our kids. The importance of your work is extremely difficult to express in words, it's a matter of feeling for me.

- Dilli, parent of Aavya

Thank you to all of you for looking after our Charli so well when she is with you. She loves spending her days there and it's such a relief seeing her happy and seeing how caring and loving you are towards her. You all have so much patience and are always smiling and approachable no matter what. Thank you for caring for Charli, teaching her so many things, and for dealing with all our requests! We can't thank you enough for all that you do.

- Sophie & Dan, parents of Charlotte

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NIGHTCLIFF OSHC



The Nightcliff OSHC Team has continued work towards the goal of diverse internal and external natural environments. A large focus for the 2019-2020 year was fostering community ownership and representation within the OSHC space. One major project highlighting this was the creation of the Nightcliff OSHC World Wall where children traced and painted the world map onto a wall in the OSHC environment. The world map has allowed children and families to share their global experiences with the OSHC community.

The standout for this year has been the stabilisation of the Nightcliff OSHC staff force. A regular staffing team increased Nightcliff OSHC's capacity to provide consistent quality care to children. The staff team also positively impacted the service during the height of the pandemic, with utilisation remaining strong at an average of 88% from the end of March until the end of June 2020.

Nightcliff OSHC focussed on continuing to foster strong community relationships, with consideration with partners Nightcliff Primary School and Nightcliff Community Early Learning Centre. Relationships with these parties strengthened Nightcliff OSHC's capacity to provide holistic play and leisure opportunities to school-aged children.

ANULA OSHC

A photograph of several children in green school uniforms sitting on a grassy field. One child in the foreground is eating a banana, while another child next to them is eating an orange. The background shows more children and a person standing, all in similar uniforms. The scene is outdoors and brightly lit.

During 2019/20 Anula Outside School Hours Care focused on remaining an integrated and engaged part of the local community. The service partnership with Anula Primary School and Anula Preschool continued to thrive through engaging leadership meetings and collaborative projects. Additional community ties were created with local businesses, non-profit organisations and Emergency Services through onsite visits and networking opportunities. In April, Anula Outside School Hours Care celebrated their first anniversary, coupled with the huge achievement of doubling their occupancy (an average of 40 children attending per day and close to 30 consistently attending Vacation Care).

Anula OSHC continued to maintain high quality programs aligned with the National Quality Framework, aimed at improving the children's learning and educational outcomes. Navigating the challenges of COVID-19, Anula OSHC implemented strict health and safety procedures, ensuring every precaution to ensure the health and safety all children, staff and families attending the service. Their Educators also utilised age-appropriate resources to help children engage and understand discussions surrounding the pandemic.

Improvements to the Anula OSHC rooms was an ongoing and project, with a strong focus on creating comfortable, relaxing spaces for children and effective storage solutions.

As occupancy levels increased Anula OSHC expanded their team to four experienced, passionate and dedicated Educators who participate in regular, ongoing professional development and mentoring, ensuring the service continues to provide high quality care and education for all children. For example, their Educators focused on supporting children's emotional and social development by engaging them in guided meditation sessions after school to assist with coping strategies in coping with stress and anxiety.

Child Australia offers quality care and education through their After School Care program as well as their Vacation Care program. The service works in partnership with the school ensuring the ethos of the school, the vision and mission is upheld. The staff are fully trained and come with a wealth and range of experience. Our students and families speak highly of the service and the school is beyond happy with the service they provide to our students and families.

- Melinda Kealy, Principal, Anula Primary School

I had reservations about after school care for my little pre-schooler. But now I have absolutely no concerns at all. The safety procedures implemented have been excellent and greatly appreciated. I feel the staff communication (using walkie-talkies) and child safety is a pivotal fundamental change for the Anula OSHC. It is also great to see the children are encouraged to do art activities, my child is always bringing home drawings and little gifts for the family. 5 out of 5 from us!

-Rachel Cotton, Parent Anula OSHC

My daughter has been with Child Australia since the service opened at Anula Primary School. Communication during the Covid pandemic was clear and frequent giving me peace of mind that the service was doing all it could to ensure the safety of my child and was genuinely interested in parent feedback. My daughter enjoys attending after school care and working with the educators and other students. I find the staff to be friendly and helpful and they show a keen interest in my child.

