



2020
2021



child
Australia
Annual Report



ABN: 61 986 879 146

Child Australia's Annual Report has been produced by the Marketing Team, October 2021. 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.

MESSAGE FROM THE CHAIRPERSON AND CHIEF EXECUTIVE OFFICER

Just as we thought that 2020 was one of the most challenging years globally, along came 2021 filled with its own twists and turns. Navigating the pandemic across jurisdictions, lockdowns, lockouts, border closures, mandatory vaccinations and more, 2020-21 may in fact be the year that has brought us the most lessons, growth, and resilience.

Throughout the continued disruption and ever-changing pandemic platform, our teams continued to flourish, support each other, and rose to the challenge. Our people remained focused on supporting children, their families, and the broader communities we serve throughout WA and NT, understanding the critical importance of their roles at the core of all that we do.

We express sincere gratitude to our exceptional people for their unwavering commitment over this past year. Our people are incredibly passionate professionals that embody a selfless culture, delivering on our mission and championing our values every day. Together with our teams, our senior leaders, and deeply committed Board Members, we're proud to deliver yet another brilliant year at Child Australia.

The past financial year has seen several key initiatives and actions within our organisation. At the forefront was the creation of our new Strategic Plan. Together, our Senior Leaders and Board Members embarked on a journey to create a roadmap for the organisation's future. Listening to our teams, our stakeholders, and our partners, provided us with a solid foundation to develop the exciting objectives for the 3 year Plan. The process was detailed, considered, and we would particularly like to thank Board Member Stephanie Shorter for her invaluable expertise and guidance throughout.

An exciting new partnership with mining giant BHP saw a unique workforce development project come to life in the Pilbara, WA. The Thriving Futures project, while focused on addressing educator shortages in the region, has meant that more children now have access to high quality early learning experiences. This complex, multifaceted project includes scholarships, mentoring, alternative learning and career pathways, and a firm spotlight on empowering educators in their critical role of supporting children in their most vulnerable years.

With the pandemic ensuring regular disruptions, our teams became very familiar with the lockdown practices and ensured heightened COVID-SAFE practices, all while continuing to ensure that we delivered the highest of quality programs and services to children. With each program area and service having their own engaging initiatives, we were particularly delighted to see child-led committees, sustainability projects, family events, fundraisers, dance parties, sporting events, and more. These rich experiences for children not only promote learning opportunities, but help to nurture the most essential skills that children need... social skills, critical thinking, problem solving, leadership, interpersonal skills and more.

Throughout the financial year we have welcomed several new Board Members: Nancy Jeffrey, a proud Woolwonga woman from the NT working for the Healing Foundation; and WA based Rachel Beard, Deputy Director of the Health and Disability Services Complaints Office; and Nick Warth, Director at international accounting firm KPMG. We also farewelled several Board Members; David Ansell after serving almost 7 years on the Board and 4 of those years as Chairperson, Karen Murcia, stepping down after a 2 year term as Chairperson, Craig Stewart after serving his 2 year term, and Helen Creed after serving just over 6 years. A notable mention to our longest serving Board Member Jason Hughes, stepping down at the AGM after a mammoth 12 years on our Board. To each of these individuals we say "Thank-You"... your contribution, dedication and support over the years has been instrumental in successfully steering our organisation.

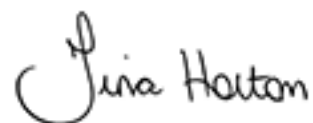
With significant growth in the organisation's financial position this year, the Board and Senior Leaders were able to ensure a sustainable and robust foundation from which to develop several key initiatives supporting our children, families, and staff teams. Over the next 12 months we look forward to bringing these initiatives to life and extending on our organisation's mission.

Finally, we thank our funders, strategic partners, collaborators, and friends of Child Australia. From our long standing relationships to the new, your support helps drive the core purpose of our organisation. Together we have helped to shape the trajectory of many children's lives, and so we sincerely thank-you for walking alongside us in this journey. We look forward to working with you all in the coming financial year as we embark on many new exciting initiatives.

Elaine Pavlos, Chairperson



Tina Holtom, Chief Executive Officer





Child Australia is a leading not for profit organisation at the forefront of supporting children's learning, wellbeing and development across Western Australia and the Northern Territory. Our on the ground presence is reflected in our diverse portfolio of work which spans across metropolitan, regional and remote locations covering:

- Early Education and Care
- Outside of School Hours Care (OSHC)
- Community Programs
- Professional Learning and Support
- Social Impact and Advocacy

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 support 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.

We advocate 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.

WE ARE CHILD AUSTRALIA

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

Child Australia Mission Statement 2021

**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.

OUR STRATEGIC PLAN 2021-2024

We are dedicated to promoting, supporting and enhancing the quality of life and positive developmental outcomes of all children and families. In particular, those who are vulnerable and at risk, living with disability and those from Indigenous or culturally and linguistically diverse backgrounds.



**SECTOR
DEVELOPMENT**

**QUALITY
SERVICES**



**ADVOCACY AND
LEADERSHIP**

SUSTAINABILITY



**EXCEPTIONAL
PEOPLE**

RECONCILIATION ACTION PLAN

A close-up photograph of two hands, one from a lighter-skinned person and one from a darker-skinned person, both holding a mound of bright red soil. The hands are positioned as if they are about to pour the soil into each other. The background is a blurred outdoor setting with green foliage and a clear blue sky.

“We are committed to reconciliation through embedding culture into our organisation and building and encouraging positive relationships between Aboriginal & Torres Strait Islander peoples, communities and organisations and developing opportunities to improve the socio-economic outcomes for Aboriginal and Torres Strait Islander children and communities.”

Our Reconciliation Action Plan working group was formed in December 2018 to commence our reconciliation journey with a ‘Reflect RAP’. Over the past three years, the working group has spent time reflecting on our relationships with Aboriginal and Torres Strait Islander stakeholders. The Reflect RAP template is in its final stage of review and will be submitted to Reconciliation WA by the end of the year.”



