

Growing a Healthy Child in the Pilbara Forums

Book of Proceedings

“Every Pilbara child deserves to flourish and be given the opportunity to live a healthy and fulfilling life”



6th March 2019

Red Earth Arts Precinct, Karratha

11th March 2019

Youth Involvement Council Youth Centre, Hedland

26th March 2019

EPIS Office, Newman

29th March 2019

Clem Thompson Sports Pavilion, Tom Price

11th November 2019

Welcome Lotteries House, Karratha

Sponsors:



Forum Facilitator – James Jarvis

Table of Contents

Contents

Table of Contents	2
A Precis.....	6
Analysis and Synthesis.....	7
Short term actions at a local level	7
Longer term actions at local level.....	9
Regional priorities and actions	9
Next Steps – Final GHCP Workshop with key stakeholders/decision makers	10
Invitation Flyer	13
List of Participants	14
KARRATHA.....	14
HEDLAND.....	16
NEWMAN	18
TOM PRICE	19
Group Reports	20
Group Session 1 - What do we already do well in the Pilbara to grow healthy children?	20
1.1 KARRATHA	21
1.2 Karratha	22
1.3 KARRATHA	23
1.4 KARRATHA	24
1.5 KARRATHA	25
1.6 KARRATHA	26
1.7 KARRATHA	27
1.8 HEDLAND	28
1.9 HEDLAND	29
1.10 HEDLAND.....	30
1.11 HEDLAND	31
1.12 HEDLAND	32
1.13 HEDLAND.....	33
1.14 HEDLAND.....	34
1.15 HEDLAND	35
1.16 HEDLAND	36
1.17 NEWMAN	37
1.18 NEWMAN	38
1.19 NEWMAN	40

1.20 NEWMAN	41
1.21 NEWMAN	42
1.22 NEWMAN	43
1.23 NEWMAN	44
1.24 TOM PRICE.....	45
1.25 TOM PRICE.....	46
1.26 TOM PRICE.....	47
1.27 TOM PRICE.....	48
1.28 TOM PRICE.....	49
1.29 TOM PRICE.....	50
Group Session 2 - What are our unique challenges that get in the way of growing healthy children? Using what is strong to tackle what isn't.....	51
2.1 KARRATHA	52
2.2 KARRATHA	53
2.3 KARRATHA	54
2.4 KARRATHA	55
2.5 KARRATHA	56
2.6 KARRATHA	58
2.7 KARRATHA	59
2.8 HEDLAND	60
2.9 HEDLAND	61
2.10 HEDLAND	62
2.11 HEDLAND	63
2.12 HEDLAND	64
2.13 HEDLAND	65
2.14 HEDLAND	66
2.15 NEWMAN	67
2.16 NEWMAN	68
2.17 NEWMAN	69
2.18 NEWMAN	70
2.19 NEWMAN	71
2.20 NEWMAN	72
2.21 NEWMAN	73
2.22 NEWMAN	74
2.23 TOM PRICE.....	76
2.24 TOM PRICE.....	77
2.25 TOM PRICE.....	79

2.26 TOM PRICE.....	80
2.27 TOM PRICE.....	81
2.28 TOM PRICE.....	82
2.29 TOM PRICE.....	84
2.30 TOM PRICE.....	85
2.31 TOM PRICE.....	86
2.32 TOM PRICE.....	87
Group Session 3 - How to collaborate	88
3.1 KARRATHA	88
3.2 KARRATHA	88
3.3 KARRATHA	88
3.4 KARRATHA	88
3.5 KARRATHA	89
3.6 KARRATHA	89
3.7 KARRATHA	89
3.8 HEDLAND	89
3.9 HEDLAND	89
3.10 HEDLAND	90
3.11 HEDLAND	90
3.12 NEWMAN	90
3.13 NEWMAN	90
3.14 NEWMAN	90
3.15 NEWMAN	90
3.16 NEWMAN	91
3.17 NEWMAN	91
3.18 TOM PRICE.....	91
3.19 TOM PRICE.....	91
3.20 TOM PRICE.....	91
3.21 TOM PRICE.....	92
3.22 TOM PRICE.....	92
3.23 TOM PRICE.....	92
Appendix 1 – GHCP Forum Evaluations	1
Appendix 2 - Onslow GHCP Forum – 4 th September 2018.....	1
List of Participants at Onslow Forum	2
Forum Group Discussion Summary	3
Report 1.1.....	4
Report 1.2.....	4

Report 1.3.....	5
Report 1.4.....	6
Report 1.5.....	7
Report 2.1.....	8
Report 2.2.....	8
Report 2.3.....	9
Report 2.4.....	9
Report 2.5.....	10
Report 3.1.....	11
Report 3.2.....	11
Report 3.3.....	12
GHCP Onslow Forum Evaluation	13

A Precis

The Growing a Healthy Child in the Pilbara initiative has involved the delivery of a number of workshops bringing together key stakeholders from across the Pilbara to identify what is working well, identify what assets exist in the community and agree on a number of local and regional recommendations to address identified challenges. An initial workshop was held in Onslow in 2018 followed by four workshops in Karratha, Hedland, Newman and Tom Price in early 2019. A final workshop with key decision makers was held in November 2019.

At the end of this process of working with stakeholders on the question of growing healthy children in the Pilbara, the final decision makers recommended the following three areas for further investigation/ investment by key decision makers and stakeholders at a regional level:

1. Pilot Community Hub
 - Build on West Pilbara Plan – Roebourne. Evidence based approach.
2. Increased sense of belonging for children and young people in their community
 - Coordinated approach by agencies building on existing networks, strengthening the school and new PAMS facility in Newman as a one stop shop.
3. To increase school attendance and engagement
 - Coordinated approach by agencies/organisations. Engagement with youth, families and stakeholders. Proactive case management and outreach. Building strong relationships and listening.

Analysis and Synthesis

This section provides an analysis and synthesis of the feedback from all groups' discussions across the four forums. The focus in each location was to use what participants identified as strong to help them tackle what is needed to achieve their solution to the identified challenges. P4P acknowledges that the divergent brainstorming in the group discussion sessions created many options and ideas that were thrown into the mix. In this analysis and synthesis, P4P has tried to converge on a few key responses from each forum to highlight specific, achievable and realistic solutions/actions at a local and regional level.

Short term actions at a local level

KARRATHA

Challenge	Lack of knowledge of supports/services available
Solution/Action	<p>Online directory of services</p> <ul style="list-style-type: none"> - what services/supports are available - what services/supports are missing and any duplications - funding constraints - key contacts - are existing services/supports are appropriate? - Include government agencies and funding allocations
Key Assets	RDA, City of Karratha, Shire of Ashburton, Rio Tinto (Pannawonica), Chevron (Onslow), Government Agencies/Departments, Service providers, P4P, Community, Family
Challenge	Need for multi-agency approach to coordination, information sharing, modes of referral
Solution/Action	Cross-sectoral, multi-agency communication strategy. Protocols to share information across sectors, agencies/organisations and across LGAs. Communication network to deliver information to communities. Pilbara wide sharing and learning approach. Establish/re-establish relevant networks.
Key Assets	DoC, DoE, DoH, WAPOL, Juvenile Justice, WACHS, CAMHS, Schools, AMS, Service Providers, Youth workers, Community leaders, Early Years network

HEDLAND

Challenge	People are not working together to help our kids. The community is not listening to us and no-one cares.
Solution/Action	<p>Inter-agency, cross sectoral networks – Establish/re-establish networks that adhere to the tri-sector collaboration principle i.e. the Child Safety Network. Purpose to improve coordination, reduce duplication, review funding models to ensure meet identified needs of the community, ensure provision of wrap around services/support.</p> <p>Service mapping of all service providers and government agencies/ departments.</p>
Key Assets	ToPH, Service providers, Government Agencies/Departments, Hedland Collective, P4P, Child Safety Network, Early Years Network, JD Hardie Centre/Youth Centre, youth workers
Challenge	I need time, attention and safety
Solution/Action	Strategic life health plan for every newborn child , with strategy to monitor milestones.

Key Assets	Early Years Network, CPCs, Playgroups, parents/carers, grandparents, DoH, WACHS, Pilbara Population Health, CAMHS, Well Women’s Centre, pregnant women, Hospital
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NEWMAN

Challenge	“I need help, listen to me and do something about it”
Solution/Action	Establish Youth Leadership Group and deliver Youth Leadership Forum. Provide leadership training. Giving the youth a voice.
Key Assets	SoEP, Youth Centre, youth workers, YMCA, VSwans, young people, Schools, DoE
Challenge	“I want you to see, hear and understand me”
Solution/Action	Build positive relationships with the family. Regular formal and informal interactions with the family.
Key Assets	DoE, Community, parents/carers, extended family, schools/teachers, sports coaches, church
Challenge	“I am hungry, tired, scared and sad. How can I be happy?”
Solution/Action	Connect families with intensive support. Mapping of all services/supports available (directory). Streamline referral processes.
Key Assets	SoEP, Service providers, Government agencies/departments, P4P, Newman interagency network, schools

TOM PRICE/PARABURDOO

Challenge	“I want to live in a house where my mum and dad are there for me and get along. I want to live in a place where we can get help when we need it and it doesn’t cost too much. I wish it didn’t cost so much to travel from where I live.
Solution/Action	Regional group to advocate Rio Tinto, Qantas and Government. Reduced cost of flights to/from Perth for Tom Price residents, reduced accommodation costs in Tom Price for family of residents, Rio Tinto to offer flexible, shorter shifts so parents can spend time with their children.
Key Assets	Community, service providers, Government agencies/departments, Rio Tinto
Challenge	My heart is dusty – I don’t know how to ask for help, who I go to and where to feel safe and happy”
Solution/Action	Family and child wellbeing officer. Create new position to assist in ensuring family and children have access to wrap around service/support.
Key Assets	Shire of Ashburton, Nintirri Centre, Government agencies/departments, youth centre
Challenge	My heart is dusty – I don’t know how to ask for help, who I go to and where to feel safe and happy”
Solution/Action	Greater access to mental health support (school Chaplain, school Psych, social workers) Extended youth centre hours
Key Assets	DoE, Schools, DoH, DoC, youth centre, youth, Nintirri

Longer term actions at local level

KARRATHA

Challenge	Need to invest in early interventions and whole of family lifespan approach to service delivery
Solution/Action	Establishment of community safe space (healing centre) where services can be invited in as needed.
Key Assets	CoK, Government agencies/departments, service providers, Rio Tinto, Woodside, Cultural leaders, community, schools, youth workers, youth shed, Headspace

HEDLAND

Challenge	People are not working together to help our kids. The community is not listening to us and no-one cares.
Solution/Action	<i>Longer term action</i> “One-stop shop” where children and families can go to access services and supports that will help, provide, inform, support, give, endorse and empower. Purpose built by community for the community.
Key Assets	YIC, JD Hardie Centre, ToPH, CSIRO, Parkerville, Government agencies/departments, service providers, community, cultural leaders

NEWMAN

Challenge	“I need help, listen to me and do something about it”
Solution/Action	“One-stop-shop” for youth services and support , including trained staff, counselling, healing centre, specialist services, youth leadership group.
Key Assets	SoEP, youth leadership group, community, cultural leaders, service providers, government agencies/departments, schools, church, sports coaches

Regional priorities and actions

Analysis of the group discussions in each location identified a number of common priorities and actions across the region:

- Service mapping and development of online service directory.
- Establishment of a hub or one-stop-shop for co-location of services to provide wrap-around service delivery. Emphasis on this being a safe place for the community.
- Communication strategy/protocols for information sharing at both community and organisation/agency level – to enhance coordination and collaboration, increase understanding of community needs and enhance the referral process leading to increased engagement/connection of families with essential services.
- Engaging and empowering the community/children/youth to identify their needs and priorities.

A critical part of the workshop process identified that there are many assets already available within the community, assets that children, parents, families and stakeholders have an established relationship with. The general consensus was, that while these assets are available, there is an element missing. That element is what weaves those assets together such that they are positioned to most effectively and efficiently address barriers to growing healthy children in the Pilbara. The element needed is not an expensive funded service, it is effort, chuck-in and in-kind support from existing services to work in a way that looks like a collaborative model. How that element looks in each of the key Pilbara communities is unique as to what assets are already available and what their current starting point may be. A commitment

to working from the same location, or sharing detailed information about children/families that are defined as vulnerable in the AEDC. Any regional investment must weave together a stronger collaborative fabric and transform the relationships that already exist – to strengthen them further.

Next Steps – Final GHCP Workshop with key stakeholders/decision makers

A final workshop was held on Monday 11th November 2019 in Karratha, bringing together key decision makers/stakeholders to the table to review the outcomes of the four forums, conduct a group analysis of the regional recommendations and discuss what support can be provided to move forward on these regional initiatives.

Below is a summary of the group discussions. Three issues were considered:

- How to increase school attendance and engagement
- How to increase a sense of belonging for children and young people in their community
- How to provide a place based approach

These issues were discussed and solutions proposed. Attendees then voted on each of the proposed solutions so they could be ranked in order of priority.

Rank 1: Pilot Community Hub – 11 votes

What:

- Place based / families / young people
- Adaptive
- Culturally safe
- Vehicle for engagement
 - o Advocacy
 - o Navigation
 - o Activities (art etc.)
 - o Case management
 - o Yarning
 - o Voluntary entry
 - o Crèche

How:

- Build on the West Pilbara Plan – Roebourne
- Evidence based approach
- Ongoing consultation
 - o Pilbara wide
 - o Existing services / mapping
 - o Policy brokering

How much:

- Build on existing assets (buildings, services and relations)
- Fit out \$300k+

Rank 2: Increased sense of belonging for children and young people in their community - 9 votes

Outcomes:

- Young people have a sense of belonging, pride and feel safe in their community
- Have options to go to feel safe and ask for help in and out of school
- Reduction in youth crime (buy in from industry)
- Connection to school

- Connection to country and culture

How:

- Coordinated approach by agencies building on existing networks
- Build the voice of the youth
- Engage parents/carers in community discussions
- Strengthen school and new PAMS Facility as a one-stop shop
- Project scope – funding review \$600,000 per year

Where:

- Newman and Western Desert

When:

- 2020 – 2025 (minimum three years)

Who:

- Lead – PAMS/ KJ/ Martu Mili/ DLG (youth, mental health, coord)
- Contributors – Education, Communities, SoEP, WA Police, Headspace, DLGSC, Garnduwa, WACHS, Industry (BHP) Youth Justice

Rank 3: Outcome: To increase school attendance and engagement – 8 votes

- What strengths does each organisation bring?
 - o Mission/purpose
 - o Involve families
 - o Support key workers
- How we do connect/coordinate?
 - o Capacity
- Who are we targeting?
- Leave logos and egos – it is all about the child
- Compassionate approach
- Reach out!
 - o Do outreach
 - o Case management
 - o Proactive not reactive
- Share information to understand each child’s story
 - o Trust
- Work smarter
 - o Strong relationships
- Understand colonisation, intergenerational trauma and attitudes to education
 - o Mindset shift
- LISTEN – it is paramount!

What – investment?	\$450k p.a. + 2% CPI per network Wages, vehicles, other costs. R.O.I.
How - would you make it happen?	Rapport first – youth, families and stakeholders Strong relationships Listen
When – start and finish?	Now! Every term for 10 years
Where – town, region?	Every town
Who – lead, involved?	DoE, NFPs, Families, DoH, Police
Why?	Healthy children, educated children, rights of children, brighter futures

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Growing A Healthy Child in the Pilbara: Forums

“Every Pilbara child deserves to flourish and be given the opportunity to live a healthy and fulfilling life”

Proposed dates and venues:

Karratha: 6th March 2019, 8am to 2pm Red Earth Arts Precinct

Hedland: 11th March 2019, 9am to 3pm YIC Office

Newman: 26th March 2019, 9am to 3pm EPIS Office

Tom Price: 29th March 2019, 9am to 3pm Clem Thompson Pavilion

An inter-sectoral approach involving the traditional health sector players as well as the broader social determinant sectors such as housing, education, employment, police and justice to achieve a positive collective impact on the health of our children.

The purpose of these exciting forums is to develop a shared understanding of and commitment to the ‘Growing a Healthy Child in the Pilbara’ project, a Pilbara Collaborative initiative funded by the WA Primary Health Alliance (WAPHA), Rural Health West (RHW) and the Department of Education. Pilbara for Purpose (P4P) has been commissioned to facilitate the project.

The forums will focus on what is already working well in the Pilbara to grow healthy children and the correlation between school attendance and achievement and a healthy child. Education is a social determinant of health and provides our children with the necessary skills and knowledge to live a healthy life. It is important that they can access and attend school.

The morning session will focus broadly on

4. What do we already do well in the Pilbara to grow healthy children?
5. What are our unique challenges that get in the way of growing healthy children?
6. How do we use what is strong to tackle the most important and achievable challenges?

The afternoon session will have a particular focus on identifying collaborative solutions to improve attendance and engagement in schools and what is already being done in this space.