- Wanita McNeill, Parent Anula OSHC

Valery started to attend Anula After School Care at the end of October 2019. For these 10.5 months we have had only positive experience with Anula OSHC. I am fully satisfied with the quality of services provided. The staff are amazing, friendly and very supportive to children as well as parents. Educators are busy playing with children, try to organise interesting activities inside and outside aimed to involve everyone. They take care of children's health by reminding them to wear hats and using sunscreen when outside. Educators of Anula OSHC have been fostering strong relationships with children and teaching them to interact with others with mutual respect, treat others equally and fairly and be open and warm to people. I also enjoy looking through the Anula OSHC photo album. The holiday program is bustling and fascinating including entertaining and cognitive excursions. Every time when I pick up Valery from After School Care he does not want to go home. He really enjoys being in the After School Care and playing with his friends. Thank you, Juliana, Hina and Maggie for your work and our happy children!

- Olga Efremova, Parent Anula OSHC

WANGURI OSHC

Wanguri OSHC is a managed partnership between Wanguri Primary School and Child Australia, offering a 75-place service to the Wanguri community and providing Before & After School Care and Vacation Care to children from Pre-School to Year 6.

This year the service had an amazing opportunity to offer care and support to families whose children attended Mimik-ga Centre, a new learning hub to support children with additional needs within their Early Intervention program. This has been a very positive experience for not only the families accessing the service, but also for the team knowing they are helping support the children's growth and development. Through this partnership staff completed the Autism Spectrum Disorder online course.

During COVID-19 Wanguri OSHC was very lucky to be able to remain open to provide care for their families. Families were very thankful for this as most were front line health professionals, Defence personnel, or childcare workers.

During the past year the service has had several changes to their program and moved into a new space, which allowed them to plan and provide different play environments both inside and outside while still maintaining positive relationships and social skills.

The service's continued to focus on their primary purpose in helping support growth, development and quality of life for young people, their families and communities, and to set children up for success by developing confident, self-reflective, compassionate and resilient future leaders.



The team at Wanguri outside hours care are extremely professional, friendly, caring and offer welcoming environment to all. Over the past couple of years our family has been very satisfied with the level of care and attention when it comes to our two girls. We couldn't speak more highly of the whole team. We look forward to continuing our relationship throughout the future.

- Lauren, Parent Wanguri OSHC

We have been with Wanguri OSHC for 2020. Charlotte has enjoyed the full use of OSHC, we have had Vac Care, BSC and OSHC all of which she has enjoyed, the variety of activities have kept her engaged and happy! Staff are always friendly and Caring! Which is a pleasure to know how well cared for the kids are. The only negative is the loudness of the new room; Charlotte gets headaches from the noise sometimes. We are happy with the communication from OSHC, both ways from and to myself.

- Vanessa, Parent Wanguri OSHC

Jayden enjoys coming here, all the educators have been fantastic with him and he has changed so much this year, which as a parent I am happy with between Mimik-ga and Wanguri OSHC. I was a bit worried at first with all the big changes and how Jayden would cope, but he has done so well with the support from Wanguri OSHC.

- Claire, Parent Mimik-Ga/Wanguri OSHC

My daughters have had a fantastic experience at OSHC. The staff are friendly and welcoming and always have a smile. I would recommend Wanguri OSHC to anyone looking for Care.

- Jade & Hayley's Father, Parent Wanguri OSHC

As a working full time Mum I feel so lucky that my daughter has been able to come to Before and After school care at Wanguri. The staff really care about the kids and this has helped my daughter settle into the school routine! Thanks to Tanya and the Team for going the extra mile.

- Ainsley Hart's Mother Transition 2020



BAGOT COMMUNITY



BAGOT COMMUNITY

The past year at Bagot Community OSHC has been challenging, yet rewarding, before COVID-19 the vacation care programs were successful with a great attendance rate, with the Christmas celebrations being a highlight. The team adapted extremely well to overcome the challenges the new year brought in adapting to the 'new normal' and learned to celebrate and appreciate every success and achievement.

The long-standing partnership between Bagot OSHC and the youth arts group Corrugated Iron continued throughout the restrictions and Community closure with Corrugated Iron connecting with the OSHC remotely allowing the children to continue with weekly dance sessions.