HIGHLIGHTS

KINDILINK PROGRAM

Our Lockridge Early Learning Centre has developed a partnership with Lockridge Primary School enabling children from Aboriginal and Torres Strait Islander descent to participate in their KindiLink program every Monday and Tuesday morning. The program is focused on supporting children and their families with the transition into formal schooling and being able to feel like they're entering a culturally safe environment. One of our Educators, Corelee who is a Noongar Yamatji woman, takes the children on the school bus to the program and helps with the facilitation.

VISIT FROM THOMAS MAYOR

Our Nightcliff Early Learning Centre was visited by author of Finding Our Heart, Thomas Mayor. Thomas is a Torres Strait Islander born on Larrakia country in Darwin; he read his story to the children and discussed the Uluru Statement of the Heart.

CULTURAL AWARENESS TRAINING

In September 2020, our HIPPY Geraldton team participated in Cultural Awareness Training with Dale Forsyth, an Amangu Emerging Elder. The session encouraged a rich sharing of everyone's backgrounds and experiences and encouraged staff to develop an awareness and appreciation of Aboriginal and Torres Strait Islander cultural practices, knowledge and history.

SUPPLY AUS

We have recently announced a new supplier arrangement with Supply Aus a 100% Indigenous owned and operated business providing PPE, work wear and office products to clients across government, corporate and private sectors.

"I had the pleasure of meeting the Child Australia team when I delivered my Cultural Foundation's workshop in 2020. I found a group of people who genuinely wanted to know how they could support and empower Aboriginal people and Communities through their Reconciliation journey. Since then I have found that the Child Australia team have committed to action as opposed to marketing. I've seen an ongoing commitment to building respect and relationships with Aboriginal people, the willingness to listen and respond, and always asking how they can do more. I am very pleased to have Child Australia join the Supply Aus journey. They are now part of the social impact of our 100% Aboriginal owned and managed business."

- Jolleen Hicks, Company Director and Founder of Aboriginal Insights



ENABLING EARLY CHILDHOOD EDUCATION + CULTURAL SAFETY

"We are foster and adoptive parents; four of our young Noongar children attend the Lockridge Campus. Child Australia has been a great support system and have advocated for us with the government departments and supported our family with accessing early childhood education.

Even though we have moved out of the area, we have continued our children's enrolment as it is a learning space we feel culturally safe in and know they foster our children's cultural heritage.

We appreciate their focus on our history and efforts in sharing this with the wider community. They strengthen the connection to Country through ongoing experiences and excursions to the local Bush Tukka gardens and local programs that support their learning and growth.

I would also like to mention their commitment to employing Aboriginal educators, this has provided our children with role models who have a deeper connection and understanding of our culture."

- Parent, Child Australia Lockridge Campus



MEET OUR BOARD



Elaine Pavlos
Chairperson

Elaine is a Registered Nurse and Midwife with a wealth of experience working in senior executive and academic positions within the Western Australian Healthcare sector. She is currently 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.



Julia Millar
Vice Chairperson

Julia practices in the areas of competition and commercial litigation for Clayton Utz. She acts for a number of large Australian and overseas clients in complex disputes. She has over 10 years of experience in all facets of litigation and has a specific focus on co-ordinating applications across international jurisdictions.



Nick Warth

Nick is a Director at KPMG and is a qualified Chartered Accountant. He has over 15 years' experience providing

tax advice to multinational companies and assisting in determining and defending the pricing of their cross border.



Jason Hughes

Jason is a partner at KPMG and has over 22 years' experience providing specialist corporate finance advice focusing on valuation assignments. He is also experienced in providing corporate recovery and assurance advisory services.



Partha Nag

Partha joined the Board in 2011 and is the Executive Director and Co-Founder of Strategic Business Alliance. He has

extensive experience in accounting, finance, IT, corporate strategy, governance and risk management.



Rachel Beard

Rachel is currently the Deputy Director of the Health and Disability Services Complaints Office. She has significant experience in public sector administration and human resource management and is an alumni of Leadership WA.



Steph Shorter

Steph has a diverse range of experience in early childhood development, youth justice, out of home care, mental health,

Indigenous disadvantage and affordable housing. She previously managed a fund with the Department of Communities to provide more housing options for Aboriginal families supporting them to achieve social and economic independence.



Craig Stewart

Craig is the State Director at Red Cross and a qualified Social Worker with experience in child protection, children

and families and mental health. He is a dynamic professional with strong leadership skills in both the statutory and not for profit sectors.



Nancy Jeffrey

Nancy recently joined the Board and is based in the Northern Territory. She is a proud Woolwonga woman and a

passionate advocate for change helping Aboriginal & Torres Strait Islander children to succeed and become leaders within their communities.



The strength and commitment of our Board continues to allow for **INNOVATIVE**, decisive actions that ensure our organisation's ability to adapt to an ever changing platform. Our people are truly **PASSIONATE** professionals who embody a selfless culture, delivering on our mission and **CHAMPIONING OUR VALUES EVERY DAY.**

MEET OUR LEADERSHIP TEAM

Led by CEO Tina Holtom, our Senior Leadership Team oversees the direction of Child Australia's work and nurtures the commitment and values of our employees.



Tina Holtom **Chief Executive Officer**

Tina joined Child Australia in 2014 as Executive Manager and was appointed Chief Executive Officer in 2017. With an extensive background in the Education and Child Development sectors, she is a strategic leader dedicated to innovation, continuous improvement and growth. Tina brings in-depth expertise to Child Australia's service delivery having owned and operated

her own Early Learning Centre and consulted widely on best practice models throughout the Education and Care sector, Schools, and various agencies. Tina has also worked extensively with children and their families in various therapy settings and in senior business management roles, teaching, and lecturing positions. 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.

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

Sara has been with Child Australia since 2006 and oversees the delivery of our Programs and Services 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.





Maria Miller, Executive Director, Corporate Services

Maria is a highly experienced finance manager with expertise in the not-for-profit and childcare sectors. In her role, she is responsible for providing oversight and direction on all areas of financial management. She is a Certified Practising Accountant and 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 has been with Child Australia since 2017. Maria volunteers her time and expertise to school and community causes, having young children herself she is passionate about contributing towards improving outcomes for children.