Outcomes:

- Increased understanding of what works already in the Pilbara to grow healthy children
- Agreement on 3-5 areas of shared concern that stakeholders will collaborate on to resolve by learning from what works

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Town of Port Hedland

YMCA WA

YMCA WA

Youth Involvement Council

Youth Involvement Council

Youth Involvement Council

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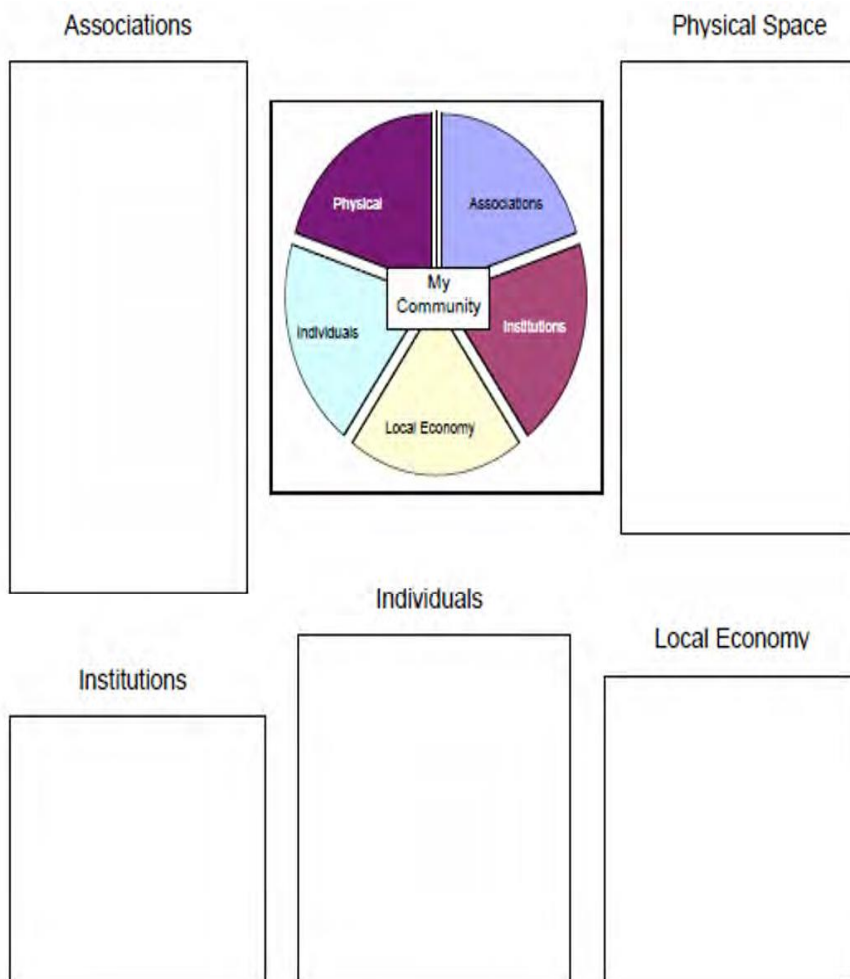
Group Reports

It is important to note that representatives from Onslow and Pannawonica attended the Karratha forum, and representatives from Paraburdoo attended the Tom Price forum.

One relevant point brought up at the Karratha forum but not noted in the group reports was that whilst Pannawonica and Onslow are both included as part of Karratha, these two communities are quite removed and have different contexts. Feedback from participants at the forum suggested that these two communities were overshadowed by the City of Karratha and it was important to remember that whilst they are small by comparison, the premise of the forum is 'every Pilbara child'.

Group Session 1 - What do we already do well in the Pilbara to grow healthy children?

Method: Groups used the below Community Asset Profile Tool to map existing assets in the community that contribute to growing healthy children in the Pilbara.



Note: For the Hedland, Newman and Tom Price Forums, groups were asked to place a "child" in the middle of the profile tool (rather than "my community") and only identify existing assets as a relationships from the child's perspective.

Main Points Discussed:

See below for reports from each group discussion.

1.1 KARRATHA

<p><u>Physical Spaces</u></p> <p>Skate Parks Youth Sheds Indoor Play Centre Leisureplex Sporting Clubs Parks, Ovals Library Home(s)</p>	<p><u>Associations</u></p> <p>The Smith Family PCYC Mission Australia Salvation Army Aboriginal Legal Service/Pilbara Community Legal Service Sporting Associations Churches Population Health Empowering People in Communities TAFE Yaandina V Swans – Pilbara Sports Academy One Tree Childcare Centres Play Groups Clontarf Girls Academy Mums and Bubs Kindy Link Gumala Play Group WACHS</p>
<p><u>Institutions</u></p> <p>Schools – TAFE – VET Hospital – Medical Services Youth Justice Police Department of Communities CAMHS</p>	<p><u>Individuals</u></p> <p>Family members/ carers Teachers Youth Workers Peers Coaches Counsellors Cultural Leaders Neighbours</p>
<p><u>Local Economy</u></p> <p>Government funding – programs Woodside RTIO VET – traineeships Aboriginal Corporations Transport Systems</p>	<p><u>Culture</u></p> <p>Elders Cultural Leaders Aboriginal Corporations On Country/ Lore</p>

— Strong relationship

----- Relationship

1.2 Karratha

<p><u>Physical Spaces</u></p> <p>Youth Shed KLP PCYC Centro Home Library Skate parks Open space and bush Basketball courts REAP Lore grounds</p>	<p><u>Associations</u></p> <p>Yaandina (youth specific family care) Sporting Groups ELC EPIC (Career centre, DSC, NDIS, Parenting) KCH Crossroads (youth training) Women’s Refuge (possible use/working at by parents/carers) AMS (possible use/working at by parents/carers) Headspace ACCO Seafarers Dampier</p>
<p><u>Institutions</u></p> <p>*consistent, supportive</p> <p>Schools DCPFS WAPOL Hospital WACHS CAMHS Pilbara Regiment</p>	<p><u>Individuals</u></p> <p>*the relationships – safe people, consistent * friendship groups (smaller population vs metro)</p> <p>Parents/carers Family YCIO SEWB (HS) Teachers and support staff Peers (Girls Academy, Clontarf, IF, Wirrapanda, BB)</p>
<p><u>Local Economy</u></p> <p>*attracts national and international attention, employment funding</p> <p>Major industry LGA Transport State and Federal funding (funding filtered/ policy development)</p>	<p><u>Culture and Lore</u></p> <p>Hunger for understanding Elders</p>

Note taker: Samara Clark

— Strongest

— 2nd strongest

1.3 KARRATHA

<p><u>Physical Spaces</u></p> <p>Local Government Facilities Open Space Recreational Facilities Lighting Hospitals/Clinics Transport</p>	<p><u>Associations</u></p> <p>Sports Clubs and Associations Play Groups Arts and Culture Groups and Associations EPIC</p>
<p><u>Institutions</u></p> <p>Youth Shed Facility PCYC Library School Child and Parent Centres</p>	<p><u>Individuals</u></p> <p>YCIO / Police AIEO / Education Parents Neighbours Peers Relatives Elders Teachers</p>
<p><u>Local Economy</u></p> <p>Food outlets Kmart</p>	<p><u>Culture</u></p>

1.4 KARRATHA

<p><u>Physical Spaces</u></p> <p>Parks City of Karratha – library, youth shed, ICLP</p>	<p><u>Associations</u></p> <p>Gumala Indigenous Playgroup 3A V Swans EPIC Clontarf Girls Academy Mission Australia Salvation Army - Women’s Shelter Lifestyle Solutions Play Group Association Crossroads Anglicare / Headspace</p>
<p><u>Institutions</u></p> <p>CAMHS PATCHES Department of Justice WACHS Pam Buchanan Centre Clinics Population Health - Health Department AMS Department of Housing Police PWC4C TAFE Education – Early Years/Schools/Homework club/breakfast program NDIA Pilbara Heart health programs</p>	<p><u>Individuals</u></p> <p>Peers Families</p>
<p><u>Local Economy</u></p> <p>Resource Sector</p>	<p><u>Culture</u></p> <p>Aboriginal Corporations</p>

— Strong

— Less Strong

1.5 KARRATHA

<p><u>Physical Spaces</u></p> <p>Community Hub (W) The Base (W) Junior Sports Clubs (W)</p>	<p><u>Associations</u></p> <p>V Swans (O) Wirrapanda Foundation (O) Thalanyji (O) Kindy Link (W) Play Group (W) Yaandina – Early Years (R)</p>
<p><u>Institutions</u></p> <p>Education – Early Years (O) School – health/ear bus, home visits (O) Police – Tom Daly OIC (W) Services Connect (W) School – attendance bus (W) School – access health (R) Police – Kids/youth engagement (R) Early Years Committee – library, day-care, pre-kindy, mental health, support for families (P) Allied Health – partnerships, one stop shop for parents/health (P) Shire of Ashburton – activities (P)</p>	<p><u>Individuals</u></p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p> <p>Working with Aboriginal Corporations (O) Thalanyji (O) Pansy Hicks – Elders (R)</p>

O = Onslow – 40% Indigenous

R = Roebourne

W = Wickham – 20% Indigenous

P = Pannawonica – 15% Indigenous

___ strong asset

1.6 KARRATHA

<p><u>Physical Spaces</u></p> <p>Parks / playgrounds in all areas Beaches Leisureplex Roebourne Pool</p>	<p><u>Associations</u></p> <p>The Smith Family (educational support) Local Aboriginal Corporations (KMAC, PKKP, IBN, Ngarluma, NYFL, MHS) Gurlu Maya (Child Parent Centre) collaborating with other services 3A Gumala Early Years Sobering up Centre Shelters PCYC Roebourne REFAP Youth Shed Karratha Karratha Central Health Care KCH – run lots of different education programs EPIC – working with families Mission Australia Yaandina Pilbara Headspace</p>
<p><u>Institutions</u></p> <p>WAPOL (Started local cricket and basketball games) Health Services – WACHS, CAMHS, Population Health, Public Health, Drug and Alcohol, Paediatrician) Department of Education UWA – Child Health WA Centre for Rural Health Rural Clinical School City of Karratha – Library DSP PATCHES</p>	<p><u>Individuals</u></p> <p>Church Family and friends Drumbeat Connect Paed Local Sporting Associations Local Dancing groups AEIO at schools (kids build relationships) Teachers and Principals Elders Doctors School breakfast programs P&C Associations Counselling services Foster carers Home</p>
<p><u>Local Economy</u></p> <p>Local businesses Shopping Private providers (health services) – SP, Physio, Psych Rio, Woodside, FMG, BHP (fund community events such as Teddy Bears Picnic) Boonderu – run through YC GP practices</p>	<p><u>Culture</u></p> <p>Elders</p>

1.7 KARRATHA

<p><u>Physical Spaces</u></p> <p>Islands bush camping Shops Libraries Beach Sporting Ovals REAP Basketball Roebourne Leisureplex and pools (Roebourne, Wickham) Skate parks – youth Parks – children and families Youth Shed The Base Youth Space PCYC Schools Early Childhood Centres Child’s home</p>	<p><u>Associations</u></p> <p>Hop Hop Groups Ngaarda Media IF Foundation Bighart Scouts Football and Soccer clubs Dance groups Churches Baptist youth programs and toddler jam Netball Karratha basketball Playgroups Sporting associations City youth team PCYC Yaandina The Base Youth Shed Childcare Centres Clontarf Girls Academy Polly Farmer EPIC Aboriginal Corporations – Gumala</p>
<p><u>Institutions</u></p> <p>Schools Child health services – WACHS AMS Department of Communities Police City of Karratha Department of Justice UWA – WACRH CQU – RCS</p>	<p><u>Individuals</u></p> <p>Family Teachers Neighbours Counsellors Youth workers ACHS Child Health Nurses Police Population Health team</p>
<p><u>Local Economy</u></p> <p>Local Government Local Business TransKarratha Fortescue Bus Service Mingga Bus McDonalds/ KFC Woodside/ Rio Tinto FMG – Vtech program Redundancies and shift changes impact on family life and family income</p>	<p><u>Culture</u></p> <p>FIFO and shift work culture Aboriginal culture – Elders, storytelling</p>

Note taker: Georgia Evans 0457 795 226

1.8 HEDLAND

<u>Physical Spaces</u> Youth Involvement Council – Youth Accommodation Program JD Hardie Centre Recreational Spaces – pool, skate park, stadium, bike tracks Natural resources – environment	<u>Associations</u> Youth Involvement Council JD Hardie Centre Aboriginal Medical Service Language Centre
<u>Institutions</u> Schools EEC Government Agencies TAFE	<u>Individuals</u> Sports Clubs Extracurricular activities
<u>Local Economy</u> 14-17yrs – local employment 18+ yrs – apprenticeships, real jobs FMG, BHP	<u>Culture</u>

Note taker: Shellee 0427605809

1.9 HEDLAND

<p><u>Physical Spaces</u></p> <p>Skate park Swimming pool Library Stadium Youth Involvement Council Sporting ovals/playgrounds Water park Shopping centres JD Hardie Centre</p> <ol style="list-style-type: none"> 7. Targets all ages of children 8. Large variety of activities (during day, after school as well as during holidays) 9. Usually free 10. Kids can attend without parents 11. Safe place 12. Sports/education/entertainment 13. Children from the community come together 	<p><u>Associations</u></p> <p>Sporting organisations Playgroups Fast food outlets</p>
<p><u>Institutions</u></p> <p>Child and Parent Centre Schools Day Care Centres Hospital</p>	<p><u>Individuals</u></p> <p>School teachers Police Family Friends</p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p>

Note taker: Tanya 0414991796

1.10 HEDLAND

<p><u>Physical Spaces</u></p> <p>Skate park</p> <ul style="list-style-type: none"> 14. safe open space 15. child friendly meeting place for community services (police, YIC) 16. popular meeting place for kids young kids <6 with parents >6 after school/weekends <p>Teenage hangout</p> <ul style="list-style-type: none"> 17. discos (police) <p>Key Asset – skate park SOHE</p> <ul style="list-style-type: none"> 18. used by many vulnerable people (teenagers) 19. visibility in community 20. engagement of services who focus on supporting children and young people 21. if children don't feel safe at home this is where they go 22. central to community – food, water 23. different ages/cohort of kids use the skate park 	<p><u>Associations</u></p> <p>JD Hardie Centre, Lego building</p> <ul style="list-style-type: none"> 24. community involvement and child focused re: sporting groups <p>Playgroups</p> <ul style="list-style-type: none"> 25. Parents (0-5yrs) engaging with others, shared understanding and support. 26. Use of group for kids to develop and learnt together, off each other, in a supported environment
<p><u>Institutions</u></p> <p>Hospital</p> <ul style="list-style-type: none"> 27. Very welcoming 28. Ability to outsource and does this well 	<p><u>Individuals</u></p> <p>Families who have large extended networks Home (people who live together) - safety</p>
<p><u>Local Economy</u></p> <p>BHP – funding of PATCHES assessment. Kids over four years.</p> <ul style="list-style-type: none"> 29. Open to all children so they can be supported into the future such as NDIS, teaching support in the classroom. 	<p><u>Culture</u></p>

Note taker: Angela Dey 91602400

1.11 HEDLAND

<p><u>Physical Spaces</u></p> <p>Gumala Playgroup</p> <ul style="list-style-type: none"> 30. safe space 31. utilised space 32. culturally appropriate <p>Youth Involvement Council</p> <ul style="list-style-type: none"> 33. Easily accessed 34. Persistent, consistent, family centred, holistic approach <p>Skate park</p> <ul style="list-style-type: none"> 35. Non judgemental 36. Fun 37. Age appropriate 	<p><u>Associations</u></p> <p>Sports (netball, football, boxing)</p> <ul style="list-style-type: none"> 38. Give responsibility and health benefits 39. Sense of belonging and pride 40. Community connectiveness 41. Opportunity to build skills and make friends 42. Family involvement
<p><u>Institutions</u></p> <p>Education Department, Police and Youth Involvement Council Bus Service</p> <ul style="list-style-type: none"> 43. Tackles child truancy 44. Builds positive relationships with police 45. Routine ready 46. Building steps early for school attendance 47. Reliable relationships 48. Schools-teacher relationship is consistent person 	<p><u>Individuals</u></p>
<p><u>Local Economy</u></p> <p>Mining sector</p> <ul style="list-style-type: none"> 49. Supports community programs for children 50. Grants and funding opportunities for research 51. Increases child's access to programs that support their development 	<p><u>Culture</u></p>

Note taker: Louise 0435044253

1.12 HEDLAND

<p><u>Physical Spaces</u></p>	<p><u>Associations</u></p>
<p><u>Institutions</u> Early years charter Youth charter – collaboration and commitment</p>	<p><u>Individuals</u> Parent/carer 52. Attachment (positive) 53. Strong families and families who are well supported 54. Extended families</p> <p>Group focused on the above aspects, currently supporting growing healthy children in the Pilbara</p> <p>Professional/NGO/Gov/Police 55. Adaptability 56. Passionate 57. Committed 58. Confident 59. Educated to the Pilbara 60. Providing holistic support 61. Collaboration between professionals</p> <p>Group discussed how policy was based around the metro perspective, and also discussed importance of professional individuals to have the above qualities/characteristics to support growing healthy children in the Pilbara</p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p>

1.13 HEDLAND

<p><u>Physical Spaces</u></p> <p>Youth Involvement Council HQ JD Hardie Centre Skate park Playgroups Schools</p> <p><i>Safe places</i></p>	<p><u>Associations</u></p> <p>Sports Girl Guides Clontarf</p>
<p><u>Institutions</u></p> <p>Education and additional programming Health</p> <ul style="list-style-type: none"> 62. Maternal health 63. Post-natal care (parental education) 64. Milestone health checks 	<p><u>Individuals</u></p> <p>Extended families - social</p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p> <p>Connection to country – going bush</p>

Key asset – our community, our connections!

