

Families First

South East Sydney

Pacific Communities Project

Targeting families with children aged 0-5 years

FINAL REPORT

MAY 2007



Acknowledgments

The Families First Pacific Communities Project and this report were developed in consultation with the following individuals and organisations:

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Kindergarten Union Children's Services
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Schools

Arncliffe Public School	Kingsgrove Public School
Bexley North Public School	Mascot Public School
Botany Public School	Matraville Public School
Brighton Le Sands Public School	Miranda Public School
Carlton Public School	Randwick Public School
Carlton South Public School	Randwick Girls High School
Double Bay Public School	Randwick Boys High School
Eastlakes Public School	Rockdale Public School
Gardeners Road Public School	Sans Souci Public School
Hurstville Public School	Sutherland Public School
Hurstville South Public School	Tempe Public School
John Brochie Nursery School	Wiley Park Public School

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Stage 1:

Scoping report

April 2006



Background to Families First

Families First is the NSW Government's prevention and early intervention strategy to help parents give their children a good start in life. *Families First* was introduced in NSW in 1998 based on international research showing that the way we support families in the early years of their children's lives will have a lasting influence. *Families First* is building a service network that can respond to the needs of children and parents and link families to appropriate sources of support when they need it.

The key objectives of *Families First* are to:

- support parents who are expecting or caring for a new baby
- support parents who are caring for infants or a young child
- assist families who need extra support
- strengthen the connection between communities and families.

The *Families First Framework* is based on the establishment of a network of services and strategies that have demonstrated significant positive impacts on children and parents.

Planning for *Families First* in the South East Sydney region commenced late in 2002 and implementation began in 2003-04. The South East Sydney *Families First* Strategic Directions 2003 – 06 identified a range of intended outcomes including ensuring that families have improved access to a range of support services at the time they need that support.

Pacific Communities Terminology

The Pacific region includes over twenty countries and about 1000 language groups in an area of enormous geographical, cultural and economic diversity.

Pacific Nation Communities are referred to as Pacific Communities in this report. There is considerable debate over appropriate terms for these communities and which ethnic groups are included within the term.

In this report, Pacific Communities in South East Sydney refer to people who are largely from the group of islands referred to as Polynesia, including the larger, more populated nations of Samoa and Tonga, and also include members of the Maori community

Project aim

The *Pacific Communities Project* aims to build the capacity of communities to better meet the diverse needs of families from Pacific Nation Communities, herein called Pacific Communities, in South East Sydney.

The Local Government Areas of Botany Bay, City of Sydney (excluding Glebe), Hurstville, Kogarah, Randwick, Rockdale, Sutherland, Waverley and Woollahra make up the *Families First* region defined as South East Sydney.

This project targets Pacific Communities families with pre-school aged children (0-5 years) and aims to identify the needs of children, parents and other community members within this target group.

The project will be conducted in two stages including a scoping phase and an action research phase. This report documents findings in relation to the scoping phase of the project.

Project background

In April 2005, the Human Services South East Sydney Senior Officers Group agreed to fund a scoping project to support Pacific Communities in preparing their children for learning. The Pacific Communities Project was established to strengthen the connections between communities and families by focusing on the pre-conditions for learning and establishing literacy events in the home.

The project recognised the differences between the Pacific Communities and within individual communities such as new arrivals and more settled communities. It was further recognised that there were some specific projects already occurring with Pacific Communities in New South Wales and that this project should liaise with them. The projects include, but are not limited to:

- Various projects that are part of the NSW Youth Partnership with Pacific Communities
- Mana Parenting Project, part of the Pacific Island Women's Advisory and Support Service
- Complete Community Language program and Maori Culture Club in some government schools in the Sydney Region.
- Pacific Islander Playgroup.