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

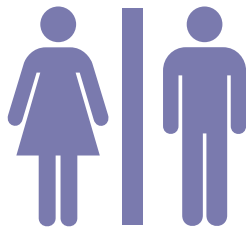
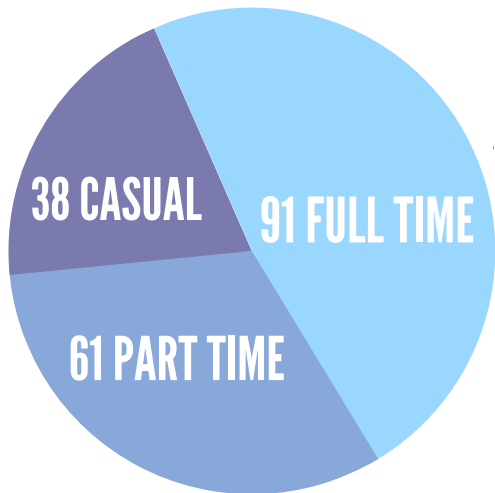
Vicky has over 16 years' experience in the United Kingdom and Australia working to enhance outcomes for children and young people including clinical roles and positions in various taskforces and steering committees focusing on research, policy, strategy and social impact.

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. Vicky joined the Child Australia team in 2020.



OUR PEOPLE

190 TOTAL EMPLOYEES



**184 FEMALE
AND 6 MALE**

**24 IDENTIFY AS
ABORIGINAL OR TORRES
STRAIT ISLANDER**



KEY ACHIEVEMENTS

486 CHILDREN

ENROLLED IN OUR
OUTSIDE OF
SCHOOL HOURS
CARE SERVICES

619 CHILDREN

ENROLLED IN OUR
EARLY LEARNING
CENTRES ACROSS
WESTERN
AUSTRALIA AND
THE NORTHERN
TERRITORY

2593 PEOPLE

COMPLETED AN
ONLINE PROFESSIONAL
DEVELOPMENT
WEBCAST OR COURSE

5 CENTRES

HAVE AN OVERALL
RATING OF
EXCEEDING THE
NATIONAL QUALITY
STANDARD

100 PEOPLE

HAVE TAKEN
PART IN AN
ONLINE WEBINAR



3898 PROFESSIONAL DEVELOPMENT WORKSHOPS

DELIVERED ONLINE AND IN PERSON

42 FAMILIES

HAVE GRADUATED FROM HIPPI GERALDTON AND HEDLAND PROGRAM

200+ HOURS

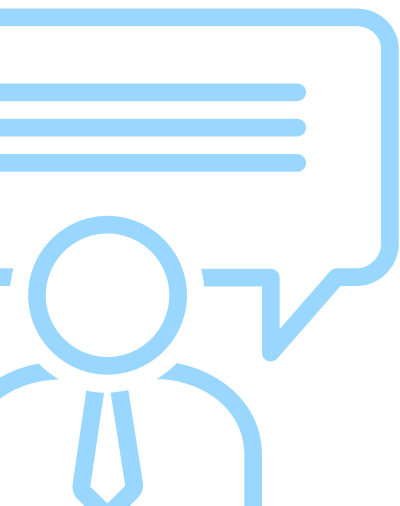
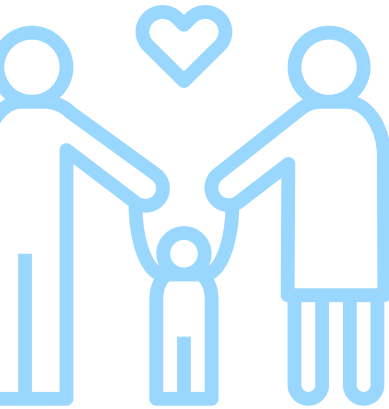
OF SUPPORT THROUGH OUR PARTNERSHIP WITH MCCUSKER CENTRE FOR CITIZENSHIP WHO HAVE PROVIDED STUDENT INTERNSHIP OPPORTUNITIES

71 HOURS

OF CONSULTANCY PROVIDED TO

25 SERVICES

ACROSS AUSTRALIA



EARLY LEARNING CENTRES



The importance of early childhood education and care has never been more evident than during the COVID-19 pandemic. The sector has been a lifeline for employers, communities, and families across the country with many relying upon educators to continue to provide stability, a safe environment and opportunities for children's education and wellbeing in a time of disruption and uncertainty.

This past year has required our Educator staff teams to continue to demonstrate a level of professionalism that we are proud of at Child Australia. Our Educator staff teams were at the frontline and continued to demonstrate a commitment to ensuring children and families continued to have access to quality education and care at a time when the pandemic experience was still so unfamiliar to us all as a society.

Families across our Early Learning Centres and OSHC services were generous and considerate during this difficult time. Our ELC Directors and our OSHC Supervisors implemented effective leadership to ensure our staff teams were well informed and supported. As an organisation Child Australia made the decision at the onset of the pandemic to develop and coordinate all COVID 19 communications from head office, this strategy ensured accurate and consistent information was issued to staff, families and stakeholders in a timely manner.

HIGHLIGHTS

GRANTS AND DONATIONS

We are grateful for the support we receive from the local communities in which we work that allow us to evolve our spaces as a place of connection and learning for our children and families.

- Larapinta Early Learning Centre received a donation of gardening goodies including seedlings, watering cans and gloves from Bunnings Alice Springs which have been put to good use with the children growing their own veggies and turning them into delicious meals.
- Palmerston Early Learning Centre received a Community Grant from the Northern Territory Government which has been used to purchase and install two shade sails allowing the children to enjoy group time and snack time outside and away from direct sunlight.
- Nightcliff Early Learning Centre has received a grant from the Northern Territory Government to upgrade the Centre outdoor space and an additional grant from the City of Darwin to fund Stage 2 of the sustainable kitchen garden including installing a native bee hive, updating the chicken coop, purchase native edible plants and completing the garden fence and gate.