Key comments:

- 65. Mentoring
- 66. Safety
- 67. Education
- 68. Consistent
- 69. Familiar
- 70. Asset to people ratio high

1.14 HEDLAND

<p><u>Physical Spaces</u></p> <p>Skate park 71. Independent activity</p> <p>Pool 72. Activity, community, education</p>	<p><u>Associations</u></p> <p>Youth Involvement Council 73. Consistency, safety</p> <p>Youth Accommodation Program, Minglemob 74. Safety 75. healthcare</p> <p>Aboriginal Medical Service 76. Easy access healthcare</p> <p>Sporting clubs 77. Extracurricular activities</p>
<p><u>Institutions</u></p> <p>Schools 78. Community, safety, education</p> <p>Police 79. Safety</p> <p>Hospital/health campus 80. Safety, healthcare</p> <p>Language Centre 81. Connection to country</p>	<p><u>Individuals</u></p> <p>Extracurricular clubs/activities 82. Deterrent from drugs/alcohol 83. Social and emotional development 84. Personal identity</p> <p>Women's Centres 85. Community 86. Peer discussion 87. Awareness and education</p> <p>Role model 88. Education</p> <p>Extended family 89. Safety</p>
<p><u>Local Economy</u></p> <p>TAFE 90. Employment, education</p> <p>BHP 91. Employment</p>	<p><u>Culture</u></p>

Note-taker: Jonathon Dong 0428475316

Overarching attitude

- 92. Flexibility
- 93. Cultural understanding

1.15 HEDLAND

<p><u>Physical Spaces</u></p> <p>Pools</p> <p>Facilities</p> <p>94. Walkabout</p> <p>95. Marquee Park</p> <p>JDYZ</p> <p>96. Basketball SLAM</p> <p>97. Boxing</p> <p>Skate park</p> <p>98. Meeting place, fun</p> <p>South Hedland Shopping Centre</p> <p>99. Racism</p>	<p><u>Associations</u></p> <p>Playgroups</p> <p>100. Funding consistency?</p> <p>Youth Involvement Council</p> <p>101. Safe, Help</p> <p>102. Hedland born and bred</p> <p>103. Originated out of community</p> <p>104. Incorporated April 1990</p> <p>105. Ages 5-25 years</p> <p>Sports</p> <p>106. Sense of belonging</p> <p>107. Experience success</p> <p>108. Education differently</p>
<p><u>Institutions</u></p> <p>Health</p> <p>109. AMS</p> <p>110. Hospital</p> <p>Schools</p> <p>111. Bus</p> <p>112. Rapport, consistency, food</p>	<p><u>Individuals</u></p>
<p><u>Local Economy</u></p> <p>McDonalds</p> <p>113. Cool, Wi-Fi</p>	<p><u>Culture</u></p> <p>Connecting with Country</p> <p>114. Fishing, camping</p> <p>115. Grounding, healing, soul soothing</p>

Note taker – Vicki Tree Stephens

Red = Why

Green = detail

1.16 HEDLAND

#1 collective responsibility as a community

<p><u>Physical Spaces</u></p> <p>Water park/Swimming pool</p> <p>116. Fun</p> <p>117. Safe</p> <p>118. Friends and family</p> <p>JD Hardie Centre</p> <p>119. BoxFit WAPOL Challenge</p> <p>120. Army Reserve Hip Hop</p> <p>121. Time away from adults</p> <p>Shopping Centre</p> <p>Skate park</p> <p>122. Unstructured</p> <p>123. Independence</p> <p>124. Share and learn</p> <p>125. Good endorphins</p> <p>126. Interact with peers</p>	<p><u>Associations</u></p> <p>Youth Involvement Council</p> <p>127. Needs</p> <p>128. Supportive adults</p> <p>129. Fun</p> <p>130. Friends</p> <p>131. Safe</p> <p>132. food</p> <p>Play Groups</p> <p>Sports</p> <p>133. high feeling, good endorphins</p> <p>134. strengths based</p> <p>135. resilience</p> <p>136. belonging</p> <p>137. succeed</p>
<p><u>Institutions</u></p> <p>Early Years (0-3 yrs)</p> <p>Schools</p> <p>138. friendships</p> <p>139. supporting adults</p> <p>140. learn</p> <p>141. belong</p> <p>142. safe</p> <p>143. predictability</p> <p>144. routine and structure</p> <p>145. needs</p> <p>146. refuge from heat</p>	<p><u>Individuals</u></p> <p>Grandparents</p> <p>Extended family</p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p>

Note taker: James Gorham, DoE

1.17 NEWMAN

<p><u>Physical Spaces</u></p> <p>Recreation areas</p> <p>147. parks</p> <p>148. pools (fun, health ENT, relief from weather)</p> <p>149. Skate park</p> <p>Martu Farm (excursions by Martu Education Centre)</p> <p>150. Sense of belonging</p> <p>151. Food</p> <p>152. Family gathering</p> <p>Youth centre</p> <p>153. Sense of belonging</p> <p>154. Safe place</p> <p>155. Alternative learning space</p> <p>156. Holistic – choice</p> <p>157. Drop off, not worry walking home</p>	<p><u>Associations</u></p> <p>Graham Polly Farmer Foundation</p> <p>158. Valued by Martu – Martu Education Centre</p> <p>159. Food – cooking</p> <p>160. Parents/carers – extra time in afternoon, time with younger siblings</p> <p>161. Children dropped off</p> <p>Sporting associations:</p> <p>162. Fun</p> <p>163. Community parenting</p> <p>164. Social development</p> <p>165. Observation</p> <p>166. Confident – natural ability</p> <p>167. Inclusive – accepted</p> <p>168. VSwans</p> <p>169. Night fields Footy – social media (Facebook) highlighting this program – participation)</p> <p>170. Pilbara strength – parenting – “monitoring students wellbeing” “another set of eyes on Newman kids”</p> <p>RSAS – YMCA</p> <p>171. In house support</p> <p>172. Engage and collaborate with schools</p>
<p><u>Institutions</u></p> <p>Church</p> <p>173. Basic needs met (clothing, food)</p> <p>Schools</p> <p>174. Boundaries (expectation, social/emotional regulation)</p> <p>175. Food (breakfast club/ lunch)</p> <p>176. Uniforms (sense of belonging)</p> <p>177. Safe place (respite, discuss feelings)</p> <p>178. Teachers/staff monitor health/wellbeing</p> <p>179. Educational growth</p> <p>180. Learning together</p>	<p><u>Individuals</u></p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p> <p>Land/Country</p> <p>Hunting</p> <p>Funerals – family gathering</p> <p>United connection</p> <p>Cultural awareness - everyone</p>

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Note taker: Kelly Madson 39

1.18 NEWMAN

<p><u>Physical Spaces</u></p> <p>Play spaces – connection to friends Youth centre Pool – social enjoyment and wellbeing</p>	<p><u>Associations</u></p> <p>Service providers – trusted people and organisations:</p> <p>181. YMCA 182. World Vision 183. PDA</p> <p>Sporting associations</p> <p>184. Team culture 185. Social connection</p>
<p><u>Institutions</u></p> <p>Church School</p> <p>186. AIEOs 187. Affordable, accessible and appropriate services 188.</p>	<p><u>Individuals</u></p> <p>Family</p> <p>189. Different generations living together 190. Emotional regulation 191. Values 192. Love 193. Education starts at home 194. Safe home 195. Food and shelter</p> <p>Community</p> <p>196. Friends 197. Community coming together to raise kids “it takes a village to raise a child” 198. Wider community and smaller communities e.g. sporting clubs, cultural groups</p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p> <p>Living in both worlds Language – using language as an asset Learning from family Feeling of “home” and belonging Community Strong culture – Martu people only came into contact with “Western” culture 60 years ago Connection to Land – Freedom – space to roam and be in nature All cultures – CALD, Aboriginal, Torres Strait Islander, Maori, Islander, African Music and dance</p>

Note taker: Kaitlyn Berry 0410196262

Inclusion – children with disabilities or differences are accepted and included – love.

1.19 NEWMAN

<u>Physical Spaces</u>	<u>Associations</u>
<u>Institutions</u>	<u>Individuals</u> Communicate with one another via social media 199. Gaming 200. Facebook/Instagram 201. Sport 202. WAPOL 203. Night Field Footy
<u>Local Economy</u>	<u>Culture</u> Back on country – develop life skills Strong culture – Western Desert 204. Identity 205. Elders 206. Family 207. Language 208. Song and dance

Note taker: Pat Keay 0456 844 186

1.20 NEWMAN

Connection to our Community is our strength

- 209. Free range/ roaming/ hunting/ being on Country
- 210. Lots of activities/free/ low cost
- 211.

<p><u>Physical Spaces</u></p> <p>Youth Centre</p> <ul style="list-style-type: none"> 212. Participation strategies with youth 213. Meals 214. safety <p>Play spaces</p> <ul style="list-style-type: none"> 215. Parks 216. Skate park 217. Playgroups 218. Used as meeting places for parents and kids to socialise 219. Inclusive, variety, free <p>Library</p> <ul style="list-style-type: none"> 220. Meeting space, internet access, free <p>Martu Milli</p> <ul style="list-style-type: none"> 221. Art space 222. Free 223. Safe 224. Community 	<p><u>Associations</u></p> <p>Sports clubs</p> <ul style="list-style-type: none"> 225. Coaches 226. Equipment 227. Ovals 228. WAPOL, BHP, Volunteers and community support 229. Night Fields Footy 230. Gym
<p><u>Institutions</u></p> <p>School</p> <ul style="list-style-type: none"> 231. Safe 232. 	<p><u>Individuals</u></p> <p>Friends</p> <p>Close knit community</p> <p>Safe Homes</p> <ul style="list-style-type: none"> 233. Trusted people 234. Shelter 235. Food 236. Love
<p><u>Local Economy</u></p>	<p><u>Culture</u></p> <p>Land/Country</p> <p>Hunting</p> <p>Free range/roaming</p>

Note taker: Katie Parker, Save the Children

1.21 NEWMAN

<p><u>Physical Spaces</u></p> <p>Youth Centre</p> <p>237. Safety</p> <p>238. Food</p> <p>239. Access to internet</p> <p>240. Homework club</p> <p>241. Transport</p> <p>242. Relationships</p> <p>243. Social Media</p> <p>244.</p>	<p><u>Associations</u></p> <p>Sports and sporting teams</p> <p>245. Inclusive</p> <p>246. Physical activity</p> <p>247. Friendship</p> <p>248. Connectiveness</p> <p>249. Routine</p> <p>250. Self esteem</p> <p>251. Confident</p> <p>252. Competence</p> <p>253. belongingness</p> <p>Martu Education Centre – Follow the Dream</p>
<p><u>Institutions</u></p> <p>Schools</p> <p>254. access to services</p> <p>255. food</p> <p>256. shower</p> <p>257. safe</p> <p>258. relationships</p> <p>259. routine</p> <p>260. Social media</p>	<p><u>Individuals</u></p> <p>Home</p> <p>Strong family</p> <p>261. basic needs</p> <p>262. Safety</p> <p>263. Language</p> <p>264. Culture</p> <p>265. Health and services</p> <p>266. To school</p> <p>267. To sports</p> <p>Family friendly community</p>
<p><u>Local Economy</u></p> <p>Employment opportunities</p> <p>Funding opportunities</p>	<p><u>Culture</u></p> <p>Language and culture</p>

1.22 NEWMAN

<p><u>Physical Spaces</u></p> <p>Community land Youth centre Pool Ovals Skate park Parks Town square Cultural events 268.</p>	<p><u>Associations</u></p> <p>269.</p>
<p><u>Institutions</u></p> <p>Police – authority School – inclusive education Gaps in education, language, literacy</p>	<p><u>Individuals</u></p> <p>Mums/dads 270. Mentor 271. Role model 272. Hero 273. Healing 274. Love and respect</p> <p>Family members 275. Different roles 276. Strength of community structures 277. Sense of belonging</p> <p>Safe space – home/shelter Friendship/kinship – trust</p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p> <p>Culture connection Access to Country</p>

Where do I fit in?

Kids see racism, fear, and violence

Isolation, lonely, left out – free activities – welcome, fun, joy

1.23 NEWMAN

<p><u>Physical Spaces</u></p> <p>Basketball courts Youth centre (Shire) Town Square (Shire) Kapa Haka Swimming Pool Skate Park</p>	<p><u>Associations</u></p> <p>Sports 278. Night fields footy 279. Netball Dance</p>
<p><u>Institutions</u></p> <p>Schools</p>	<p><u>Individuals</u></p> <p>Family</p>
<p><u>Local Economy</u></p> <p>Transport</p>	<p><u>Culture</u></p> <p>Language Country Elders Lore business Identity</p>

Uniquely Newman:

- 280. Tight supportive community
- 281. Cultural
- 282. Passion and pride – 60,000 years of history
- 283. Landscape, geography, climate, red dirt stain
- 284. Isolation

1.24 TOM PRICE

<p><u>Physical Spaces</u></p> <p>Skate park (social) Parks (social) Youth shed (social, friendships) Shops (social)</p> <p><u>Events</u></p> <p>Nameless Festival Picnic Day Karijini Experience Sundowner Markets Drive Inn</p>	<p><u>Associations</u></p> <p>Graham Polly Farmer Foundation</p> <p>285. Rangers 4 Life (primary) 286. Enrichment Centre 287. Welcome Centre (safe place)</p> <p>Sports Clubs</p> <p>288. Social 289. Physical activity 290. Mentoring 291. Learning skills</p> <p>Cadets</p> <p>292. Nature 293. Leadership 294. Giving back to community 295. Learn new skills</p> <p>Three A Programme</p> <p>296. Dance 297. Language 298. Wakathuni 0-5yrs</p> <p>Squeaky Clean Program</p> <p>299. Cooking 300. Crafts 301. Wakathuni 0-5yrs 302. Polly Farmer visits</p> <p>Nintirri Centre</p>
<p><u>Institutions</u></p> <p>School</p> <p>303. Teachers 304. Friends 305. Subject areas</p> <p>Church (fun factory – primary) Shire – programs for younger kids</p>	<p><u>Individuals</u></p> <p>Family – extended (town)</p> <p>Town – freedom – kids say goodbye to friends every year (grief, resilience)</p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p>

1.25 TOM PRICE

<p><u>Physical Spaces</u></p> <p>Parks Skate Park Swimming Pool Youth Centre Fun Factory Drive In</p> <p>Local events – accessibility to move around, sense of freedom and safety, choices, fun activities</p> <p>Gaming Shop</p>	<p><u>Associations</u></p> <p>Sporting clubs After School Learning Club Cadets Golf Club</p>
<p><u>Institutions</u></p> <p>School</p> <p>306. Teachers – personal connections 307. Play time 308. Safe place</p>	<p><u>Individuals</u></p> <p>Friends Relationships – beyond the immediate family creates a comfort level in the sense of belonging</p> <p>Kids have stronger ability to grieve as they lose their friends more regularly</p>
<p><u>Local Economy</u></p> <p>Bakery Picked Bean Coles, Red Breeze – work with friends</p>	<p><u>Culture</u></p>

1.26 TOM PRICE

<p><u>Physical Spaces</u></p> <p>Youth Centre Skate park Parks NTPPS Playground Ovals Nature Park Lions Park Recreation Centre Basketball Courts Footpaths Town Centre Golf club Free Wi-Fi space Swimming Pool Pilbara Game Hub Library</p> <p><u>Events</u></p> <p>309. Picnic Day 310. Nameless Festival</p>	<p><u>Associations</u></p> <p>Nintirri Centre St Johns Junior Ambos Cadets Hotshots Tee Ball Swimming Club Little Athletics Nameless Festival</p>
<p><u>Institutions</u></p> <p>Schools Hospital Church Police DFES</p>	<p><u>Individuals</u></p> <p>Diversity – “hello to new people” Village raising a child Engage with others Resilience building – saying goodbye to friends regularly – adaptable, change</p>
<p><u>Local Economy</u></p> <p>Pickled Bean Coles Outdoor Cinema Bakery</p>	<p><u>Culture</u></p>