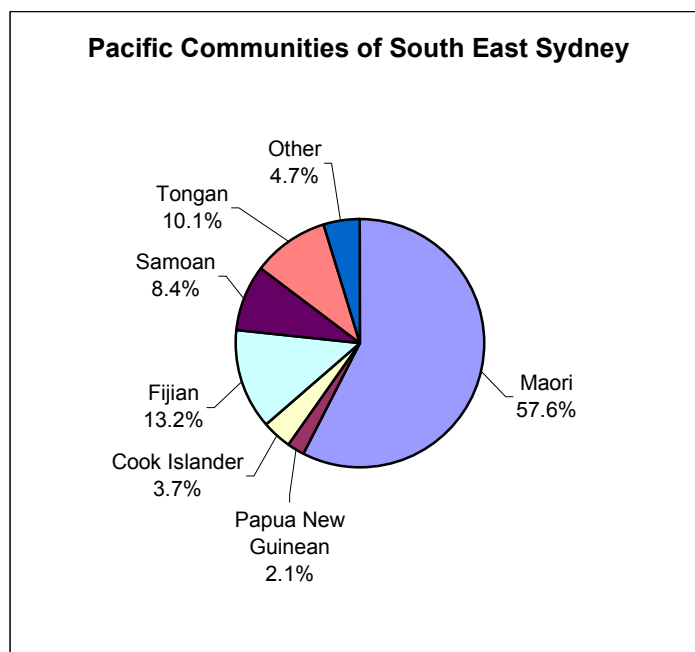
Community profile

According to the 2001 Census, 54,839 people of the total population of Sydney, identified as being of Pacific Communities ancestry. About 17% of this group or 9,420 people reside in South East Sydney. Of the 17,110 children aged 0-14 years from Pacific Communities living in Sydney, about 14% (2,315) live in the South East Sydney area.

Within the South East Sydney region, the largest population of Pacific Communities people is located in Rockdale Local Government Area (LGA) with 1899 people registered, 513 of these aged between 0-14. Sutherland Shire is also listed as having a large population of 1641 people, 462 being in the 0-14 age group. The Randwick LGA has a registered population of 1358 people, 295 aged between 0-14 and Hurstville is listed as having 1254 residents, 347 in the 0-14 group.

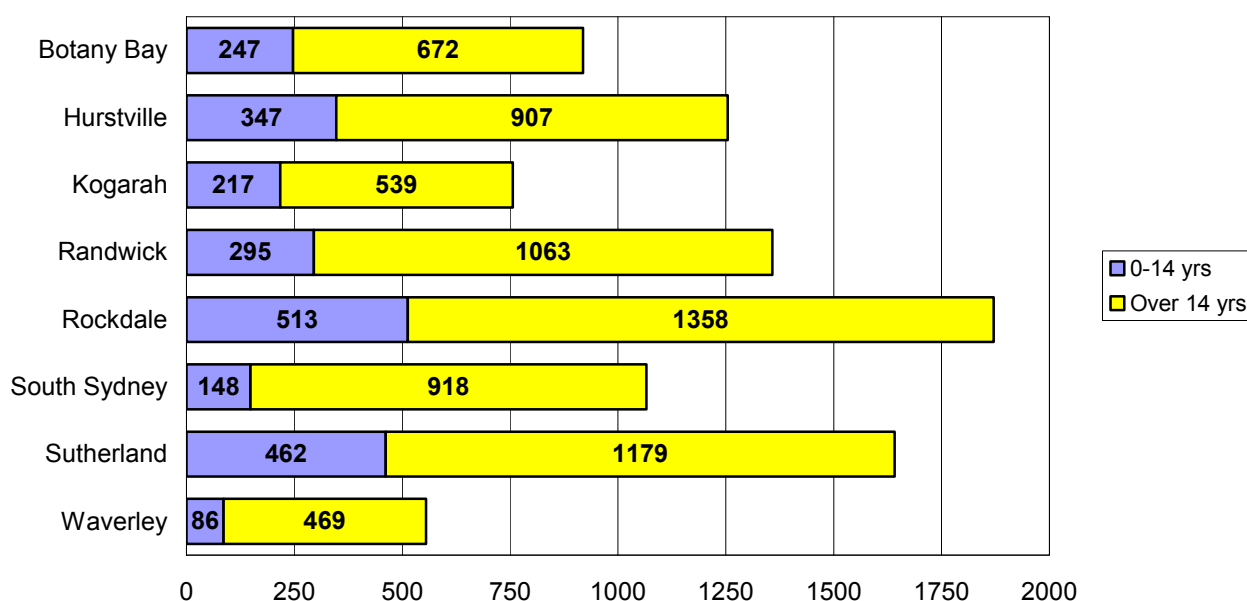
As these statistics are four years old they can only be a relative guide to the actual numbers of people from Pacific Communities living in South East Sydney. In addition, people of Maori background, particularly those who are English speaking, often refer to themselves in population surveys as being New Zealanders and therefore do not appear in statistics relating to Pacific Communities peoples.

The following two charts provide an overview of Pacific Communities residing in South East Sydney.



Includes Botany Bay, Hurstville, Kogarah, Randwick, Rockdale, South Sydney, Sutherland Shire and Waverley

Pacific Communities by age



As expected, schools in the South East Sydney area also have significant numbers of Pacific Communities students among their enrolments. Botany, Mascot, Matraville and Gardeners Road Public Schools have large enrolments of Pacific Nation students all within the Botany Bay LGA.