OUR ELC FOCUS

SunSmart

In 2020-21 our Farrar and Harrisdale Centres joined the National SunSmart program having had their Sun Protection Policies endorsed and approved by Cancer Council. We are proud to teach, model and reinforce positive sun protection behaviours amongst children and work to increase shade and minimising outdoor activities during peak UV periods.

Thinking Green

We have increased our sustainability practices with all centres implementing activities to provide children with an awareness of the environment and learning positive food habits including creating hanging gardens and garden beds filled with herbs and vegetables, worm farms, chickens and excursions to community gardens.

Strengthening relationships with families

We are lucky to work with wonderful children and their families each day; crucial to children's development is the partnerships we're able to form with their families. From morning and afternoon teas to regular catch ups with parents, we are proud of the partnerships we continue to form and always look forward to welcoming new families into our Centres.



“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!”

-Parent, Lockridge Campus


“Having been with Harrisdale ELC since day 1, we really love that it has come to feel like family. Ella knows and loves all the educators. It is a big relief that she can happily go to anyone and feel comfortable. She even sometimes asks if she can go to child care in the mornings! I like that the outdoor play area is nature based and the kids can use their imaginations to create their own fun. Quickly adapting to COVID life with processes and procedures has been good as I have never felt confused with new or changed rules.”

- Parent, Harrisdale Early Learning Centre

“Our son loves going to Nightcliff ELC. Every part of the organisation is so well run. I have nothing but positive things to say about it. To say it is an organisation is actually wrong - it feels like a family. The staff are amazing! It has fantastic activities, room to run around, chickens! And then there is the menu! Wow. Everything about it is what you would want for your child. It is the best feeling knowing that when you are dropping your child off at day care they are getting the love and attention and care that they deserve.”

- Parent, Nightcliff Early Learning Centre

OUTSIDE OF SCHOOL HOURS CARE

A photograph of a school playground under a clear blue sky. In the foreground, a young girl with blonde hair, wearing a blue bucket hat with a circular logo and a pink long-sleeved top, stands with her back to the camera. To her right, another girl in a patterned hat and grey shirt is laughing. In the background, a boy in a green hat is on a green and yellow play structure. The playground is enclosed by a black metal fence, and a school building is visible in the distance.

Our Outside of School Hours Care (OSHC) services continue to provide a fun and safe environment for school age children to socialise and engage in activities that are challenging, developing lifelong skills and knowledge.

Throughout the financial year our OSHC services expanded their focus on connecting to their surrounding communities with children at the forefront leading this engagement activity. Our OSHC services work collaboratively with neighbouring schools in particular this past year we focused on strengthening our working relationship with our partnering schools. The majority of our OSHC services are co-located on a school site or located very nearby, this provides a great opportunity to implement a collaborative and cohesive approach to supporting school aged children to seamlessly transition between school and OSHC.

Our partnerships with schools are valued and each year provides new and exciting opportunities to work together to ensure children are supported to be successful in their everyday learning. Another key focus this past year for some of our OSHC services was to concentrate on a connection to Country, introducing and developing an Reconciliation Action Plan for their OSHC program. A key focus for some of our OSHC services was to concentrate on our connection to Country, we also introduced and created our RAP for OSHC.

TAILORED LEARNING EXPERIENCES

On enrolment at Wanguri OSHC, the team were notified that Xavier is an anxious child with a tendency to lash out verbally and physically. He has also been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD).

Working collaboratively with the school's Special Education Teacher and Xavier's family, the team have been able to provide consistency to Xavier's day by learning to use the Berry Street Education Model which enables educators to increase engagement of children with complex learning needs. They're also receiving ongoing professional development around Guiding Behaviours, Autism and ADHD.

At the moment, Wanguri OSHC have been receiving additional assistance from an Inclusion Support Agency to write Service Plans and apply for funding to seek additional resources and staff to support Xavier in areas of social competence, receptive and expressive competency and safety.

The Agency have also assisted the team in creating and implementing a Positive Behaviour Plan for Xavier which is reviewed in conjunction with his family every 6 months or when required.

The team have regular catch ups with Xavier's parents to chat about how he is going and to review what is working and what isn't or could be improved.

Xavier has shown improvements in his self-regulation and relationships with his peers and educators and the team are committed to working with Xavier and his family to continue supporting his healing, growth and achievement.

"Thanks to Tanya and her staff for always being kind and supportive to my children. I know they are in the best possible place when I'm not able to be there."

-Parent, Wanguri OSHC

WEST PILBARA MOBILE CHILDREN'S SERVICE

Delivering a play-based learning program built around the Early Year's Learning Framework, West Pilbara Mobile Children's Service (WPMCS) continues to be the only mobile service for young families in the West Pilbara region who are socially and geographically isolated with limited access to quality early childhood education and care programs.

Over the past year the service has reached over 130 children providing them with opportunities to explore, learn and problem solve using culturally appropriate resources and develop competent skills that will assist them to develop a greater readiness when transitioning into their formal years of education.

Deeply ingrained within the Pilbara community, WPMCS has:

- Formed valuable partnerships with local health and wellbeing services providing the connection that these services may not normally have, to reach remote children.
- Participated in a 3-month collaboration with The Courthouse Art Gallery in Hedland which gave the children the opportunity to create their own clay pinch pots which were exhibited in the gallery.
- Collaborated with 10 local children's health and well-being services to host 2020 Children's Week Community Event.
- Supported the Strelley and Warralong Community School camps.
- Participated in the Welcome to Hedland Community Event.



EVIE'S EXPERIENCE

Evie recently started attending WPMCS weekly playgroup sessions.

Prior to joining the WPMCS playgroup sessions, she hadn't attended playgroup before and was shy and often hesitant to leave her mum's side.

Since joining the weekly playgroup sessions, Evie's confidence has grown; she rushes in, racing around to make the most of all the activities on offer and loves interacting with the other children and educators.

It has helped Evie to learn about sharing and developed her communication skills to be able to ask for what she's after instead of pointing at people or objects.

She especially enjoys the sensory water play and playdough and loves when she is able to take leftover playdough home to share with her siblings and create lots of fun characters.