1.27 TOM PRICE

Providing diverse opportunities – commitment of community

<p><u>Physical Spaces</u></p> <p>Pool Drive In Playgrounds 311. Softball 312. Nature 313. Skate park Library Fun Factory</p>	<p><u>Associations</u></p> <p>Sporting 314. Netball 315. Basketball 316. Soccer 317. T'ball 318. Football 319. Cricket Dance Gymnastics Cadets Nameless Festival Nintirri Centre 320. Day care 321. ASLC 322. Holiday Program Graham Polly Farmer Foundation 323. Homework club 324. Ranger 4 Life</p>
<p><u>Institutions</u></p> <p>Youth Centre School 325. Safe zone 326. Teachers 327. 3A at Wakathuni Shire 328. Holiday activities Rio Tinto – Picnic Day</p>	<p><u>Individuals</u></p> <p>Brie Healy Maz Kirsti Wilkinson Lucie Betteley Free time – own choices – electronic - games</p>
<p><u>Local Economy</u></p> <p>Employment opportunities 329. Coles 330. School based traineeships 331. Work experience 332. Babysitting 333. Small business opportunities</p>	<p><u>Culture</u></p>

1.28 TOM PRICE

<p><u>Physical Spaces</u></p> <p>I go to the skate park because I enjoy catching up with my friends</p> <p>Pool to cool down in summer and play on the inflatables with friends and family, and fitness</p> <p>I like going out for food because it is a treat - get out of the house – play equipment</p> <p>Ovals because they provide freedom and space to run around</p> <p>I love the Drive In for up to date movies and freedom to run around with limited rules</p> <p>Freedom to explore in safety and independence, adventures</p> <p>I love events because they are free, fun, freedom from parents and to run around, exciting from buzz in town</p> <p>334. Nameless Festival</p> <p>335. Picnic Day</p> <p>336. Sundowner</p>	<p><u>Associations</u></p> <p>Sporting clubs/activities</p> <p>337. Fun</p> <p>338. Catching up with friends</p> <p>339. Belonging</p> <p>340. Sporting events</p>
<p><u>Institutions</u></p>	<p><u>Individuals</u></p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p>

1.29 TOM PRICE

<p><u>Physical Spaces</u></p> <p>Events</p> <p>341. Nameless Festival</p> <p>342. Picnic Day</p>	<p><u>Associations</u></p> <p>Sporting clubs</p> <p>343. Like being able to play a lot of sports</p>
<p><u>Institutions</u></p> <p>Schools</p> <p>344. Relationships (teacher-parent)</p> <p>345. Love going to school because I can play sports and play with my friends at lunch</p>	<p><u>Individuals</u></p> <p>I like knowing a lot of people</p> <p>Acceptance of others</p> <p>346. Ages</p> <p>347. Differences</p> <p>348. Inclusive</p> <p>349. Resilience</p> <p>350. Dealing with grief</p>
<p><u>Local Economy</u></p>	<p><u>Culture</u></p>

I like being independent. I can ride my bike where I want, I can go bush

- 351. Creative
- 352. Solution-focused – give things a go

Group Session 2 - What are our unique challenges that get in the way of growing healthy children? Using what is strong to tackle what isn't.

Part 1: Unique Challenge:

- 353. Challenge snapshot
- 354. Who can take action?
- 355. Notes

Part 2: Actions:

- 356. Using what works to grow healthy children in your community, what actions can you take to tackle this challenge?
- 357. Action? How? Who?

For the Hedland Forum, participants were asked to answer the question from a child's perspective and write it in language that a child would understand (or use).

For the Newman and Tom Price forums, this process was taken one step further and participants were asked to prioritise the simple statement from the child's perspective. Each group was then split into three to find one solution each to the statement. When the group came back together, the group members were asked to discuss and agree on the one solution they would like to go with.

Main Points Discussed:

See below reports from each group discussion.

2.1 KARRATHA

Group reporter: *Kathy Bertola, Dept. of Communities, 0419490040*

Challenge snapshot	Healthy Home – A family home where children are safe, nurtured and have what they need to access positive opportunities in life.
Who can take action?	Multi-agency approach – DoE, Health, Communities, AMS, WAPOL etc. Role for Aboriginal corporations.
Notes	Multidisciplinary team services approach, acknowledges all agencies have responsibility and can add value to a family’s life. Family consent – families must be willing to see that a better home life is a positive and take action to make changes with help. Acknowledges the challenges that families face can be high and change is difficult. Different levels of need in families – e.g. crisis, critical, different skill level in families.

Action	Sub-Tasks	How
Identify families requiring assistance	358. Coordination program 359. Modes of referral – family, agency, other	360. Self-identifying 361. Agency involved – lead agency/coordinator 362. Schools 363. Through AMS etc. 364. Access advocate 365. Police
Identify supports	366. What is currently available – funding constraints 367. Key contacts 368. Alliance of agencies 369. Are services appropriate currently? Is anything missing?	370. Talking with family 371. Commitment from agencies to attend/share information -“communication of intent” 372. Build relationships

2.2 KARRATHA

Group reporter: *Amanda Lawrence, DoE, 0425479280*

Challenge snapshot	<ol style="list-style-type: none"> 1. Lack of information sharing between agencies to ensure families are safe – agencies don't trust. 2. Lack of empowerment and aspiration in families – families do not trust.
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Action	Sub-Tasks	How	Who
Pilbara resource online directory of services	<ol style="list-style-type: none"> 373. Including description of who does what 374. Creating networks and collaborating 	<ol style="list-style-type: none"> 375. Adopt whole of community approach 376. Media campaign – empowerment 	RDA directory online
Collaborative community education	<ol style="list-style-type: none"> 377. Highlight importance of education, health etc. (basic human rights) 	<ol style="list-style-type: none"> 378. Build relationships 379. Agencies work to retain staff 	
Empowering families	<ol style="list-style-type: none"> 380. Educate families to: 381. Budget 382. Attend school 383. Provide for family (i.e. food) 384. Keep family safe 	<ol style="list-style-type: none"> 385. A group is formed to: 386. Support families 387. Liaise with all agencies to ensure agencies have ALL relevant information 388. Will alleviate duplication 	

2.3 KARRATHA

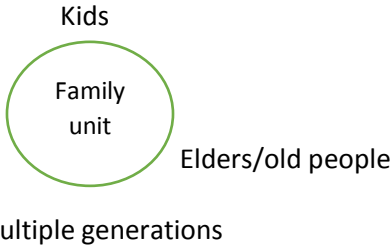
Group reporter: *Samara Clark 0436 655 379*

Challenge snapshot	<p>Sustainability driven by local needs (funding, healthy needs, staff, collaborations, programs etc.)</p> <ol style="list-style-type: none"> 1. Parental responsibility 2. Sustainable collaboration (do not rely on individuals, rely on groups/orgs) 3. Sustainable change (must be voiced by the users, followed through by systemic level, led by users)
Notes	<p>389. Generational trauma 390. Local impact when people leaving/high turnover rate 391. Community driven/self-identified leaders 392. Lack of knowledge of services offerings 393. Is it better to have 'no program' or 'intermittent programs'? what causes/effects flow out?</p>

Action	Sub-Tasks	How	Who
Empower community to identify needs	<p>394. Identify sub-groups and connection 395. Create safe space 396. Leveraging off existing networks/relationships</p>		
Needs communicated appropriately	<p>397. Identify local leaders</p>	<p>398. Offering education and training for leadership development</p>	
Develop leaders		<p>399. A "what do you do?" email as a mapping mechanism/ networking opportunity</p>	
Services accept feedback via a transparent process			
Services commitment to place-based services			

2.4 KARRATHA

Group reporter: Kylie Kerin, Dept. of Communities 0466 930 573

Challenge snapshot	To create simultaneous investment in appropriate early interventions and addressing impacts of intergenerational trauma. Everything comes back to the family unit, which is made up of multiple generations.
Who can take action?	Politicians and people holding the purse strings.
Notes	<p>Relationships are the vehicles for change.</p> <div style="text-align: center;">  </div> <p><u>Early intervention</u></p> <p>400. Investment in early interventions needs to be appropriate for Pilbara people and circumstances</p> <p>401. Need to have the right program model <u>and</u> the right people to build trusting relationships</p> <p><u>Impacts of intergenerational trauma</u></p> <p>402. Lack of understanding and acceptance of law and culture obligations</p> <p>403. Longer service contracts to sustain relationships and build trust</p>

Action	Sub-Tasks	How	Who
Take a whole of family lifespan approach to service delivery	<p>404. Co-locate services in a community healing centre – a space where people feels safe and empowered to talk about things.</p>	<p>405. Identify independent family advocates who can liaise with necessary agencies to bring support in to the families.</p> <p>406. Design a model designed by the community. Not a space that houses providers, but a community space where families invite services in as needed.</p>	

2.5 KARRATHA

Group reporter: Sarah Turner sarah@wacoss.org.au

Challenge snapshot	Mistrust of a child as an expert in their lives.
Notes	<ul style="list-style-type: none"> • Normalisation • Child's voice • Role of relationships • Information sharing, access to opportunities • Cookie cutter approach • Token engagement • Limiting stereotypes • Not acknowledged as leaders "co-dependency" • Policy/service fund agenda • Facilities • Low expectations
Challenge snapshot	Treating the underlying degree of trauma. Sustainability – long term commitment of funding
Notes	<p>Gain children's opinions of what they want and what their aspirations are.</p> <ul style="list-style-type: none"> • All agencies work together • Facilities to provide services • Outreach services for community members • Education – lifelong • Focussed on lived experience of the child • Long term funding • Common vision – derived from listening to the child.

Action	Sub-Tasks	How	Who
Mechanisms to hear the voice of children	<p>407. Child-led ways to share experience</p> <p>408. Resource utilisation and reallocation, pooling</p> <p>409. CAMHS, Youth Shed, School Psych, Peers, Headspace</p>	410. Child and family led decision-making	
Sustainable funding models	<ul style="list-style-type: none"> - Early intervention/proactive funds - Community-led information to influence funds - Review 'allocations' – Health/Ed/Dept. Communities – clarify what is here and where 	<ul style="list-style-type: none"> - Economy – industry, government - Protocols to share information 	
Cross-sector collaboration and communication	<p>411. Funding agencies and principal networks</p> <p>412. Regular cross-sector stakeholder opportunities (bridging "network" silos)</p> <p>413. Pilbara-wide sharing and learnings</p>	<ul style="list-style-type: none"> - Review "privacy" at cost of child's needs mechanisms - Communication that supports transient young people between LGAs and towns. "missing kids" - Protocols to share information 	

Cradle to grave approach, no drop-off age	<p>414. Voice of 0-5yrs, how to capture?</p> <p>415. Acknowledge children/ young people who are carers for siblings</p>	<p>416. Review drug service ages</p> <p>417. Flexible funding of 'target ages'</p>	
Cultural competence	<p>418. Services must be culturally informed by local needs</p> <p>419. Migrant and CALD awareness</p> <p>420. Respect cultural strengths and stories in Pilbara</p>		
Hidden homelessness	<p>421. Acknowledge</p>		

2.6 KARRATHA

Group reporter: *Ashleigh Bunce, WACHS Pop Health 9144 7833*

Challenge snapshot	<p>Building functional families</p> <p>422. Empowering family</p> <p>423. Funding appropriate workforce</p>
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Action	Sub-Tasks	How	Who
Early intervention and identification	424. Parent education	<p>425. Knowledge of supports available</p> <p>426. Empowerment of families – not disempower</p> <p>427. Promote health literacy – understanding</p> <p>428. Promote services in school – nursing and allied health</p>	Institutions
	429. Agency education	<p>430. Knowledge of supports available</p> <p>431. Promote Kindy Link program at Karratha Primary School (0-3yrs)</p>	
	432. Funding for healthy workforce	<p>433. Knowledge of services in Pilbara</p> <p>434. Central access to all services - databases</p> <p>435. Strategies to promote emotional regulation for children e.g. Beh Mods Alert Program</p> <p>436. Encourage good attendance. Smith Family. In addition can look at attendance at clinics and medical appointments so children/families are not disempowered.</p>	

2.7 KARRATHA

Group reporter: *J. Gorham*

Group Initiator: *Winsome Henry*

Challenge snapshot	When they don't/can't attend school they miss out on everything Accessing services – outreach services – mode of delivery – shame, intimidation – ante-natal, pre-natal self-efficacy – family dysfunction.
Notes	<p><u>Summary:</u> Critical importance of 1st 100 days – ante and pre-natal supports, education of parents</p> <p><u>Suggestions:</u> Roadsworth PS in Perth, Challis PS in Armadale, Schools and youth services – Co-located services – Establish trust</p> <p><u>Recommendations:</u> Parenting centres – schools key to establishing relationships with parents</p> <p><u>Plan for action</u> Early years services coordinated – Tele Health – OT Students – Allied Health – Coordinated outreach services – raising awareness among service communities and institutions</p> <p><u>Brainstorm:</u> Collective understanding of impediments to accessing services – work together for solutions. Roebourne 6718 (plan) group. Understand AEDC data – responding to community desire. Community leads and service responds – data and teaching an educative process – the Elders Know what a STRONG Roebourne looks like – to be used strategically.</p>

Action	Sub-Tasks	How
Roebourne 6718 Elders	437. 5 questions for any agency/NGO that seeks to deliver a service to hold them accountable	438. Hire service by this criteria – Walk with us.
Community developed interagency service plan/mou	439. Use existing structure (youth at risk meetings) as basis to pull plan together	440. Plan would need to go to Manager level
Agreed regional platform that houses Register of Services available from all groups	441. Shire and funders/providers to lead 442. Coordinator for towns to bring services in – open and transparent	443. Mutual agreement
Developing an open communication network that delivers effective service	444. Establish a network platform 445. Identify conduit to deliver information/service to community	446. Identify services that are available 447. Identify people within service to engage community

		448. Work with community to deliver services and build sustainability
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2.8 HEDLAND

Challenge snapshot	Our community isn't listening to us and no-one cares
Who can take action?	Government, Families, Agency Services, Parents/Carers, Whole Community, Everyone
Notes	<p>Funding of services is not recognising our situation and needs.</p> <p>One place that can help families with lots of things like helping young mums to care for their kids, teach them life skills, budgeting, cooking, cleaning, health.</p> <p>A healing centre to help people deal with past and using drugs/alcohol to numb the pain.</p> <p>Cultural support and strong role models kids can aspire to.</p> <p>Diagnosis and support for care around additional needs, FASD and trauma informed care.</p>

Action	Sub-Tasks	How
Review funding models	<p>449. Local community to identify needs</p> <p>450. Communicate and seek within community funding already applied for, for similar/same areas</p>	
Involve community consultations		
Identify strong role models	451. Mentoring	
Industry to be more proactive	<p>452. Talking with kids in Shopping Centres</p> <p>453. Promote wider range of opportunities</p>	
Cultural awareness	454. Understanding the complexity of our community	

2.9 HEDLAND

Challenge snapshot	I want my family to always be there for me in a safe and loving environment
Who can take action?	
Notes	

Action	Sub-Tasks	How
Regular involvement in child's education	455. Showing interest in child's education 456. Getting children to school	457. Encouragement from parent – positive 458. Recognition of effort from parent - positive
Regular involvement in child's interests	459. Attending events of child's interests 460. Pickups / drop offs	461. Insight into own children 462. Stimulation of conversation (recognition/encouragement as above)
Engagement with appropriate services	463. Working with services 464. Approach	

2.10 HEDLAND

Group reporter: *Jemma Keys 0459879744*

Challenge snapshot	People aren't working together to help kids
Who can take action?	All stakeholders working together to provide one service – helping children and families
Notes	<p>We need a “one-stop shop” where children and families can go for help with health, schools, fun, safety, advocacy, crisis support, trauma, incident reporting (centralised data base).</p> <p>One place to go that will help, provide, inform, support, give, endorse and empower.</p> <p>Purpose built, accessible, in the centre of town, open all hours.</p> <p>465. Build it and they will come</p> <p>466. Like a tourist centre concept/triage</p> <p>467. Parkerville model</p> <p>468. Not just a service centre – arts, language, dance, song.</p> <p>469. Culturally sensitive – creating a welcoming environment</p> <p>470. Elders in residence</p> <p>471. Computer bank</p> <p>472. Feasibility study with <u>users</u> not funders</p> <p>473. Created <u>with</u> people <u>not</u> for the people.</p>

Action	Sub-Tasks	How
Engage stakeholders		
Engage community (face to face, variety of strategies)	<p>474. Engage CSIRO (Local Voices)</p> <p>475. Utilise existing resources (for engaging community)</p> <p>476. Look at existing models (i.e. Parkerville)</p>	
Collaboratively design the project	477. Look at existing models – Alamoie	
Source funding		

2.11 HEDLAND

Group reporter: Vicki Tree Stephens 0418952535

Challenge snapshot	I need time, attention, safety (and acknowledge my trauma)
Who can take action?	Community... everyone
Notes	<p>Maslow's hierarchy of needs:</p> <p>478. I need to belong</p> <p>479. I need to feel heard</p> <p>480. I need sleep</p> <p>481. I need healthy food</p> <p>482. I need to learn</p> <p>483. Let me make mistakes</p> <p>Create a STRATEGIC LIFE HEALTH PLAN for EVERY newborn child.</p> <p>Upskill community to assist case management for families.</p> <p>Wrap around support for the 10-20 families who pose most challenges.</p> <p>Hostel for youth to ensure consistent attendance at school during the week.</p>

Action	Sub-Tasks	How
Strategic Life Health Plan for every newborn child	<p>484. Engage with pregnant women early</p> <p>485. Create a strategy to monitor milestones</p> <p>486. Early Years Networks</p>	<p>487. Invest more than 2% of the health budget to preventative measures</p> <p>488. Local, State and Federal Governments to invest and align</p>
Upskill community in case management	489. Educate and invest in local people to create a strong local workforce	490. Lobby for YIC to employ 20 Aboriginal Family Support Workers
Wrap around support for 10-20 families who face most challenges	491. Coordinate meetings with all key stakeholders to support families without duplicating service	492. Re-establish Child Safety Network meetings and include the principle of tri-sector collaboration
Hostel for youth to engage in education	<p>493. Get funding for construction and operation of the hostel</p> <p>494. Employ local people to establish appropriate service delivery framework</p>	495. Support HASL who are currently working on this

2.12 HEDLAND

Group reporter: *Karen Cooper 0499085675*

Challenge snapshot	What's stopping your parents from growing you up the best they can?
Who can take action?	IFS, Bloodwood, Wirraka Maya, Hope, Youth Justice, JDYZ, Police community, Sporting associations, Land group, BHP, FMG, RoyHill, Schools, Mission Australia, PCLS, AFLS, Parents/carers, Clontarf, extended family, Local, state and federal government, Child, Community, Milli Maya, Hedland Collective, Strong Elders, Strong Men's Group, Alcohol Management Group (Bloodwood)
Notes	Assisting parents overcome the barriers to being engaged, active, healthy role models. Mission Australia and Bloodwood Tree to educate <u>parents</u> and early interventions at school. Well Women's Hospital – fit packs Use existing Case Managers and FSWs to focus on parent and carer needs and skills i.e. budgeting, cooking, and cleaning. Interagency meetings to be more effective and efficient in service delivery.