Notable this year, the OSHC was awarded the Innovative Solutions Grant which allowed the team to introduce the focus of nutrition and sustainability with a bush tucker garden being built to grow fresh vegetables. Nutrition training sessions resulted in an overhaul of the menu and eating habits of the children and the introduction of a Bagot OSHC Nutrition Philosophy to the service.

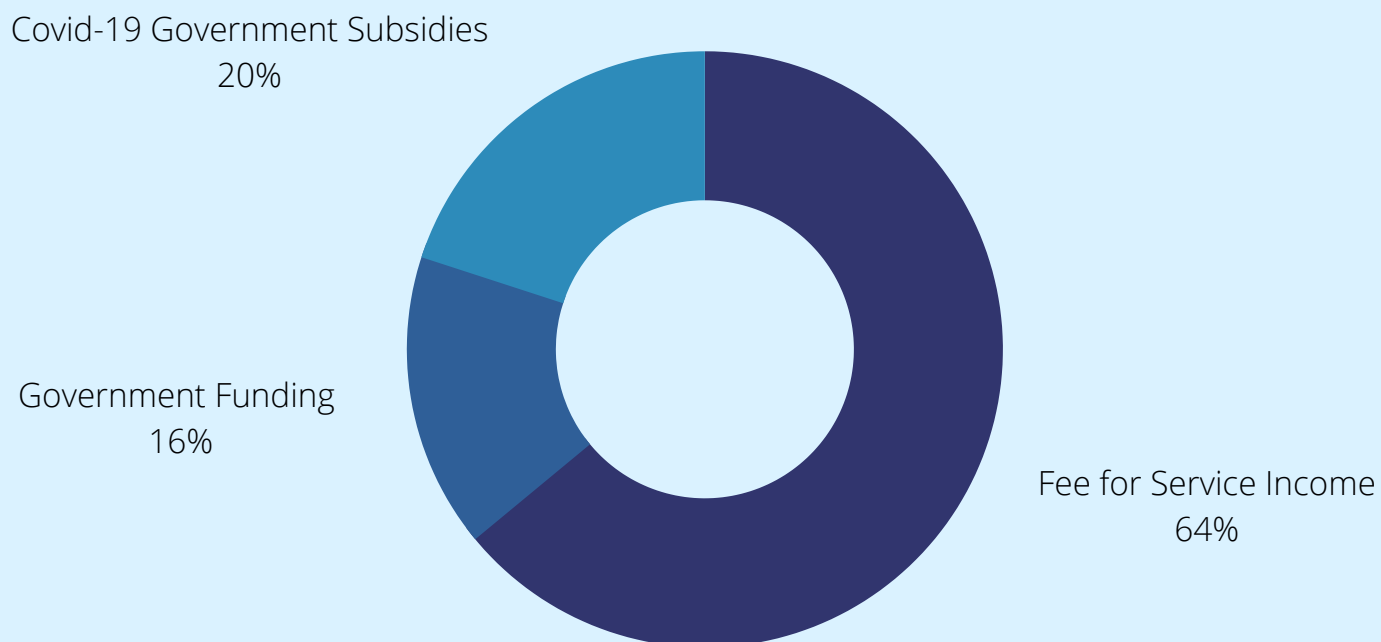


FINANCIAL PERFORMANCE

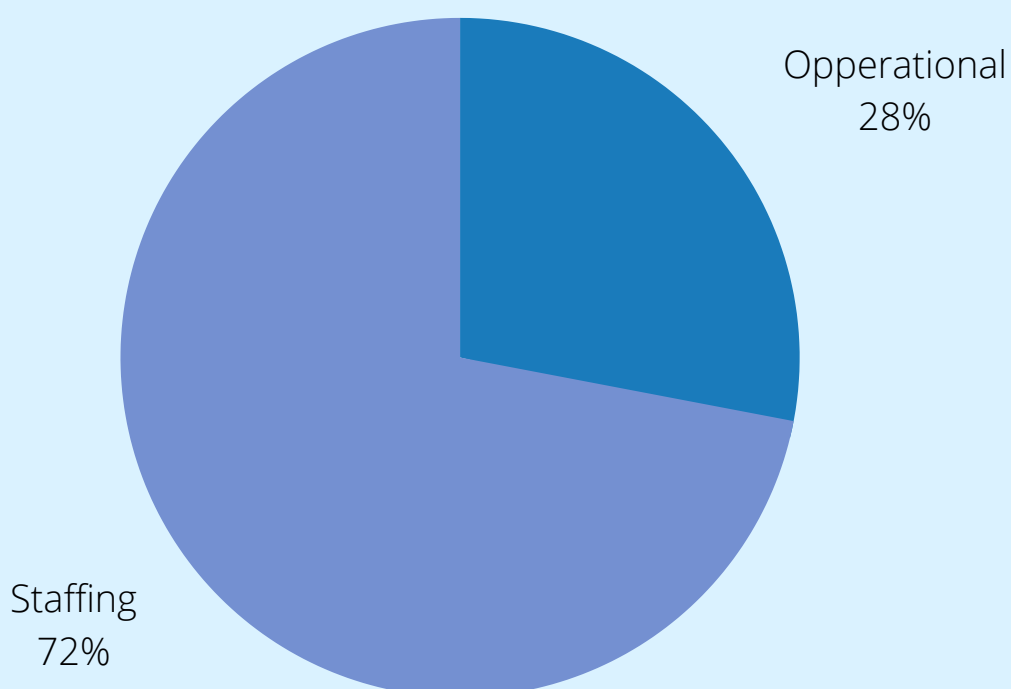
Child Australia's operating results over the 2019/2020 financial year showed significant growth with a consolidated profit of \$1M for 2020, an improved position from 2019 profits of \$32k. The organisation's revenue streams are derived from State, Territory and Federal Government funded programs and fee-for-service in the early to middle childhood sector. The fee for service component continues to be an area of growth however delivery was impacted as a result of restrictions caused by the COVID-19 pandemic. Total revenue within this space fell from 64% compared to 79% in 2019. The organisation continues to explore growth opportunities across various innovative initiatives with the goal of further diversification of revenue streams. In March 2020 Australia was affected by the COVID-19 pandemic and like many organisations around the country, we found ourselves facing uncertain times. Thanks to the exceptional efforts of our staff across all our activities and especially our critical frontline workers, our teams collectively supported the organisation to pivot where possible and remain sustainable during the March to June period. Child Australia was able to successfully navigate this extra-ordinary situation. As at the date of this report, the organisation has recommenced all services and activities in full.