Playgroup has also introduced Evie to a variety of tasty foods she hadn't tried previously as well as taught her important lessons about hand hygiene and sitting at the table properly to share a meal with friends.

"I love seeing how excited Evie is to go to playgroup. She wears herself out with all the fun she's having and always has a big sleep when she gets home!"

- Evie's Mum



HIPPY GERALDTON & HEDLAND

HIPPY (Home Interaction Program for Parents and Youngsters) is a two-year home based, early learning and parenting program for families with young children. It provides parents/carers with the confidence and tools to support their child's education and helps them create a home learning environment which improves their child's school readiness and the parent-child relationship.

We deliver HIPPY in Hedland and Geraldton and are committed to fostering a fun learning environment to promote a positive transition to school and are passionate about supporting and empowering families to be their child's first educator.

Over two years (the years before and after starting full-time school), HIPPY children work through weekly or fortnightly packs of play-based, educational activities with their parents and family.

Research has found that HIPPY negates the effect of poverty on school readiness:

- **17% increase in the amount of parents reading to their children 5+ days per week.**
- **3 x more parents are doing literacy and numeracy work with their children.**
- **80% of parents are spending more quality time with their children.**

**Changing children's trajectories. Results of the HIPPY Longitudinal Study. Connolly & Mallett, 2020.*

HIPPY helps parents lay the foundations for success at school by teaching their child literacy, numeracy and language skills as well as physical skills, so they develop a love of learning that lasts throughout their lives.

In the past year, 25 families have graduated from HIPPY Geraldton and 17 families from HIPPY Hedland, an incredible achievement. A fun graduation was celebrated with all our families including a formal ceremony followed by food and children's entertainment including face painting, a photo booth, cookie decorating and games.

55 CHILDREN



ACTIVELY INVOLVED IN THE COMMUNITY TO BUILD STRONG RELATIONSHIPS WITH FAMILIES INCLUDING FACILITATING CHILDREN'S WEEK EVENTS AS CO-CHAIR OF THE HEDLAND EARLY YEARS NETWORK AND PARTICIPATION IN THE MIDWEST EARLY YEARS NETWORK CHILDREN'S DAY IN GERALDTON.



Hedland



Geraldton



17 EMPLOYEES

LAUREN'S EXPERIENCE

Lauren joined the HIPPY Program as a parent and mum to Olivia.

“The HIPPY program has been amazing. I loved that the activities were fun but also educational; I learnt so much about my daughter. The phonemic activities were a fun and informal way of introducing initial sounds, which I wouldn't have done otherwise as I didn't want to push formal learning. It was a real springboard for Olivia, she has learnt to read so quickly!”

Recognising the importance of HIPPY, Lauren was keen to use her previous teaching experience and undertake further studies so that she could become a HIPPY tutor.

“It was a great opportunity to be able to do further study as a tutor. I have really enjoyed completing my Certificate IV in Community Services.”

Lauren now works as a Program Assistant and is thankful for the opportunity to bring her experience and knowledge to supporting and promoting the HIPPY program.

“As a tutor, I thoroughly enjoy working with families, learning how each family is unique, including the strengths of parent and child, as well as the challenges families faced learning together and supporting their child. This gave me a much broader understanding of learning outside of the school system. I loved the opportunity to work with diverse families and learn more about cultures different to my own.”

“HIPPY has really helped the connection with my child. There are many times I am unsure what my child is learning in Kindy, I know that with the packs provided I am on the right path to helping educate at home”

- Parent, HIPPY Hedland

THRIVING FUTURES

**Thriving
Futures**

Career choices that enrich children's lives



www.thrivingfutures.org.au

Proud Partners

BHP



"This continuity to children and their families will equip our future generations to be effective and engaged learners from a young age – which is vital to the growth and sustainability of the Pilbara for years to come."

- Chris Cottier, BHP Communities Manager

A PROGRAM SUPPORTING THE PILBARA

Thriving Futures was established in July 2020 in response to the shortage of childcare availability throughout Newman and Port Hedland, the program has since expanded to Roxby Downs in South Australia. Workforce development in the sector is a complex issue, particularly in the regions; and through the program, we are working to improve outcomes for children by recruiting, training and retaining a quality, sustainable early learning workforce and strengthening professional practices so that children have access to high quality early learning.

Working collaboratively with remote and regional communities, early learning centre leaders, schools and local community and government stakeholders, Thriving Futures is focused on:

- **Building the capacity of the sector by supporting educators and leaders to participate in high quality professional development.**
- **Supporting centres to embed sustainable practices that contribute to workforce stability, reduce the impact of staff turnover and ensure operational efficiencies.**
- **Supporting the local workforce to obtain skills and qualifications for a career pathway in early learning.**
- **Promoting the early years' sector as an attractive, purposeful career choice.**
- **Developing new opportunities for children to be engaged in high quality early learning.**



THRIVING FUTURES IS PROUDLY SUPPORTED BY **BHP**



"Thriving Futures has helped to increase staff, increase available positions for children, professional development for my team, confidence in staff and stronger management through the (Director) mentoring support."

- Director, Treloar Child Care Centre

SINCE INCEPTION, THRIVING FUTURES HAS...



6 CHILDCARE CENTRES

ENGAGED ACROSS NEWMAN, PORT HEDLAND AND ROXBY DOWNS TO IMPROVE THEIR PRACTICES, UPSKILL THEIR WORKFORCE AND FILL CRUCIAL POSITIONS

24 CANDIDATES

CURRENTLY STUDYING OR QUALIFIED IN EARLY CHILDHOOD EDUCATION AND CARE WITH EMPLOYMENT IN PARTICIPATING CHILDCARE CENTRES, ALLOWING CENTRES TO INCREASE CAPACITIES ALLOWING ADDITIONAL CHILDREN TO ATTEND CHILD CARE



36 RELATIONSHIPS

ESTABLISHED WITH LOCAL INDIGENOUS ORGANISATIONS, KEY COMMUNITY GROUPS AND GOVERNMENT STAKEHOLDERS TO WORK TOGETHER AND ACHIEVE LONG TERM CHANGE



80 HOURS

OF CONSULTANCY PROVIDED TO CENTRE DIRECTORS, LEADERS AND EDUCATORS



40 HOURS

OF PROFESSIONAL DEVELOPMENT WORKSHOPS



80 HOURS

OF INDIVIDUAL MENTORING SESSIONS TO GAIN PRACTICAL ADVICE, ENCOURAGEMENT AND SUPPORT

BAGOT ABORIGINAL COMMUNITY PARTNERSHIP



MUMS AND BUBS

Following a successful 2019-20, the Mums and Bubs program has continued to operate throughout 2020-21 with several new children and families joining the program.