Action	Sub-Tasks	How
Parent education on drugs and alcohol	496. Community BBQs 497. Justice programs 498. Creative within the moment education	
Early intervention for young people around drugs and alcohol	499. Included in curriculum 500. Service to develop 501. Age appropriate 502. YJ diversionary programs	
Use existing Case Managers and FSWs for Activities of Daily Living (ADLs) and budgeting, cooking, cleaning	503. Services take a family centred client led approach 504. Service agreements to identify and work on gaps	
Interagency meetings	505. Agreement to work together and avoid service overload 506. Privacy and confidentiality plans	

2.13 HEDLAND

Challenge snapshot	Being told what's wrong with me instead of what is happening around me
Who can take action?	Health and education organisations Community welfare.
Notes	Person centred approach.

Action	Sub-Tasks	How
Initial interaction with client/individual	507. Make it positive! 508. <u>Trust</u> relationship leads the partnership with agency	509. Assessment of need from individual and family perspectives
Shared vision/goal moving at the speed of trust	510. Informed consent (completely understanding what is happening) 511. Confidentiality	512. Client driven information sharing 513. Goal setting with individual
Giving opportunity to tell their story in their own way	514. Creating a safe environment	

2.14 HEDLAND

Group reporter: *Amanda Lawrence, PERO 91850111*

<p>Challenge snapshot</p>	<p>Lack of understanding of processes, supports and programs Smarter families through education Lack of continuity for case management and family support “Director for all”</p>
<p>Who can take action?</p>	<p>Who can help me? – Director for all How can they help? – ensure early intervention, ensures continuity of case management (0-4yrs), ensures the information flows (no duplication), ensures families are empowered</p>
<p>Notes</p>	

Action	Sub-Tasks	How	Who
Service mapping	515. Outline core business of each service	516. Summary of all services and service/support available 517. Flowchart what children need – developmental checks, :Plunkett (New Zealand)	Pilbara for Purpose
Create new Department	518. Review into business of each Department	519. Ensure Department sticks to core business	Govt
Schools to have Child health Centre on site			

2.15 NEWMAN

Group 1a

Challenge snapshot	“ I need help, listen to me and do something about it”
Who can take action?	
Notes	<p>520. youth voice</p> <p>521. needing somewhere safe</p> <p>522. no youth services in community</p> <p>523. no safe space for youth to go to be advocated for</p> <p>524. people to go to (relationships)</p> <p>525. racism</p> <p>526. networks</p> <p>527. adults have lots of services – students/children do not</p> <p>528. what preventative services are in place?</p>

Action	Sub-Tasks	How
Listen to the youth – Youth Forum		
Youth Leadership group	<p>529. representative of whole community</p> <p>530. provide leadership training (upskills, build capacity)</p>	
Specialised youth services	531.	
Whole of family support		
One Stop Shop for youth services and support	<p>532. Counselling</p> <p>533. Trained staff</p> <p>534. Healing centre</p> <p>535. Specialist services</p> <p>536. Youth leadership group</p>	<p>537. Space</p> <p>538. Staff and community members</p> <p>539. funding</p>

2.16 NEWMAN

Group 1b

Challenge snapshot	“ I need help, listen to me and do something about it”
Who can take action?	
Notes	

Action	Sub-Tasks	How
Youth Forum	540. Action group 541. Leadership 542. Facilitation – goal, process, plan 543. How do you get kids involved? Give them a voice.	
Youth Advocates	544. Safe place 545. Advocates – who? 546. Relationship building 547. Processes/purpose	
Youth committee	** Needed initially ** 548. Formation process 549. Wide representation – who? 550. Vision, direction, norms, plan 551. 2-3 things really well	

2.17 NEWMAN

Group 1c

Challenge snapshot	“ I need help, listen to me and do something about it”
Who can take action?	
Notes	<p>552. Being different – I feel insecure and I don’t understand the language. I see violence, see dad taken away.</p> <p>553. My friends sniff so I want to be part of them.</p> <p>554. People don’t know where I come from, who I am.</p> <p>555. Did not have a good night’s sleep so I didn’t go to school.</p> <p>556. Family with no consistent routine; lack of belonging.</p> <p>557. I don’t have a safe, loving home, no food, no things for school.</p> <p>558. Alcohol: I am hungry, tired, scared and sad how can I be happy? So I squat in the old houses due to homelessness.</p> <p>559. There is a ‘hidden’ cluster of problems that go under the radar.</p> <p>560. I can’t talk properly and can’t get access to services.</p> <p>561. My family cannot get good access to the services to keep me happy/healthy,</p> <p>562. Sniffing – peer pressure. Parents need to step up.</p> <p>563. I need to look after younger family members while others are away.</p> <p>564. I wish I could go to a school where my family ways are respected and their ways of learning are valued.</p> <p>565. I feel ashamed when my family is drunk and we are living overcrowded. My parents don’t show love and respect – alcohol/drugs.</p> <p>Collaboration – Newman has a strong professional cohort. Newman House all located in one space as it allows us to work together/corridor consults.</p> <p>Multi-cultural needs: we have a lot of strength.</p>

Reporter: Gina Waters (Mission Australia)

Agreed Solution for Group 1

One-Stop-Shop for Youth Services and Support

2.18 NEWMAN

Group 2a

Challenge snapshot	"I want you to see, hear and understand me"
Who can take action?	
Notes	

Action	Sub-Tasks	How
Knowledge of services available	566. RSAS and Shire are scoping this area	567. Establish a manned information hub/ one stop hub. 568. Connect people and information
Look at opportunity to develop more advocacy for people		

2.19 NEWMAN

Group 2b

Challenge snapshot	“ I want you to see, hear and understand me”
Who can take action?	
Notes	

Action	Sub-Tasks	How	Who, When, What \$
Build positive relationships with the family	569. Go to the family and listen 570. Regular contact/ interactions 571. Honouring your word 572. Building family connections	573. Create interactions in comfortable environments, include an activity 574. Taking formal and informal opportunities to make contact with the family 575. Break down barriers using family trees and connections	Dept. of Education Ongoing Minimal \$

2.20 NEWMAN

Group 2c

Challenge snapshot	“ I want you to see, hear and understanding me”	
Who can take action?		
Notes	<p>576. “When my house is crazy I feel like no-one gives a *shit* 577. “I want you to see me” 578. “I want you to see, hear and understand me” 579. 580. We came up with the below comments by: 581. Listening to each other 582. Understanding persistence to communicate with families 583. Hearing each other SINGLES and PAIRS priorities</p> <p>SINGLES: 584. I want to join in 585. I want to be respected in the home and culture 586. To be heard 587. Expectation to walk in two worlds 588. My house isn’t safe 589. I want to live in a safe environment 590. I now join in – alcohol and drugs</p> <p>PAIRS: 591. When my family is overwhelmed it doesn’t get the right kind of support 592. I want to live in the same place 593. I want to join in 594. If I am hungry, tired, scared and sad, how can I be happy, healthy and safe?</p>	

Action	Sub-Tasks	How
Media – radio, Internet, Facebook, TV, papers	595. Teaching 596. Education 597. Self confidence	598. Advertising 599. Local faces 600. Awards 601. Forums 602. Events 603. Language 604. Song and Dance
Respect and celebrate	605. Encouragement 606. Make people feel important	607. Acknowledgement 608. Inviting to share their experiences
Cultural inclusion	609. Identify cultural groups	610. Work with cultural groups to identify

Agreed Solution for Group 2

Build Positive Relationships with the Family

2.21 NEWMAN

Group 3a

Challenge snapshot	"I am hungry, tired, scared and sad. How can I be happy?"
Who can take action?	
Notes	

Action	Sub-Tasks	How
Capacity building for resilience and self determination	611. Breakfast program	

2.22 NEWMAN

Group 3b

Challenge snapshot	"I am hungry, tired, scared and sad. How can I be happy?"
Who can take action?	
Notes	<p>612. Where can children go for a feed? Foodbanks? Women's Shelter? How can we make this happen? Make awareness/</p> <p>613. Food banks</p> <p>614. Family support; model behaviour, another group outside of DCP</p> <p>615. Aboriginal person to go to the families? IFSS</p> <p>616. Kids not at school; lose Centrelink. Increase attendance/worried about not having lunch at school. Celebrations: kids have food first</p> <p>617. Talk to the kids and ask them how we can make them less hungry, less tired, less scared and less sad. One on one.</p> <p>618. Talk to the parents and grandparents. One on one.</p> <p>619. Sports, community engagement (YMCA Youth program used to exist)</p> <p>620. Schools should be involved, meal program if going to school.</p> <p>621. Appropriate housing</p> <p>622. Financial management for parents/opportunities.</p>

Action	Sub-Tasks	How
Connect families with intense family support	<p>623. Identify services available</p> <p>624. Research who is available</p>	<p>625. Referrals</p> <p>626. Make contact with services</p>
Instigate food bank	<p>627. Research is this is already available, existing models</p> <p>628. Place to have this</p> <p>629. Food truck?</p>	630. Identify volunteers
<p>Breakfast program</p> <p>631. Kids collected</p> <p>632. Elders teach language</p>	<p>633. Involve Elders (women) to teach at school</p> <p>634. Warburton Program</p>	635. Research the program
<p>Talk to kids</p> <p>636. Chat bus</p>	<p>637. Avenue for listening to kids</p> <p>638. Talk to parents/grandparents</p>	<p>639. Sports community</p> <p>640. YMCA Youth</p> <p>641. Schools</p> <p>642. Appropriate housing</p> <p>643. Financial management for parents</p>

Agreed Solution for Group 3

Connect families with intensive family support

2.23 TOM PRICE

Group 1a

Challenge snapshot	<p>“I want to live in a house where my mum and dad are there for me and get along. I want to live in a place where we can get help when we need it and it doesn’t cost too much. I wish it didn’t cost so much to travel from where I live.</p> <p>Strong Family, Strong Service Support, Strong Community</p>
Who can take action?	
Notes	

Action	Sub-Tasks	How
Alignment of current services and sustained services 644. Drug and alcohol	645. Strategic 646. ground	
A regular range of ancillary supports 647. Financial 648. relational	649. Strategic 650. ground	

2.24 TOM PRICE

Group 1b

<p>Challenge snapshot</p>	<p>“I want to live in a house where my mum and dad are there for me and get along. I want to live in a place where we can get help when we need it and it doesn’t cost too much. I wish it didn’t cost so much to travel from where I live.</p> <p>Strong Family, Strong Service Support, Strong Community</p>
<p>Who can take action?</p>	
<p>Notes</p>	<p><u>Individual</u></p> <p>651. My mum and dad work hard to give me everything I might want, but when I am sick or need help with how I talk or move they can’t get the help I need and my nanna/pop are so far away they can’t help. It makes it hard for me to do well at school</p> <p>652. My parents work heaps and I have lots of responsibilities at home which compete with things that are important to me. I want to go to Uni, but parents say why when the mine is good money and the school and town don’t offer things that interest me</p> <p>653. Pop is not here, you are not here for me, I want to go back to Perth</p> <p>654. I want to go to Perth this weekend to see my cousins</p> <p>655. I can’t do everything good because it costs a lot to join.</p> <p>656. I don’t feel like that I don’t belong, I wish my mum and dad were around more.</p> <p>657. I want to live in a house where mum and dad don’t get drunk, use drugs or fight</p> <p>658. I wish people would not discuss my business all over town</p> <p>659. My mum got bitten by a snake and we had to go to Port Hedland. I missed my footy game and she’s been sick. Why can’t we get help here?</p> <p><u>Pairs</u></p> <p>660. Where we live doesn’t allow is to access extended family, give us a variety of choices for our future or the health support that we need.</p> <p>661. I want to go to Perth to see my family this weekend, why can’t we fly down Friday? Pop sick, its Jonny’s birthday (extended family) and I’m sick of you and being home after school.</p> <p>662. Do we have to go as I am sad because I am going to miss Rangas4Life, my school, my friends etc?</p> <p>663. I wish my mum and dad were around more to feel like I belong.</p> <p>664. I don’t want to live in a house where there is arguments that are then posted on Facebook and then our family is the focus of gossip.</p> <p><u>Quartet</u></p> <p>665. I don’t get to visit my family because it costs too much to fly there and too long to drive. My family can’t get the health support for me or my mum having a baby. I might have to leave my family to get the opportunities I want for my future.</p> <p>666. I’m sick of mum and dad fighting because they are drunk all the time</p> <p>667. I wish my parents were at home to spend time with me playing games and making me feel like I belong.</p>

Action	Sub-Tasks	How
Rio Tinto – offer a range of different shifts e.g. 3 x 8 hour shifts		
Reduce the costs of flights		
Reduce the price/local discount for accommodation in Pilbara towns		
Education of employees/community members about impact of their choices – not just work but community volunteering		

2.25 TOM PRICE

Group 1c

Challenge snapshot	<p>“I want to live in a house where my mum and dad are there for me and get along. I want to live in a place where we can get help when we need it and it doesn’t cost too much. I wish it didn’t cost so much to travel from where I live.</p> <p>Strong Family, Strong Service Support, Strong Community</p>
Who can take action?	
Notes	<p>668. A regional group to advocate Rio – Qantas – Government</p> <p>669. Family counselling</p> <p>670. Mental health</p> <p>671. Local contact – not transient</p> <p>672. Funding - local</p>

Action	Sub-Tasks	How

2.26 TOM PRICE

Group 2a

Challenge snapshot	“My heart is dusty – I don’t know how to ask for help, who I go to and where to feel safe and happy”
Who can take action?	
Notes	

Action	Sub-Tasks (who)	How
Help	673. Teachers and support staff 674. Community 675. School chaplain 676. Health workers 677. Police	678. Protective behaviours 679. Greater access to Chaplain, Social Worker, Psychologist 680. Collaboration of services 681. “fun day” with kids and all service providers to meet, get to know, fun
Support	682. Parents and family 683. Neighbours 684. Youth Centre	685. Extended Youth Centre hours 686. Family support workers 687. Parent focused speakers and community focused information
Safe	688. Police 689. Youth worker 690. Health worker 691. Teacher	692. More police, youth workers 693. Kid focused forums - Kids talk – “Kids Council”
Healthy	694. Health workers 695. Counsellors, Psychologists etc.	696. Extra health workers 697. Extra Counsellors
Happy	698. Sporting groups/coach 699. Art groups/tutor 700. Library 701. Community Spaces 702. Youth centre	703. More inclusive community activities with a family focus

Family and Well Being Officer:

- 704. All services feed into
- 705. Fun day launch for service providers and all the kids to be heard
- 706. Identifies gaps and advocates

2.27 TOM PRICE

Group 2b

Challenge snapshot	“My heart is dusty – I don’t know how to ask for help, who I go to and where to feel safe and happy”
Who can take action?	
Notes	