Staffing costs remain the largest expenditure item and accounts for 72% of the organisation's total expenditure. The focus on providing a high-quality workforce is paramount to our organisation's success and evidenced by our continued commitment to employee well-being, above-award wages and professional development opportunities across the organisation. The leadership team is currently developing an Employee Recognition program that is certain to create excitement across the organisation as we focus our attention on inspiring opportunities in 2021. The carry forward unexpended program funds remained constant at \$0.4m in comparison to 2019 and will be utilised within the 2020/2021 programs. All staff entitlements were accrued in full at year end and program funding received in advance held over to the new financial year. While the threat of COVID-19 continues to impact the global economy, Child Australia has worked diligently to mitigate risk as best possible and is in a strong position to cope with any further economic shocks.

CHILD AUSTRALIA REVENUE 2019/2020



CHILD AUSTRALIA EXPENDITURE 2019/2020



A photograph of two young children on a playground structure. The child in the foreground is wearing a blue bucket hat and a dark shirt, smiling and holding onto a rope. The child in the background is wearing a light-colored hat and a blue shirt, also smiling. The background shows green foliage and a fence.

CHILD AUSTRALIA SUPPORTERS

Child Australia would like to acknowledge all the organisations and individuals who have assisted us over the course of the year.

- AUSTRALIAN GOVERNMENT
- NORTHERN TERRITORY GOVERNMENT
- GOVERNMENT OF WESTERN AUSTRALIA
- DEPARTMENT OF COMMUNITIES
- BHP
- COLAB COLLABORATE FOR KIDS
- TELETHON KIDS INSTITUTE
- MINDEROO
- LOTTERYWEST
- DEPARTMENT OF EDUCATION
- CLAYTON UTZ
- CURTIN UNIVERSITY
- BROTHERHOOD OF ST LAURENCE
- TERRITORY CHILD CARE GROUP INC
- EARLY CHILDHOOD AUSTRALIA
- GOODSTART EARLY LEARNING
- ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA
- COMMISSIONER FOR CHILDREN AND YOUNG PEOPLE WESTERN AUSTRALIA
- ANULA PRIMARY SCHOOL



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