Mums and Bubs have been involved with many community events throughout the year including horse riding, Easter egg basket making, beach excursions and Mother's Day celebrations.

The team have begun exploring ways to develop and implement additional outreach programs within the Bagot Community and broader community enabling us to support more families.



FAMILIES FOR SCHOOL ATTENDANCE PROGRAM

Focused on the delivery of family support and encouraging school attendance and participation, the Families for School Attendance Program (FFSA) continues to go from strength to strength.

To date, approximately 85% of our primary school students have a school attendance rate of 85% and above and we have a consistent group of children with a 100% attendance rate. We continue to work with the Ludmilla School Principal to discuss issues, better outcomes and good news stories for the students.

COLLECTIVE IMPACT & TRANSITION PLAN

Through the partnership agreement between Child Australia and Bagot Community Aboriginal Organisation we continued our focus on developing the capacity, skills and knowledge of individual board members of the Bagot Community Aboriginal Corporation.

Over the past 12 months there has been significant increase in community engagement through the development and implementation of a community events calendar which has included safety meetings, church gatherings and fun, outdoor activities for the children. The Collective Impact continues to improve community engagement strategies focused on improving the outcomes of all Aboriginal residents of the Bagot Community.

THE WALKING BUS

The Walking Bus continued to walk children to school every day and support their families to develop stronger communication and connection with the teachers at Ludmilla Primary School.

Our team provide toiletries to the children each morning so that they're able to feel fresh and confident for a successful day and the children are also encouraged to access breakfast upon their arrival at school. The initiative has greatly improved children's school attendance rates and the team are very proud of how successful the initiative continues to be.

BILLY'S STORY

When Billy was in Year 1, the Bagot team noticed his school attendance drop significantly. Together with Billy's dad and the Principal of the local Primary School, we worked together to implement a plan to improve his school attendance and ensure he doesn't fall behind in his learning.

A member of the Bagot team now attends school with Billy three days a week to sit with him during class. The team also meet with the school on a fortnightly basis to discuss Billy's progress and identify areas where he requires additional support. The plan has seen Billy's attendance at school improve significantly; his commitment to improving his attendance has also resulted in Billy achieving an attendance award at the end of Semester 1, 2021 – a very proud moment.

"It's wonderful to watch Billy's confidence grow and witness his excitement to attend school each day; this wouldn't have been possible without the trusting relationship we have formed with Billy. We can't wait to see him achieve another attendance award at the end of Semester 2."

- Bagot Team Member, Child Australia

Billy's dad is grateful for the support his son has received and is very proud of Billy's dedication to improving his school attendance.

PROFESSIONAL LEARNING AND SUPPORT

We are committed to lifting quality education and care practices and enabling educators to receive supportive and engaging professional development through in person and online learning opportunities so that they can meet the ever changing needs of the sector and deliver the best possible early learning experiences to all children. All of our professional development and support activities continue to link theory and frameworks to practice, establishing sustainable learning and quality outcomes. The Professional Learning and Support team focus on building sector capacity to provide children with the support they need to thrive.




SUPPORTING ALL LEVELS OF EDUCATORS

Throughout the year we have been working closely with many not-for-profit organisations, ranging in size from individual services to larger corporates. We have been specifically developing and delivering projects and content for not for profits that have helped support all levels of their organisation from educators to upper and middle management. One project was created for Child Australia to work directly with a not-for-profit that worked closely with educators and their leadership teams, from the early learning centres across WA. Workshops were conducted throughout the state on the topic "positive interactions with children".

Another project that was created, based specifically for educators working within OSHC environments. Professional Practice Consultants have worked directly with educators and their teams around topics of supporting children's behaviours. When the organisation reached out to Child Australia noting that there had been an increase of children coming into their care with a range of neurodiverse needs such as Autism Spectrum Disorder, ADHD and Global Developmental Delay, it was recognised that best practice was to further develop their teams. A workshop was developed and facilitated across WA, helping to build on educators understanding of childhood behaviours, brain development and self-regulation. These workshops were facilitated by face-to-face workshops and online webinars.

Possibly the project with the most impact has been, the leadership project. This project was created for a not-for-profit that recognised the power in supporting middle management with professional learning and development. Unique to other leadership workshops and projects previously created by the team at Child Australia, this was designed to work specifically with middle and upper management, for those working with larger teams, such as operations management. A collection of forums/workshops was designed and implemented with upper management teams participating in 4 forums. These Forums were created in close consultation with the Approved Provider with the aim to provide support to higher management teams around a range of areas, supporting educational leaders, inspirational leadership, navigating the business and people management, as well as exploring the role of an area manager and their role with supporting services through the assessment and ratings process.

SOCIAL IMPACT & ADVOCACY



We advocate for the children and families we work with and are committed to ensuring every child has the best possible start upon school entry. Across Western Australia and the Northern Territory, we work together with individuals, local communities, governments, our partners and other key stakeholders to improve development outcomes for children. This is achieved through:

- Highlighting the importance of a child's early years as these years are the foundation for the child's developmental trajectory.*
- Breaking down barriers and boundaries to improve efficiencies and reach more children.*
- Developing innovative solutions to complex issues affecting children.*
- Supporting communities to grow and thrive through the training, recruitment and retention of a quality, sustainable early learning workforce.*

We recognise that one organisation or government department alone cannot have all the answers; we all need to work together to respond.