Action	Sub-Tasks (who)	How
Help	707. Family and extended family/friends 708. Teachers 709. School (friends, peers, Nurse, Chaplain, Psychologist, Teachers) 710. Mentors/Coaches	711. Parent education – informal, food, specific group and goals 712. Flexible and consistent with follow through 713. Identify issue 714. More collaboration between services (town and regional) 715. Increased resources 716. Wrap around children and family services
Health and wellbeing	717. Allied Health 718. Nurses 719. Mental Health – Act/Belong/Commit	
Safety	720. Schools 721. Churches	722. Self-generating involvement 723. Take the teaching out of the classroom 724. Culturally appropriate

2.28 TOM PRICE

Group 2c

Challenge snapshot	“My heart is dusty – I don’t know how to ask for help, who I go to and where to feel safe and happy”
Who can take action?	
Notes	<p>Health Services – limited Domestic Violence Neglect – personal isolation Low attendance at school Lack of family support Parenting skills Children do not have guidance and support to establish healthy relationships for life Relationship poor community Social media Aggression, culture of bullying Mental health issues Flights Transiency not mobility Service silos (funding) Untapped skills sets Career pathways and educational opportunities There are so many fights and arguments, it upsets me and makes me scared</p> <p>Help, Support, Safe, Healthy</p> <p>Strong Family Strong Communities Strong Service Support</p>

Action	Sub-Tasks (who)	How
Allied Service Strategic (big) conversations	Children Hub 725. Family and Children’s Service Officer 726. Family and Children’s Wellbeing wrap around services 727. Wellbeing wrap around service 728. Bunjima word for family	
Systems change	Service Education-health-Family-Juvenile Justice-Youth	

2.29 TOM PRICE

Group 3a

Challenge snapshot	“I want to be able to talk to Mum and Dad about how I feel and what’s happening in my life”
Who can take action?	
Notes	<p>729. Resilience development – mental health and wellbeing</p> <p>730. Parenting skills lacking</p> <p>731. Expand tool kit – develop self-awareness, who else can help</p> <p>732. Limited services, especially specialist medical care, mental health support services</p> <p>733. Learned behaviours – need to be positive</p> <p>734. Group lessons vs individual contacts</p> <p>735. Culturally competent skilled practitioners – lived experiences or understanding of experiences, empathy, child focussed</p> <p>736. Parents/carers may not change</p> <p><u>Need:</u> teach child to develop resilience, recognise own strengths and value</p> <p><u>Challenge:</u> Skilled practitioners – consistency, commitment to outcomes</p>

Action	Sub-Tasks (who)	How

2.30 TOM PRICE

Group 3b

<u>Challenge</u> snapshot	"I want to be able to talk to Mum and Dad about how I feel and what's happening in my life"
Who can take action?	
Notes	<p><u>Individual:</u></p> <p>737. My family and I would like support on how to talk to each other, but I don't know where we can go</p> <p>738. I want to speak like my friends. I can't say words like other kids. I can't say sounds so I can't read like other kids</p> <p>739. Going through puberty and bullying at school, sports helps me and nothing here for teenagers to do. On school holidays can we go to Karratha, Youth Shed and do activities?</p> <p>740. I'm bored, there's nothing to do and it's too hot outside</p> <p>741. Mum and dad aren't home much because they are working</p> <p>742. I have to go home after school and look after my little sister until mum and dad get home from work and sometimes I don't do my homework because they are tired. I feel scared when I get to school.</p> <p>743. My mum and dad are very busy, they are often working and tired when they get home. I don't want to burden them with my worries so I talk to my friends about what problems I am having.</p> <p>744. I come home to an empty house when I come home from school.</p> <p><u>Pairs:</u></p> <p>745. I feel lonely when I get home from school because mum and dad are working.</p> <p>746. I want to speak like my friends. I want to say sounds so I can read. Kids pick on me because I don't talk/read properly.</p> <p>747. I would like support in how to talk to my parents and look after myself because I spend a lot of time at home but I don't know where I can go or who I can talk to.</p> <p>748. I want to come home and have someone to talk to and have fun with.</p> <p><u>Quartet:</u></p> <p>749. I feel lonely when I get home from school because mum and dad are working. I don't know what to do.</p> <p>750. Kids pick on me because I can't speak properly or read. I go home and there is no-one to talk to. I am by myself and I play on my phone. I am lonely.</p>

Action	Sub-Tasks (who)	How

2.31 TOM PRICE

Group 3c

Challenge snapshot	"I want to be able to talk to Mum and Dad about how I feel and what's happening in my life"
Who can take action?	
Notes	<p>751. Giving kids tools for how to communicate what they need</p> <p>752. Parent education</p> <p>753. Targeted sessions on communication for disengaged parents/lonely kids</p> <p>754. Skilled facilitators</p> <p>755. Collaborative approach on every level</p> <p>756. Get some std input</p> <p>757. Promoting healthy family messages</p>

Action	Sub-Tasks (who)	How

2.32 TOM PRICE

Group 3d

Challenge snapshot	“I want to be able to talk to Mum and Dad about how I feel and what’s happening in my life”
Who can take action?	
Notes	<p>758. Able to talk – physical act – speech therapy – early intervention</p> <p>759. Able to talk about feelings/relationships</p> <p>760. Knowing who to talk to – trust, appropriate services</p> <p>761. Having these people respond – appropriate services, parents/family</p> <p>762. Giving people the will, capacity, skills, confidence to respond (Nintirri programs, Triple P, Speech Therapy, Mentor, Services, Kids/Parents, Use of Technology.</p>

Action	Sub-Tasks (who)	How

Main Points Discussed:

3.1 KARRATHA

Group reporter: *Amanda Lawrence, PERO 0428479280*

1. Commitment
2. Common Purpose
3. Accountability
4. Relationships
5. Structure – leaders (strategic) and working groups (actions)

All have a voice.

3.2 KARRATHA

Group reporter: *Ashleigh Bunce, WACHS Pop Health 9144 7833*

1. Clear governance
 2. Knowing who to collaborate with (agency)
 3. Identifying key contact for each agency
 4. Knowing what each other does - consumer level and agency level
 5. Community awareness
 6. Dissemination of information to relevant people – communication strategy
 7. Forum for collaboration with consumer representation
 8. Organisational strategies – MOUs, info sharing consent and agreements
 9. Streamlining services to avoid duplication and improve quality
 10. Smarter use of IT for information sharing
-

3.3 KARRATHA

1. To be accessible at all levels – to the community, to services, to colleagues
 2. To be visible – in the community, to the people we work with, to the people who need us
 3. To be accountable – actions and outcomes based – to be able to justify our actions and inactions.
-

3.4 KARRATHA

Group reporter: *Georgia Evans 0457795226*

1. Recognising the contribution that each individual can bring – perspective, skills – rather than blaming, someone not responding
2. Information transparency combined with effective communication and accountability – community voting with their feet to demand this – no more silo service delivery – this can happen.
3. Why are we doing this? We are here for the moral purpose – we are here for the kids – valuing kids
4. The right people in the right room – operational people, decision makers with resources to assist.
5. Community-driven, it can't be put on the community – stop doing it to us.
6. Involving all voices – children, young people, Elders.
7. Government supporting community in partnership.
8. Collective impact needs to focus on the one common agenda – then pool people to work on that thing. Breaking down big things like 'support for family units' to 'support for families 0-8yrs'.

3.5 KARRATHA

1. Backbone organisation – neutral organisation to drive place-based.
2. Honesty and integrity/transparency/trust.
3. Trialling MOU process:
 - Accountability
 - Partnerships
 - Local Champions
 - Local agencies to drive local agenda (visiting services to fit into community)
 - Mutual respect with collaboration.

3.6 KARRATHA

Group reporter: *Sarah Turner* sarah@wacoss.org.au

1. F2F – communication and relationships – multiple modes
2. Trust
3. Accountability
4. Open and sharing ‘wins: and learnings
5. Transparency
6. Reflection – being prepared to do things differently
7. Focus on values and common goals
 - Rake badge off
 - Professional responsibility (not personal opinion)
8. Leverage point – knowing who’s who, to influence key leverage opportunities – regional directory

3.7 KARRATHA

Group reporter: *Jessika Pokycinski* 0409294845

1. Asking the right questions
2. Shared responsibility – talking to the right people – common goal – MOUs
3. Consultation – equal voice – community/consumers – access – agencies/industry
4. Dissemination of information – access – sharing information – frequency – strategic – effective?
5. Collective efficacy
6. Focus on what we can do
7. Acknowledge past – solution/future focus
8. Commit to being open, available to all parties, options and opportunities

3.8 HEDLAND

1. Lead agency to guide collaboration

3.9 HEDLAND

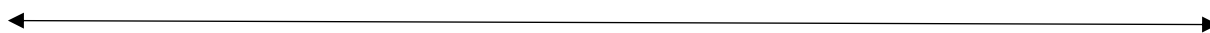
1. Education about supports that already exist in schools and how to access them
 2. A centralised way for services to communicate needs and support one another to provide a service
 3. School is the central point and agencies come to them to support the young people. Services allowed onsite.
 4. Uniforms – swap or free clothes wash. Education – NGOs.
-

3.10 HEDLAND

1. Building wrap around service for at risk families
 2. Identifying gaps.
 3. Working together to ensure no duplication and understanding the need
-

3.11 HEDLAND

1. Child Safety Network Meetings – need to be relevant with commitment to attend
2. Strong Families (preferred as it was targeted)
3. Lots of anecdotal talk – use qualitative and quantitative data which reflects lived experiences.



Corruption Coercion Competitive Communication Coordination Collaboration Collective impact

3.12 NEWMAN

1. Needs to be a sustainable model
 2. Community representation group with a strong facilitator and one representative from each community
 3. Driven by locals
-

3.13 NEWMAN

1. One collective voice
 2. Smart targets
 3. Protocols
 4. Working with families – empowering and sustainable
 5. Influence policy makers – system changes
 6. So complex – what are first steps?
-

3.14 NEWMAN

1. Awareness – who is who? What can we do? How can we work together?
E.g. if a child does not go to school, mother and father drinking

763. support family before DCP get involved

764. bring in a cleaning team

765. make face to face contact

766. letter in mail – too little too late, gets lost, families move or get kicked out

2. Collaboration around similar issues – agencies share to avoid doubling up, even teachers
E.g. if a child does not go to school, mother and father drinking

767. Focus on what we are getting rights!

768. We want teachers to come and talk with child and family at home around a table together to come to a solution

769. Planned meetings every fortnight until resolved

3.15 NEWMAN

1. Meet
2. Talk
3. Set goals

4. Follow up
 5. Action items
 6. Keep accountable
 7. Re-evaluate, then go back to step 1
- 770.

3.16 NEWMAN

1. Inclusiveness for everyone
 2. Seeking and acknowledging all voices, including kids
 3. Coordinator, Committee, Hub – driver, sharing information
 4. One-Stop Shop (information, community information, database collective queries)
 5. Information sharing within community (social media)
 6. New energy (outcomes focused, continuity, creative approaches)
-

3.17 NEWMAN

1. Work together rather than against
 2. Be willing to let go of ideas for the greater good
 3. Be supportive
 4. Be willing to work with anyone (not just certain groups or organisations)
 5. Share information to reach outcomes or to create a shared understanding
 6. Don't reinvent the wheel
 7. Make the most of what everyone is already doing
 8. Be solution/outcomes focussed
 9. Ensure there is representation from target group
 10. Communication and follow up is important
 11. Recognise everyone's contribution, listen to everyone in the group'
 12. Have integrity – only commit to what you can do
-

3.18 TOM PRICE

1. Recognition and respect for existing service providers/resources. Outsiders don't do it better!
 2. Skills/asset based community resources (directory?)
 3. NPS – Funding dictates target group, service criteria, what, how – need to close gaps here
 4. Key stakeholders regular get-togethers where we can also case manage – worked well at Child Safety team meetings – now defunct
-

3.19 TOM PRICE

1. Local service directory updated every year
 2. Wine and cheese services sundowner feedback
 3. Re-forming Early Years Group – new vision, focus, targeted goals
 4. Speed dating for service providers
 5. Community led attendance strategy
 6. Buddy mentor system between kids and parents
-

3.20 TOM PRICE

1. Strategic plan – common goal
2. Commitment – individual and agency
3. Collaboration with relevant services
4. Succession planning
5. Face to face, Email
6. Service mapping

7. Leader of the pack with chair, secretary (steering group)
-

3.21 TOM PRICE

1. Key stakeholder meetings
 2. Processes
 3. Take the teaching out of the class
 4. Case management meetings
 5. Exchange of information
 6. Collaboration
 7. Common goals
 8. Cultural awareness and understanding
 9. Trouble shooting process
 10. Spokespeople from each steering group
 11. Meetings, phone calls, Email, MOU
-

3.22 TOM PRICE

1. Common goal – working together “umbrella”
 2. Allocation of funding
 3. Provision of resources ‘fairly’
 4. Not talk... more action
 5. Cost effective with working and sharing resources
 6. Radical thinking... trying new systems
 7. What’s the NEEDS? Addressing those needs not ‘population’
 8. MOU
-

3.23 TOM PRICE

1. Everyone uniting for impact of the child
2. Sharing knowledge and resources to make impact back at our home base e.g. Paraburdoo/ Tom Price
3. Get the message out across all invested stakeholders
4. Get invested stakeholders together on a regular basis to promote change
5. Promote creativity via regular conversations
6. Valuable to share the perspectives
7. Child’s voice in this Forum
8. Transparent approach to sharing the facts of student’s attendance

Appendix 1 – GHCP Forum Evaluations

The below tables consolidate all the scores and comments provided in the evaluation forms from each of the four forums.

Qu.1 How would you rate the Forum?

Karratha	Hedland	Newman	Tom Price
<p>Average rating – 4.4 Great networking opportunity, extremely important discussion topics. To be determined based on outcome/follow up but great start. Great opportunity to network and collective knowledge great. Glad that this focussed on Karratha context. Positive experience – the content and connection highly valuable. Very efficient and interactive. What a great opportunity. Great. I usually dislike ‘talkfests; and resisted attending. James, you did an outstanding job. Relevant and useful.</p>	<p>Average rating – 4.2 Well facilitated</p>	<p>Average rating – 4.6 The first time I have known multiple organisations come together from a Newman population.</p>	<p>Average rating – 4.4 Great opportunity to discuss with other community people what we need to have happen. Good ideas and ability to share ideas with others.</p>

Qu. 2 Forum content and presentation – was it relevant and useful?

Karratha	Hedland	Newman	Tom Price
<p>Very well facilitated. I enjoyed the process and momentum throughout the day.</p> <p>Presentation of outdated data can be misleading and dangerous.</p> <p>Good variety of speakers and breaking up activities.</p> <p>Increased focus on pre-school years and importance of 0-5 (early interventions).</p> <p>Yes – a little out of our particular context.</p> <p>Attendance data 2018, outdated. Panel – very engaging, loved the blend of personal and professional.</p> <p>Great to have background (Telethon Institute) and using collective wisdom in the room.</p> <p>Very relevant for our area.</p> <p>Good networking opportunity and sharing ideas.</p> <p>Very useful and good representation from schools and other agencies.</p> <p>Relevant, good opportunity to network and meet other locals.</p> <p>Very relevant.</p> <p>Very relevant.</p> <p>Well presented.</p>	<p>Yes</p> <p>Great information</p> <p>Useful to hear the views of each agency, bit disappointing that health was not present</p> <p>Very useful. Education and children safety are the key.</p> <p>Yes very useful.</p> <p>Particularly enjoyed Roz Walker.</p> <p>Yes, I think key, relevant issues were voiced by all.</p> <p>The forum presentation was good and the group work was very comprehensive. I really enjoyed the panel interviews.</p>	<p>The topics are relevant. Good open forum non-judgemental.</p> <p>Yes, helpful.</p> <p>Very interesting and worthwhile.</p> <p>Both relevant and useful.</p> <p>Yes very useful.</p> <p>Wonderful and thank you.</p> <p>No bigger issue that needs action.</p> <p>Very relevant and highly useful to our discussion.</p> <p>The content from Roz Walker and Caroline Cooke was very helpful.</p>	<p>Outdated statistics not relevant when current ones are available</p> <p>Yes, provided good discussion around the issues</p> <p>Very relevant. Looking forward to seeing what happens next</p> <p>Yes it was. Changed some ways of thinking and doing.</p> <p>Yes. Relevant questions to promote relevant answers for local input.</p> <p>Highly relevant and a useful starting point for us.</p> <p>Very useful providing impact in collaboration.</p> <p>Yes, great, let's see where it leads.</p> <p>Very useful and informative, really liked the strengths based approach thinking.</p> <p>Extremely useful and found it a brilliant opportunity to re-engage with other services under a shared purpose.</p> <p>Relevant topic.</p> <p>Relevant – hard to see presentation.</p> <p>Yes, will be great to see outcomes of all workshops.</p> <p>Yes, covered current and relevant information.</p> <p>Certainly felt voices were heard.</p> <p>Ready and relevant.</p>

Qu. 3 Did you get enough opportunity to share your own thoughts with the meeting and hear from your peers?