In Sutherland LGA, Miranda Public School has a significant group of Maori students (26%) who do not appear in statistics as students from Pacific Communities as they have enrolled as New Zealanders. Interestingly, this group speaks Maori at home and some are in need of English as a Second Language support. This under-representation of Maori speaking students in school

statistics on students from language backgrounds other than English is a trend that continues across the Sutherland area.

Within the St George area, Carlton South, Carlton, Hurstville, Kingsgrove, Arncliffe, and Bexley North Public Schools all have significant Pacific Communities student enrolments. Carlton Public School has a Maori community language program in operation.

Existing ethno-specific services

The Pacific Island Women's Advisory and Support Service (PIWASS) is an advisory and support body for Pacific women in NSW. PIWASS is located in Bankstown and provides a number of targeted services for people from Pacific Communities including a parent support program, a domestic violence community education project, a drug and alcohol research and awareness program, and an education resource exchange for students.

PIWASS is not involved in service delivery but rather in training people to deliver support services and in developing appropriate programs. By June 30th this year thirty five people will be ready to deliver Domestic Violence programs across New South Wales to the Pacific Community. Fifteen trainers are already working in the Drug and Alcohol area through the Pacific Navigators Program. As part of their *Strengthening Families Initiative*, PIWASS is training ten people in regional centres to deliver Child Protection Programs. Regional Centres being targeted are Wollongong, Lismore and Newcastle.

The recently established Regional Advisory Council based at St George Migrant Resource Centre (MRC) is made up of representatives of each of the Pacific Nations. The aim of the council is to focus on issues, determine priorities and generally animate the Pacific Communities in the South East Sydney area. The St George MRC generally has an active role in bringing together people interested in promoting the welfare and interests of Pacific Communities people in the South East Sydney area.

Churches play an important role for people from Pacific Communities. As well as the obvious function they perform in enriching in the spiritual lives of their congregations, churches are a central point of social contact for these communities. Each of the many Pacific Communities has its own church catering to their language needs. Mascot has both Tongan and Samoan congregations as does Redfern. Hurstville also has a Samoan Assemblies of God congregation. Services are conducted in Samoan and church members are drawn from all over the metropolitan area. There are many Samoan congregations in the vicinity of Sydney.

The Maori population of South East Sydney has congregations in Mascot, Redfern and Bexley but is also well represented in English speaking churches in the area.

Maintaining first language and cultural practices are important aspects of what is offered in the church setting for many people from Pacific Communities. Church services are usually conducted in the first language of the congregation and it follows that many congregations are mono cultural. English is used to include children or people who are not from Pacific Communities. Services usually extend throughout the whole of Sunday. Meals are a part of the day and constitute social contact for many families. Weddings, Christenings and Funerals are fundamental family gatherings conducted in mother tongue.

Best practice in pre-school programs for Pacific Communities

Best Practice models within the South East Sydney area are typically those pre-school programs which are delivered within the school setting and generally aim to facilitate transition to the school in which they are based. A number of these models have been operating for several years and exemplify best practice for preparing pre-school aged children, including those from Pacific Communities, for effective participation at school.

These programs include:

Eastlakes Public School

This school offers a playgroup, first set up in 1993, which specifically targets children enrolling at the school the following year. The program aims to transition children from the playgroup effectively into Kindergarten.

The playgroup is organised and run by a teacher at the school who structures the program around skills developed in a pre-school setting. Parents are actively engaged in the playgroup and relationships developed provide a valuable social link to the school for many families. In Term 3, the playgroup runs one session a week and with funding from *Families First*, the school is able to offer 2 sessions per week in Term 4, leading up to the end of the year.

This is a very well established transition vehicle and the program results in a more settled and receptive Kinder cohort. Improving Basic Skills Test (BST) results over recent years have confirmed the value of introducing children to the school setting in a more structured manner. Involving parents in this process has provided Eastlakes with a parent group that is actively engaged in the education of their children.

Tempe Public School

The playgroup at Tempe Public School is run as part of the *Inner West Play and Chat Supported Playgroup Program*. The group which meets one morning each week is organised by the Kindergarten Union. Funding comes through *Families First* and *The Benevolent Society*. Family counselling and parenting education is provided by an educator from Enmore Centacare. A teacher is also employed on this program and funded by *Families First*.

The aims of the Tempe playgroup include providing well structured play activities for a range of ages, 0-5 years. There is an emphasis on routine for the children in a welcoming atmosphere for both children and their parents. The team working on this project offers support for parents and ongoing education in matters such as parenting, domestic violence and developing sound couple relationships.

Wiley Park Public School

Wiley Park Public School began a transition program five years ago called *Leapfrogs*. Very few of the students starting Kindergarten at Wiley Park had any exposure to pre-school education. Settling into kindergarten was, for many, a difficult process that had the effect of delaying learning progress for both the students themselves and other children. The aim of the *Leapfrogs* program has been to provide children with both a structured play experience and to accustom both themselves and their parents to school routines and expectations.