OUR IMPACT

THE CHILDREN'S COLLECTIVE

The Children's Collective are a group of committed individuals and organisations working together to develop innovative solutions to complex issues affecting the children of Western Australia. Early childhood development is increasingly recognised as a key predictor of future outcomes for children. Research has shown that investing time, effort and resources in the early years of a child's life has significant impacts on their behaviour, learning, health and wellbeing, as they transition from childhood to adulthood. Supporting early childhood development thus lays the basis for children to grow up with the skills to succeed, bringing benefits for them and the community as a whole.

GROW WELL, LIVE WELL PALMERSTON

In the Northern Territory, we co-chair the Grow Well, Live Well Collective Impact Initiative. The Collective Impact helps organisations and communities work together to address complex social problems such as, 'How do we support children and young people to grow up and reach their full potential?'

WACOSS CONFERENCE

In February our CEO, Tina Holtom, joined fellow industry experts Colin Pettit, Tony Pietropiccolo, Glenda Kickett and Karina Chicote on the panel at the WACOSS Conference to discuss children's wellbeing. Child Australia is proud to support WACOSS, as the peak body in strengthening community and influencing decision makers. Child Australia assists in providing specialism on the early years and highlighting the professionalism of the early childhood education and care sector within community.

MINISTER SIMONE MCGURK

Minister Simone McGurk and local member Yaz Mubarakai MLA visited Harrisdale Early Learning Centre to discuss the need for high quality early learning, and the wonderful benefits it brings to the children and families in our communities. We are grateful for their commitment to children in their early years. All children deserve the very best opportunities to a great start.



MEETING WITH HON. KEN WYATT

We continue to support, build and nurture respectful partnerships with Aboriginal people and communities. Earlier this year, our CEO Tina Holtom and Executive Director Dr Victoria Absalom-Hornby met with Minister for Indigenous Australians, the Hon. Ken Wyatt.

They discussed Child Australia's critical work throughout WA & NT in supporting children, their families, educators & the broader communities.

Minister Wyatt, a former teacher himself, is deeply committed to improving outcomes for Aboriginal children, evidenced by his strong commitment to "Closing the Gap".

ENGAGEMENT WITH MINISTER LAUREN MOSS

Minister Lauren Moss, Member for Casuarina in the Northern Territory continues to actively support our programs and services and is committed to transforming the education system so that it works for all Territorians.

Earlier this year the children from Bagot Community produced and starred in a short film as part of the Northern Territory Film Festival and supported by the Northern Territory Government. Minister Moss has been pivotal in highlighting the importance of cultural and community initiatives that give children the opportunity to learn and shine.

Minister Moss also visited our Palmerston Early Learning Centre to listen to and empower young mothers to continue with their own education and support their parenting through the Young Mums, Strong Mums Program.

"Children represent our biggest **INVESTMENT** in creating the **FUTURE** and it's important we do more to support their wellbeing; if we look at all the wicked problems that we have in our state, we can pretty much say that the **CHILD IS AT THE CORE OF EACH OF THEM**"

- Tina Holtom, Chief Executive Officer,
Child Australia

IN THE COMMUNITY



LOCKRIDGE CAMPUS 10TH BIRTHDAY

In November our Lockridge Campus turned 10! Joining us for this milestone celebration were staff, children and their families, representatives from local government and key community stakeholders. We were lucky enough to enjoy a traditional dancing performance and morning tea. We also held an Open Community Event Day with a bouncy castle, children's entertainment and a delicious cake.



GTNT GROUP AWARDS AND CURTIN UNIVERSITY EDUCATION AWARDS

In conjunction with Curtin University, we established the Child Australia Early Learning Excellence Award. The award recognises outstanding achievers in a pre-service Early Childhood Education teaching course offered by Curtin University. Warm congratulations to our inaugural winner Hayley. Continuing our relationship with GTNT, the Northern Territory's largest not for profit provider of employment and training services, we sponsored the Outstanding Apprentice Stage 3 Award won by Matthew.

MAKING A DIFFERENCE

- Our Harrisdale Early Learning Centre organised a Foodbank Food Drive in the lead up to Christmas to support vulnerable families experiencing food insecurity. The Harrisdale community were very generous and a lovely donor provided a shopping trolley filled with goodies to support our efforts.
- At Nightcliff Early Learning Centre in the Northern Territory, the children dressed up as superheroes and put on a sausage sizzle to help raise vital funds for Muscular Dystrophy Australia.
- Acknowledging a cause very close to the hearts of our Lockridge Campus staff and families, the team held a Red Nose Day event including dressing in red and hosting a special disco with gold coin donations going to Red Nose Australia to support research and education to save little lives.



DAYS OF RECOGNITION

We are grateful for the many cultures in our centres, programs and amongst our staff. We are focused on nurturing tolerance, acceptance, inclusion and kindness and are proud to celebrate important days and weeks of recognition including NAIDOC Week, Harmony Day, Diwali, ANZAC Day, Mother's and Father's Day.



FINANCIAL PERFORMANCE

Child Australia's operating results over the 2020-21 financial year showed growth with a consolidated profit of \$1.6M for 2021, an improved position from 2020 profit of \$1M.

The organisation's revenue streams were derived from State, Territory and Federal Government funded programs, COVID-19 subsidies, and fee-for-service in the early to middle childhood sector. The fee for service component continues to be an area of growth and has shown strong recovery to pre COVID-19 levels during which restrictions significantly impacted income from service delivery. Total revenue within this space rose to 77% compared to 64% in 2020.

During 2020-21 financial year, Child Australia continued their focus on the financial stability of the organisation and navigating through the ongoing impacts of the pandemic. Like many organisations around the country the need to adjust to a new way of working with COVID-19 was critical. Child Australia was able to successfully navigate and pivot as needed over these challenging times.