Karratha	Hedland	Newman	Tom Price
<p>Not really. The groups were often too large, the issues too complex and time allowed too short. In group discussion. More structured discussions time to further develop or refine ideas. Not really. It was a bit rushed which didn't facilitate everyone being involved. A little rushed especially Q&A times. Yes – sharing session too short in the breakout. Use of different strategies encouraged interaction and maintained energy. Take home contact list would be amazing. Breakout sessions were very useful. Very interactive. The 'pairings' were very fast and felt that some ideas may have got lost.</p>	<p>Lots of input time. Yes in the small groups. Yes, workshop allowed for lots of group work, sharing of ideas and positive negotiation to reach a common ground. Yes the process structured/facilitated this very well. I would have liked another panel so that the presentation was more dynamic and gave the opportunity to hear from different stakeholders.</p>	<p>I would like to hear the radical ideas from everyone and see some transpire. Very enjoyable. Great/diverse range of participants to meet and speak to. It was great meeting so many new people. Thought the process was a good mix of individual, group and collective thinking and sharing. Good collaborative processes. Smaller groups better as larger groups become dysfunctional. It has been an excellent opportunity to hear from different groups. The sharing of ideas was so rushed and it was hard to actually build rapport.</p>	<p>Yes, individual ideas and group sharing Yes very well balanced Yes. I do think that the group could share all day. Was high energy and a collaboration of many great ideas Easier in small groups rather than bigger group settings so yes opportunity was there. Most of the time. It was rushed. Yes, well balanced dialogue. Yes and learnt a lot. Excellent processes/facilitation. Very collaborative and equal opportunity. Yes. Forum/proceedings and plan worked well, everyone had an opportunity to share their thoughts. Absolutely.</p>

Qu. 4 What do you think worked well?

Karratha	Hedland	Newman	Tom Price
<p>The balance between hearing speakers, talk at tables and moving around worked really well.</p> <p>Event conceptualisation – brilliant brainstorming opportunities. Great opportunities to interact.</p> <p>The cooperative learning strategies used were engaging, relevant and sparked discussion.</p> <p>Whilst the forum gave the impression of being open-ended (discussion wise) I liked the way it was steered towards attendance at school.</p> <p>Facilitator was good, kept everyone engaged.</p> <p>Sharing.</p> <p>Lots of group work/discussions.</p> <p>Going around tables and discussions with others.</p> <p>Facilitating large group. Conversation etiquette. Bringing stakeholders together.</p> <p>Encouraging collaborative thought.</p> <p>The interactive nature.</p> <p>Panel, movement, discussion.</p> <p>Open conversations and switching seats.</p> <p>Panel Q&A.</p> <p>Cross-pollination of service providers/ perspectives.</p> <p>Facilitated conversations and the mixing up of different agencies.</p> <p>Collaboration and collective discussion around a common theme.</p>	<p>Clear direction of tasks.</p> <p>Group discussions – great idea – meeting other services that I can connect with.</p> <p>The very specific (and well directed) group activities that built on each other.</p> <p>Conversations and processes.</p> <p>Peer discussion.</p> <p>Break out groups, networking.</p> <p>Brainstorming sessions.</p> <p>Brainstorming</p> <p>The panel</p> <p>Group work. Staged approach – worked through stages throughout the day to get to an outcome/action.</p> <p>Interactive activities generated good discussion</p> <p>Networking and sharing ideas quickly. Hearing other organisations perspectives</p> <p>Different types of collaborative opportunities</p> <p>Networking opportunities, different method of sharing ideas, panel talking on attendance</p> <p>Turbo/snowball</p> <p>Balance between hearing people speak and collaborative discussion</p>	<p>The snowballing was a good technique and the ideas generated were interesting.</p> <p>Good venue and attendance. Glad that mic was used so we could hear everyone.</p> <p>Thinking like a child.</p> <p>Thinking from a child’s eyes. Group work.</p> <p>Networking and collaboration.</p> <p>I thought the turbo meeting and conversations were excellent. I loved getting to talk and LISTEN to so many others.</p> <p>Group discussions.</p> <p>Ability to share/innovate. Process orientation.</p> <p>Panel, presentation from PS Principal.</p> <p>Starting with your own ideas and expanding ideas into groups.</p> <p>Panel! Enforcing collaboration between agencies through enjoyable activities. Strengths between each person from diverse backgrounds.</p> <p>Sharing.</p> <p>The forum was well-structured, good questions. I liked the mix of facilitation techniques.</p> <p>Collaboration amongst different agencies within the community.</p> <p>Small groups.</p> <p>Activities and processes.</p>	<p>Knowledgeable presenters and commitment from group</p> <p>Changing groups often, being able to discuss ideas and network with a variety of people</p> <p>Ensuring people from different areas worked together</p> <p>Groups starting small and building up to share ideas</p> <p>Mixture of activity based approaches allowed for different input.</p> <p>Allied services around a table together.</p> <p>Snowballing ideas.</p> <p>Structure of individual ideas, pairs and group statements = “groupthink” and got many ideas out.</p> <p>The breakout group activities: pairs – groups. Entire statement of purpose. James’ facilitation was excellent.</p> <p>Collaborating.</p> <p>Snowballing activities. Turbo structure – focussed discussion.</p> <p>Inclusiveness and activity based.</p> <p>Discussion by many different providers.</p> <p>Open forum where everyone had an opportunity to give their thoughts.</p> <p>The group breakouts.</p> <p>I really liked the way that you moved groups – shared information – got to meet different people.</p>

<p>Different speakers, different perspectives.</p> <p>Venue was good. Moving around in group work and discussing with different people was valuable rather than staying at the same table.</p> <p>Lots of opportunity to network.</p> <p>Presentation style – very interactive.</p> <p>Collective purpose.</p> <p>Engagement of participants.</p> <p>Bringing together multiple agencies to share ideas and generate possibilities.</p> <p>Making people move and connect.</p> <p>Collaborating/communication with other agencies. Lots of representatives from schools was good.</p> <p>Brainstorming ideas.</p> <p>The panel. The structure and process.</p> <p>The opportunity to discuss and share ideas and thoughts. Having the data and evidence.</p> <p>Collaborative exercises, lots of opportunities for sharing ideas, discussing challenges.</p> <p>Facilitation of breakout sessions and making sure we were with different people.</p> <p>Moving around the room, talking to new people and companies.</p> <p>Moving us around worked well – increased collaboration, raised accountability. The panel was very interesting.</p> <p>Lots of layers of experience and representation.</p>	<p>There was a really good mix of different stakeholders and organisations</p>	<p>Well facilitated and productive.</p> <p>The activities enabled sharing of ideas, possible initiatives and network opportunities.</p> <p>The whole day worked very well.</p> <p>The presentations from Roz and Caroline.</p>	<p>The extensive collaboration. View from the child’s perspective.</p> <p>Collaboration. Loved the snowball process. Certainly challenging and more so could see how this process could work very well towards common goals.</p> <p>Processes for sharing. Pace. Panel – participants open and honest.</p> <p>There was a good balance of discussion and listening. Panel great.</p> <p>Activities – snowballing and collaboration. Flowed really well.</p> <p>Group discussions and consensus.</p> <p>Collaborative thinking and planning.</p>
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<p>Snowballing – got people moving and sharing. All facets worked well. Open forum where people can share thoughts and experiences. Interaction. James' guidance. Snowballing exercise.</p>			
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Qu. 5 What do you think did not work so well?

Karratha	Hedland	Newman	Tom Price
<p>Overall fantastic event. Maybe provide an area to have brochures/ material to raise awareness of other organisations.</p> <p>During the asset mapping, when we moved from our core group, the instructions were a little unclear and our group may not have got the most out of it.</p> <p>The panel discussion as there was no apparent outcome flowing from it. Some presenters didn't manage to finish all slides. Curious about the content missing. Perhaps a bit longer to cover these.</p> <p>Not enough time to finish discussions. We need more Aboriginal representation. Some activities were rushed or not enough time for questions.</p> <p>The rush.</p> <p>Room was very loud, could hardly hear. Information overload.</p> <p>Timing and room layout given that we had to move around the room.</p> <p>Time – too short for questions.</p> <p>Too rushed. Not enough opportunities to contribute to overall discussion.</p> <p>Limited time to solidify actions.</p> <p>More presentations from Aboriginal and young people.</p> <p>Context for <u>all</u>.</p> <p>Will be interesting to see what tangible actions there are.</p>	<p>Not enough of others opinions or heard. A lot of people kept speaking repeatedly.</p> <p>Cold.</p> <p>Too much chatter – not enough focus.</p> <p>The hard data was given but could not be referred back to during discussions. Would have liked a handout.</p> <p>Nothing</p> <p>Panel questions</p> <p>Ideas were very broad, not specific enough solutions</p> <p>Some panellists did not feel comfortable</p> <p>Potentially more time for networking e.g. longer breaks</p>	<p>I would like more information on the outcomes.</p> <p>Young people should be in attendance.</p> <p>It was all great.</p> <p>Group mixing – not everyone crossed over enough to share.</p> <p>People learning – could it be condensed into a half day?</p> <p>Not all agencies invited, attended forum.</p> <p>Rep from the private sector eg BHP.</p> <p>Representation from young people would be good.</p> <p>How do we get more community representation?</p> <p>The process of information gathering – this felt extractive. Lack of introduction around the room.</p>	<p>Not having the Telethon presenter Data session would have been great to have Roz Walker here to attend to the data</p> <p>It was disappointing not to have the 'expert' presenters for certain sections. I can understand why but it was disappointing.</p> <p>Clear direction in outcome of activities.</p> <p>It is now about the level of follow through.</p> <p>Needed more time in groups, people had really good experience to share.</p> <p>It was freezing cold.</p> <p>Cannot fault.</p> <p>Getting an action plan to move forward on. Steps broken down.</p> <p>Responsibilities delegated i.e. where to from here.</p> <p>Lunch/breaks too long.</p> <p>Telethon slides – couldn't see them due to lights on – too much info to digest.</p> <p>Not enough time for discussions.</p> <p>Some misunderstanding on what was required at times.</p> <p>Not all about RTIO doing the wrong thing or about RTIO not doing enough. Other stakeholders/ businesses/ contractors too.</p> <p>More time.</p>

<p>Unclear on the next step and the timeframe for action and how we 'meet' again.</p> <p>Movement in small room.</p> <p>Not any solutions, ideas to tackle issue in pre-school families.</p> <p>Fast pace. Handouts of information provided.</p> <p>Table facilitation – not as structured as it could have been. Timeframe to discuss was brief at times.</p> <p>Very fast paced – more discussion time.</p> <p>Conversations drifted from focal points but was to be expected.</p> <p>Somehow let everyone know who everyone was – big nametags would really help.</p> <p>I would have liked more Aboriginal people present.</p> <p>Might be good to ask agencies how they intend to collaborate differently or better in the future.</p> <p>More salad at lunch.</p>			
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Qu. 6 What do you suggest we do different?

Karratha	Hedland	Newman	Tom Price
<p>Put suggestions into action and back up with a next event to chart progress.</p> <p>Name tags stating the part of the community they are from.</p> <p>Much less 'dancing' around the room. It may be thought as being good for exchange of ideas but there must be a better way.</p> <p>Expand the panel.</p> <p>Need more time for questions.</p> <p>Provide more time to communicate in the shorter activities.</p> <p>Possibly larger room, tables more spaced out.</p> <p>Prescribing collaboration to ensure good spread of perspectives in every group i.e. have a table plan and pre-select groups.</p> <p>Different layout or clear instructions on expectations. More time for questions/discussions.</p> <p>More time for questions.</p> <p>Slightly longer or different format to facilitate audience participation.</p> <p>Deliver session over a series of time points (eg break into 2 ½ sessions).</p> <p>More time spent on actions – it was very confusing process from the group.</p> <p>Timing was good.</p> <p>More trust building before opinion/experience sharing in group activities.</p> <p>Less moving around tables/groups.</p>	<p>Limit repeat speakers' floor time.</p> <p>Bring stronger focus to discussion</p> <p>Have everyone introduce themselves and what they do</p> <p>Shorter lunch break</p> <p>Work on specific actions more</p> <p>Nothing, liked new format</p> <p>More time for questions</p> <p>Look at the diversity between "mainstream" and "at-risk" kids and their roles in the community</p>	<p>Shorter time. Full day is too long, lost many participants in the second half where discussions were made.</p> <p>Have a two day forum.</p> <p>Young people should be in attendance.</p> <p>Participants to bring in survey question results asked of children to share.</p> <p>More context and information of what exists – getting groups to read out their assets they have come up with to share with the group. Getting a quick win and blue sky idea so that there are smaller, tangible actions and bigger ideas as solutions.</p> <p>Find out who is in the room (organisations) from the start. 10 mins at the end to explore a great idea you've heard from another person before you leave.</p> <p>There's quite a lot of work already being done in town and it would be good to start where we are at rather than generic start.</p> <p>Name tags – where from.</p> <p>Suggest a plan for moving forward with the information we have gathered.</p> <p>Good starting point.</p> <p>I think it was well paced.</p>	<p>Get an idea of who was in the room and where they worked/role.</p> <p>Use this forum to build on what was discussed today.</p> <p>Panel worked well. A forum of services provided would be good – help to increase collaboration/access.</p> <p>Covering two towns (Tom Price and Paraburdoo) I would have liked an opportunity to also break off into specific town groups to discuss our specific ideas.</p> <p>Buy in after the forum. Exchange of emails, contacts etc. How each person can help?</p> <p>Icebreaker – who's who?</p> <p>Would have liked some extra time for the panel discussion.</p> <p>Would like to work longer towards goal setting.</p> <p>Videos with examples.</p>

<p>More Aboriginal members should have been at the workshop. Also young children. A little more time. More Q&A sessions, very eye-opening Representation from young people. Happy with the format, it worked well. Allow more time – perhaps a full day. More Principals to attend</p>			
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Qu. 7 How can we improve the Forum?

Karratha	Hedland	Newman	Tom Price
<p>Provide all attendees contact details of all other organisations for networking opportunities.</p> <p>More industry reps eg Woodside, Rio Tinto.</p> <p>Overall I think it was good.</p> <p>Actions.</p> <p>More often!</p> <p>Involve more Aboriginal people. More pre-school input.</p> <p>Bit more time to interact.</p> <p>More time – two days.</p> <p>It was a great forum, keep up the good work.</p> <p>I think it was great – looking forward to hearing about the other forums.</p> <p>More food.</p> <p>Real time data collection through text messages.</p>	<p>See above.</p> <p>Provide presentation handout.</p> <p>Space for flyers of services</p> <p>Actions list of 10 points at end of presentation</p> <p>Would have liked to hear more from Roz Walker</p> <p>Potentially break down the health, education, law enforcement organisations to discuss relevant information/swap issues and ideas</p>	<p>Try to include community members as well as service providers.</p> <p>Explain real numbers around funding to be applied toward strategies in Newman.</p> <p>Getting some of the kids involved.</p> <p>Having some youth attend for some of the meeting, maybe just to be able to ask questions to them.</p> <p>Connecting people and service provision.</p> <p>Handouts, research info etc.</p> <p>Would love more presentations from local community leaders e.g. principals. Even an additional forum with other members – great hearing from the community.</p> <p>Name tags.</p> <p>Great to have more people.</p> <p>Don't change things that don't need fixing.</p> <p>Community and youth involvement.</p> <p>Wider community representation e.g. Police.</p> <p>A positive way forward is to continue this momentum.</p>	<p>Preface forum with conversations from local kid, kids from the Pilbara, to set up head space of discussion.</p> <p>I was so freezing during the day. It did get sorted but was so hard to focus initially as all machines noisy and freezing. Difficulty to concentrate, did improve.</p> <p>List of skill set that are in the room.</p> <p>Areas of experience and expertise.</p> <p>Targeting different groups? e.g. marginalised families, groups.</p> <p>External stakeholders at a higher level?</p> <p>The only thing was volume of voices.</p> <p>Even more stakeholders e.g police.</p> <p>Involve local business/industry.</p>

Qu. 8 What topics would you like to see covered at future forums?