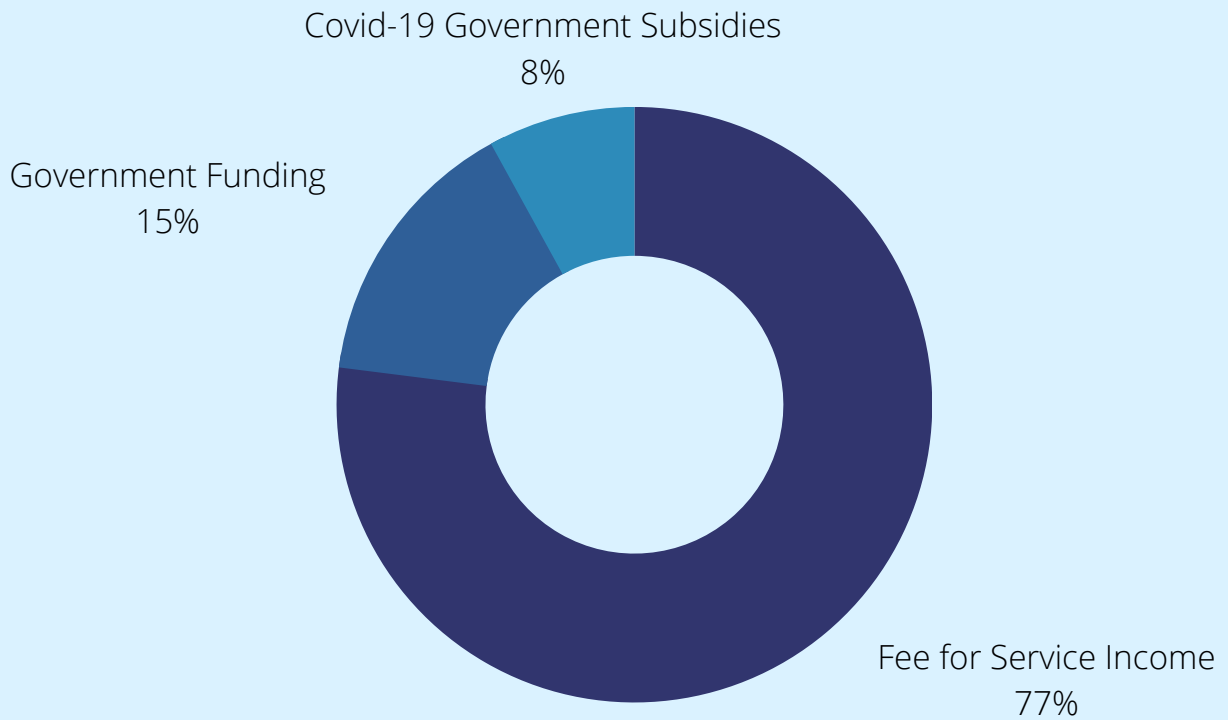
Staffing costs remain the largest expenditure item and accounts for 70% of the organisation's total expenditure. The focus on providing a high-quality workforce is paramount to our organisation's success and evidenced by our continued commitment to employee well-being, above-award wages and professional development opportunities across the organisation. In 2022 the leadership team will continue to maintain a strong emphasis on investment in strategic initiatives recognising and rewarding our exceptional people.

The carry forward unexpended program funds remaining increased to \$680k in comparison to \$410k in 2020 as a result of an increase in funding income and will be utilised within the 2021/2022 programs.

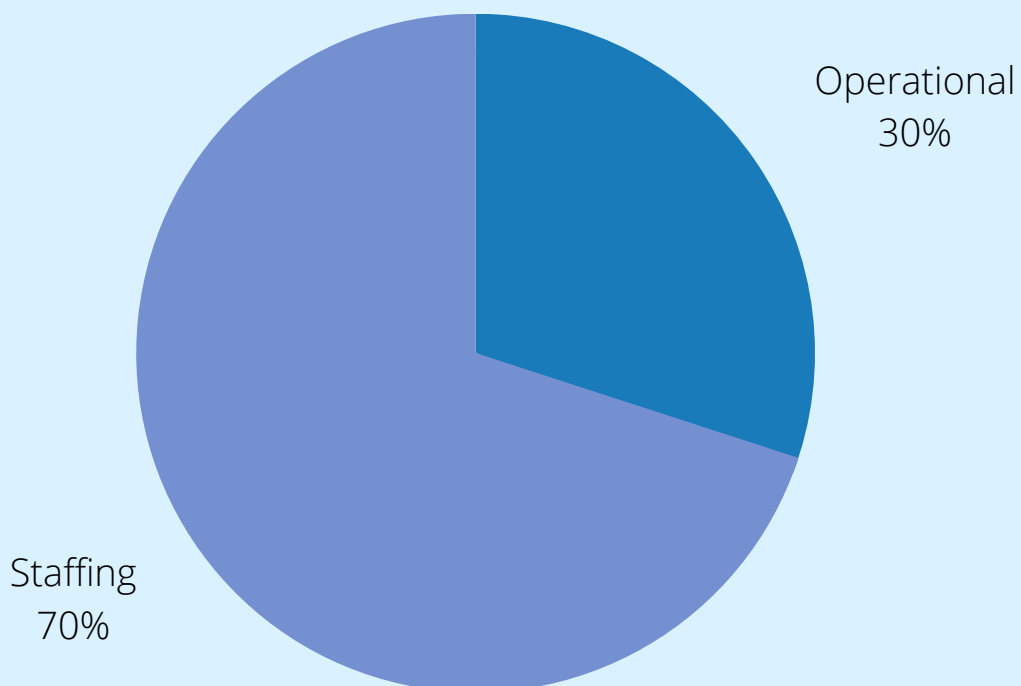
All staff entitlements were accrued in full at year-end and program funding received in advance is held over to the new financial year.

An exciting year lies ahead for the organisation as it looks to continue exploring growth opportunities with the goal to further broaden its revenue streams and asset base in a new world with the steady presence of COVID-19. Overall Child Australia's financial position is a solid foundation to cope with further economic shocks, and the organisation is well positioned for mission-driven growth opportunities.

CHILD AUSTRALIA REVENUE 2020/2021



CHILD AUSTRALIA EXPENDITURE 2020/2021



THANK YOU TO OUR SUPPORTERS

Our sincere thanks to all our supporters and funders



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