Karratha	Hedland	Newman	Tom Price
<p>Anything topical to the Pilbara. Many great issues/challenges raised today. Overcoming barriers to attendance. How to engage the community in community issues and challenges. Understanding Aboriginal culture and tradition. Early childhood education. Continued conversations that lead to meaningful action and support. Radical brainstorming and exploring feasibility. Importance of early years (0-5) and early intervention and need to build in culture of school attendance, pre-school. Exploring how to change public opinion and mindset around parenting responsibilities. Youth leadership. Partnership principles. West Pilbara Plan. Pre-school aged children – access to health and education. Attendance and community harm – any connection? Culture. Youth perspectives/voices. More action plans. Youth at risk – policy makers understanding, young people leaving care. Mental health. Youth Services.</p>	<p>Just follow on from what has taken place. Future &/vs current initiatives to tackle the issue of disadvantage. Child safety overall and how we can work together to achieve this in a way that ensures empowerment of parents/carers to achieve this on their own with natural family supports into the future. Early childhood and maternal health (0-4 years) Health access and cheap food access A focus on a particular age range ie 0-4 years, 4-8 years as issues are all quite different Support for <u>all</u> parents in the Pilbara</p>	<p>Pre-school attendance – develop interest in school ages 0-3 years. Focussing on attendance, impacts of trauma on kids. Also we need to discuss the impact of alcohol on our kids. Evidence based info/case studies – success stories etc – connections with families – community building. Health services. Building on this forum to drill down on actions. 5 min presentation on organisational overview from each agency invited. Feedback about the outcomes would be good. Youth issues, general community services. Follow up on today to make things happen! Youth services in town – what’s on offer? First steps – action. How do we quickly take action and not get together again for 6 months and no moving forward for today. What is actually working in schools? Engaging communities. Social impact community development to make a real difference.</p>	<p>Examples of what has worked in other communities – worldwide. Unpack the strengths of each scenario. Other professionals sharing/speakers. Specific case studies of what is working with evidence. Health services involvement in community. Services in town, what they provide, target groups, boundaries of service provision. Mental health – case studies and more information on what other regions of the Pilbara are doing. What role are the major employers like RTIO doing to support this at the moment. Health services. Wellbeing and community cohesion. I would like to see this topic continue until we are at resolution. Would love to see some ideas turn into outcomes! Keep the talking going so change occurs through the process. Keep going – what’s next. Trauma and effect on children. Penalty vs reward for attendance</p>

Appendix 2 - Onslow GHCP Forum – 4th September 2018

EVENT 2

Pilbara for Purpose Forum, Onslow: With Commissioner for Children and Young People WA

Tuesday 4 Sept 2018

Forum 8:00am - 2:00pm

Venue RM Forrest Memorial Hall Shire office, Second Avenue, Onslow


In September, we are bringing our next "Conversations Connecting the Pilbara" Forum to Onslow. The theme of the forum will be growing healthy children in the Pilbara with a particular focus on Onslow. The forum will include dialogue with Colin Pettit, Commissioner for Children and Young People WA, and a panel discussion focused around how we can create a bright, healthy future for the children of Onslow and the Pilbara. The forum is open to all organisations/individuals with an interest in growing healthy children in the Pilbara.

\$25 P4P Members (plus GST) For Registrations, please contact Karen Armstrong at
\$50 non-members (plus GST) 0456 382 351 or via email at pilbara4purpose@gmail.com

 **Pilbara for Purpose Inc**
For Purpose. For Pilbara. For People.

 **PILBARA**
DEVELOPMENT COMMISSION

 **WACOSS**
WA COORDINATOR OF SOCIAL SERVICES

 **lotterywest**

 **WAPHA**
Western Australian Primary Health Alliance

WACOSS Not-for-Profit Capacity Building Opportunities are kindly supported by the Pilbara Development Commission and Lotterywest.



List of Participants at Onslow Forum

Chevron	Erin Glancy	erin.glancy@chevron.com
Chevron	Hazel Harley	HazelHarley@chevron.com
Chevron	Belinda Heiderich	-
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WA Police	Nev Dockley	-
Parkerville	Amanda Paton	-
RSRU	Vicki Jack	-
RSRU	Casey Mitchell	-
RSRU	Sally Roworth	-
Shire of Ashburton	Narelle Coates	-
Thalanyji Foundation	Kate Webster	kate.webster@thalanyjifoundation.org.au
Thalanyji Foundation	Sharon Cannella	-
Thalanyji Foundation	Warren Cross	-
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VSwans	Kaiden Matera	-
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Yaandina	Michelle Adams	-
Yaandina	George Devereux	-
Yaandina	Harding (Morgan) Leaf	-
YIC	Vicki Tree Stephens	ceo@yic.com.au
WACHS	Liz Bradshaw	-

Forum Group Discussion Summary

Appreciative Inquiry Process – Growing Healthy Children and Young People in the Pilbara (Onslow).

This process had three stages of discussion:

Report 1:

- 771. What is strong/what is working in the community?
- 772. What gets in the way of growing healthy children?
- 773. Low cost/no cost solutions

Report 2:

- 774. Triggers
- 775. Impacts
- 776. Advocacy

Report 3:

- 777. Types of advocacy
- 778. Issues
- 779. What is needed?
- 780. Barriers to effective advocacy

Report 1.1

What's strong? What is working?	<p>Collaboration and communication Child safety team meetings Attendance plans Secure and safe school PBS school Communication with families Tailored education programs Deadly Sista Girlz Youth engaged and lining up at youth centre Mentor visits No school no pool Equality Common community goal to withstand turnover – for development</p>
What gets in the way of growing healthy children?	<p>Communication, consistency, frequency and integration of services (including visiting services) Turnover of 'effective' staff D+A FDV Onslow doesn't have population base to attract services Communication from visiting service providers - planning and MOUs</p>
Low cost/ No cost solutions to barriers	<p>Build coordination and capacity within existing groups/forums (CST, RMF). Identify an Onslow Rep to attend Regional Managers Forum to advocate for Onslow Coordinate case management Coordination and planning of government and other visiting services Identify unconscious biases. Behave better. Government contacts to understand reality of outcomes. Develop resilient families – responsible for change – and resilient service providers.</p> <p>School extends beyond education to provide a safe and secure school through strong community and family communication and collaboration.</p>

Report 1.2

What's strong? What is working?	<p>Sense of belonging – safe, familiar faces Commitment to make a difference Strong families – routine, on board Education (school, services, informed parenting) Well resourced – programs, facilities Strong connection to culture Outdoor lifestyle (sporting, land, fishing etc.) Sustainability Fail forward Capacity to co-design services that deliver outcomes</p>
What gets in the way?	<p>Trust in the services – local people, culturally appropriate Lack of understanding of local context – look locally, family centred DI/DO – remoteness – place based services Lack of collaboration – more open to services Community capacity – look at ways to build it, start small</p>

	<p>Drug/alcohol abuse</p> <p>Lack of resources</p> <p>Communication</p>
Low cost/no cost solutions	<p>Commitment to make a difference</p> <ul style="list-style-type: none"> - Education - Routine - Healthy families - Be on board <p>Community capacity</p> <ul style="list-style-type: none"> - Collaboration - Start small - Open to services - Community buy-in - Communication

Report 1.3

What gets in the way?	<p>Lack of education</p> <p>Lack of knowledge</p> <p>Lack of resources/funds</p> <p>Lack of support/services</p> <p>Lack of family support</p> <p>Lack of cultural awareness/engagement</p> <p>Contradiction of values and understanding (cultural clash)</p> <p>Isolation and under resourced</p> <p>Bureaucracy</p> <p>Lack of nutrition</p> <p>Funding needs to be more than just outcomes</p> <p>Organisations working in silos</p> <p>Lack of coordinated services</p>
Solutions:	<p>Identify their passions/interests</p> <p>Healthy homes</p> <p>Supportive partners</p> <p>Routines, structure and boundaries</p> <p>Children are motivated</p> <p>Trusting relationships with peers, teachers and external providers</p> <p>Enjoy school, VSwans, Wirra</p> <p>Experience is personal and tailored to their needs</p> <p>Supportive communities - training (local businesses and opportunities), as a whole, no school, no pool</p> <p>Engage in extra-curricular activities</p> <p>Access to various programs – camps, mentoring, scholarships</p>
Gaps in services	<p>D and A</p> <p>Mental health – child and adult</p> <p>Home help</p> <p>Family support</p> <p>Full time doctor</p>

Summary for Healthy Homes

- Lack of education
- Lack of cultural awareness/engagement
- Violence
- Lack of resources/funding
- Drugs and alcohol

- Basic needs met i.e. food, shelter, clothing, bedding, medical
- Routines and structure
- Support services
- Collaboration with all service providers including services that visit Onslow. Stop working in silos.
- Mapping what services are already here/visit and then identify gaps and see if others can help under existing contracts
- Community/volunteer involvement
- Identifying corporate sponsorship to work with volunteer programs

Report 1.4

<p>What is working</p>	<p>Interactive and passionate schools</p> <ul style="list-style-type: none"> - the environment, - it's fun and welcoming - it's a safe space <p>Youth Services</p> <ul style="list-style-type: none"> - excellent role models - caring and safe - able to be themselves - meeting basic needs – a feed - provides an opportunity in physical community hub to engage in different ways with community <p>General community support</p> <ul style="list-style-type: none"> - whole community vision wanting the best for their children <p>Wrap around supports</p> <ul style="list-style-type: none"> - strengthen family - targeted response - individual targeted <p>Great community utilities</p> <ul style="list-style-type: none"> - growth and investment by local businesses, government to provide for community e.g. basketball court, skate park, pool <p>Connecting locally Children/young people have ownership</p>
<p>Barriers/ what gets in the way</p>	<p>Distance</p> <ul style="list-style-type: none"> - isolated - poor cousins in Pilbara - Need to create ground swell - Patience needed to meet the needs of the group/community to build trust/connection <p>Centralised services</p> <ul style="list-style-type: none"> - drive in drive out services - cost prohibitive - more than overnight trips - no relationship or connection - lack of trust - no continuity - lack of coordination - lack of communication <p>Lack of flexibility – outcomes based</p> <ul style="list-style-type: none"> - relationship building important. Govt/services need to be patient when building service provision - resilience - shared training
<p>Solutions</p>	<p>pilot programs – ongoing funding</p>

	<ul style="list-style-type: none"> - going back to govt/local proving need - understanding programs - flexibility of funding <p>Collaboration of services</p> <ul style="list-style-type: none"> - pooling local resources - shared vision <p>Strengthening families with targeted responses and consistent ongoing support</p> <ul style="list-style-type: none"> - collaborative community response - improved communication - influencing up as a community - face to face - patience with process and outcomes - community led and coordinated programs - sustainability
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Report 1.5

What is working	<p>options/programs for young people (VSwans) Support in community (volunteers) Further engagement/develop strategies/opportunities (Thalanyji) Good news/success encourages helping People caring – nurturing – mentor Healthy minds, healthy adults = healthy child Pathways – education – opportunity to grow and develop interests of the child</p>
What gets in the way	<p>Opposing interests of groups/agencies Bureaucracy Resources – under financed (at time of prosperity) Dysfunctional families Lack of coordination</p>
Low cost solutions	<p>Volunteer champion working at strategic level representing groups</p>

Report 2.1

Triggers:	Sensory stimulus that invokes a memory <ul style="list-style-type: none"> • Smells • visual stimulus • situations • someone else's distress • mirrored experience
Impacts:	Mistrust (ability to express self) Impulse control issues Aggression – fighting, criminal behaviour Self-harm Poor self-esteem/ grandstanding Withdrawal – truancy Drug and alcohol – normalising behaviour Shame Lying Poor school attendance
Advocacy:	Listening Non-judgemental Knowledge to provide support Self-awareness Signposting (holistic) Strengthen to challenge and support

Report 2.2

Triggers:	Sound Smell Touch Witness or exposed to conflict Environmental Resemblance of perpetrator Significant life events – birthdays, Christmas Sudden movements
Impacts:	Lack of trust Unkempt e.g. hygiene and physical presentation Behaviours Disengaged Story telling Emotional regulation – impaired Drugs and alcohol Self-harm bullying

Report 2.3

Triggers:	<p>authority sensory Environmental Emotional Social situations Certain people Time/date</p>
Impacts:	<p>Withdrawal</p> <ul style="list-style-type: none"> • Disengagement • no emotional regulation <p>Significant behavioural change</p> <ul style="list-style-type: none"> • Risky behaviour • Over reactive behaviour • Breakdown in relationships • Mimicking behaviour (of neglect/abuse)
Advocacy:	<p>Assisting on behalf of Representing someone's interests Overt or covert Supporting in change Brokering/seeking assistance Group planning VSWans – system advocacy</p> <ul style="list-style-type: none"> - Part of children at risk meetings - Referral processes - Team advocacy with other GOs and NGOs <p>Tricky boundaries</p> <ul style="list-style-type: none"> - Trust, rapport - Alienation - Referrals not completed to clients expectations - Chain reaction/reliance

Report 2.4

Triggers:	<p>Yarning Smell People Movie Storytelling Sound Visual cue Taste Feeling Memories Touch (positive or negative) Stimulation/context Animals Substances Place Song</p>
Impacts:	<p>Disconnected Disengaged Angry</p>

	<p>Scared Drug/alcohol/VSU Mistrust Unresolved grief and loss Bullying – perpetrator or victim Fear Inability to regulate emotions Interaction with Justice Seek like-minded associates (safety in numbers, belonging) Adverse childhood experiences Inability to establish and maintain functional relationships Safe places – made unsafe, like unsafe?</p>
Advocacy:	<p>Empathetic Think outside square Listen to understand Know your networks Trust based relationships Guide others through THEIR journey Help their voice be heard</p>

Report 2.5

Triggers:	<p>Negative memories – sensory images New trauma – sounds Aggressive behaviour Any psychological event Dates Specific people Grief Experiencing healthy relationships Long term psychological trauma – causes degenerative brain and physical dysfunction</p>
Advocacy:	<p>Be the voice Talk for someone who can't talk for themselves Stick up for those who can't themselves Support Don't have to believe Putting people first Build relationships Communication and trust Supervision Ethics</p>

Report 3.1

Types of Advocacy	Professional/organisational advocacy Self-advocacy Individual advocacy Community advocacy Meta advocacy Legal, medical advocacy Developmental advocacy - voice
Issues to consider:	Cultural Gender Puberty Complexity of confidentiality Power and how it is exercised Attachment seeking behaviour
Needed:	Internal team training Certain expectations Strong supervision structure
Barriers to effective advocacy:	Ethical/moral dilemmas galore Financial/ funding Funding flexibility and values of organisation Thinking you know what they need Clash of cultural constructs Personal vs professional biases

Report 3.2

Advocacy:	Supporting someone to achieve their goals, needs and rights Being the voice for someone so they are heard Facilitating two way communication
Types of advocacy:	Individual Groups Self Staff Community Recreation education
Barriers:	<ul style="list-style-type: none"> - Confidentiality - professional boundaries - emotional intelligence, - legal - policy and procedures - limitations to role

Report 3.3

Barriers to advocacy:	<p>organisational/operational</p> <ul style="list-style-type: none">- policy and procedures- review and reflective practice- continuous improvement- business – inability to gain situational awareness <p>Professional</p> <ul style="list-style-type: none">- Professional learning/acclimatisation- Self-awareness <p>Cultural</p> <ul style="list-style-type: none">- Respecting difference, walking in others shoes, mutual dreaming <p>Psychological - relationships</p>
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GHCP Onslow Forum Evaluation

How would you rate the overall Forum?	Average score 4.75 out of 5 Great forum to all come together and discuss Well facilitated Well rounded with ample opportunity to participate, listen, learn and comment
Workshop content and presentation – was it relevant and useful?	Average score 4.29 out of 5 Yes – 9 times Great conversation Yes, fantastic, really enjoyed Very informative and useful Yes, good foundation for further conversations to occur
Did you get enough opportunity to share your own thoughts with the meeting, and hear from our peers?	Yes, however, better for those with connection to Onslow Ample opportunity Definitely, opportunity for more, however, need to share the floor
What do you think worked well?	Open and honest discussions Conversational setting to encourage constructive sharing of thoughts and ideas Time to have conversations Merging of ideas from range of organisations Group work format Working with different organisations on table activities Facilitation was on point. Diversity of people The group sharing and discussion Enjoyed agenda and interactive sessions The workshops Services from different areas Listening to ideas Enthusiasm of attendees Across-community/sector engagement Time for interaction. Discussions directing the agenda The group rotations to engage in others thoughts and ideas Participant interaction Workshopping ideas and networking opportunities Hearing from different agencies/community members
What do you think did not work so well?	“what haven’t we thought of” No whole group connection until later sessions Lack of participation from local Aboriginal stakeholders and Shire Community Development reps All went well Lack of input from youth Service delivery agencies/programs more
What do you suggest we do different?	More opportunities for questions and strategy discussion of programs that have worked well ‘Speed dating’ format Reduce the thinking time, encourage creativity Connect individuals to each other. Connect to tasks – not done. Involve the people we are talking with to come and speak Give examples of crisis management Perhaps at the end have Onslow based agencies remain for about an hour and invite a group of young people, Aboriginal adults etc. to

	<p>have a forum on the issues facing these agencies and listen to their suggestions, based on our discussions.</p> <p>Well set out and planned</p> <p>Bring in some key youth speakers</p>
How can we improve the Forum?	<p>Encourage and support diversity of services to attend</p> <p>Connect to task</p> <p>Encourage participation from young people</p> <p>Invite local families/representatives</p> <p>Cultural awareness on each community</p> <p>Invite cohort of community members when appropriate</p>
What topics would you like to see covered at future Forums?	<p>Indigenous therapy ideas to deal with trauma/ intervention</p> <p>Meaningful community consultation</p> <p>Inclusion</p> <p>Indigenous health</p>