A few years after the *Leapfrogs* program started, the school initiated their *Tadpoles* group with more emphasis on playgroup activities. Both programs are now well established with the result that Kindergarten is a settled group ready to learn and comfortable in the school context.

A parenting program is run at the school by Lakemba SACC (School as Community Centre) for parents while their children are attending the playgroup. Wendy Etherington coordinates activities at the Centre and has been using the Parenting Between Cultures program for some time in mixed cultural groups with some success. Wendy stresses the similar issues that parents face helps break down cultural barriers. Social contact between parents has helped build social capital in the school.

All three of these programs were initiated as a direct response to community needs. The areas in which they are based have high numbers of recently arrived people from language backgrounds other than English (LBOTE).

School expectations of LBOTE parents may cause additional stress for people coming to Australia particularly for those migrants who may be coping with trauma such as refugees or who have English as second language. These programs offer support to parents in a comfortable, non-threatening manner and also provide a means of valuable social contact for parents who may be feeling otherwise isolated. Wiley Park has received a *Community Cohesion Award* for the valuable work it has done to forge links with its very diverse community.

Best practice in parenting programs for Pacific Communities

Parenting support programs historically have not been well accessed by the Pacific Communities of South East Sydney. One program which has proven to be very successful is the *Training in Parenting Skills (TIPS)* course. In addition, the *Mana Parenting Project*, a program designed to map services for Pacific Communities families, conducted a comparative analysis of three parenting programs and identified the *Parenting Between Cultures* program as another best practice model for Pacific Communities parents.

Training in Parenting Skills (TIPS)

The TIPS program is a parenting course imported from New Zealand which is designed to provide practical ideas to help parents cope with everyday parenting issues. As part of the NSW Youth Partnership with Pacific Communities, the TIPS program has been tailored to meet the particular needs of Pacific Communities in Sydney.

The program has two phases: (i) recruitment and training of people from Pacific Communities to act as program facilitators and (ii) the delivery of workshops for Pacific Communities. In 2005, 16 facilitators were trained in South West Sydney with an obligation to deliver the TIPS program to their community at least three times. The confidence to deliver sensitive content to their own community which by its very nature brought their own parenting under scrutiny has prompted some rethinking on the part of trainers. Recent trainees have been recruited from the ranks of people already employed as community workers who have the communication skills and confidence to work at this level.

Parenting Between Cultures (PBC)

The PBC model aims to strengthen the ability of parents from culturally and linguistically diverse backgrounds to parent confidently and capably in the Australian context. The model aims to address many of the issues that face recently arrived migrant families. The model directly addresses, for example, the need for first language maintenance for developing children's identity, English language and literacy and cognitive skills. The program also approaches discipline issues through the topic, *Maintaining harmony in the family*.

The *Mana Parenting Project* found as a result of this approach to discipline and the culturally inclusive and appropriate nature of the program, that the PBC program would be an appropriate, effective model for Pacific Communities parents.

Community concerns

Two key groups were consulted about the needs of Pacific Communities with pre-school aged children during the scoping phase of the project. Namely, representatives of the Pacific Communities themselves and educators from schools with large numbers of Pacific Communities students.

In the first case, many of the members of the Pacific Communities expressed concern about the poor outcomes achieved by their children at school. In the second, many schools in the area reported that students from Pacific Communities were often disengaged learners who presented as discipline problems. Specific comments made by the two groups included:

Issues raised by members of Pacific Communities

- We need our kids to do better at school with improved BST results.
- Our kids need to be able to access opportunities to advance themselves.
- Our community workers need to be better skilled to meet the needs of our community.
- Parenting our children in the Australian context is very different to what is expected in our countries of origin.
- Our churches are important to us but they are not necessarily concerned with issues of social welfare.
- Too many of our children are in trouble with the law.
- DOCS has separated too many of our children from their families.
- Domestic violence as well as issues around drug and alcohol abuse are major obstacles to progress within Pacific Communities.

Issues raised by schools

- Social behaviours necessary to adapt to the school setting are often not in place.
- Transition from the home environment to school is in need of support.
- Critical transitions occur from home to Early Stage 1 and from Stage 3 to 4. There is a high degree of disengagement in both Stage 3 and high school settings.
- Truancy in high schools by Pacific Communities students is difficult to deal with because of problems in engaging the co-operation of families. Many principals report problems in locating parents in an emergency situation.
- A relatively small proportion of Pacific Communities students achieve well at HSC level.
- Literacy and numeracy outcomes for Pacific Communities children K-6 are still poor despite intervention measures in place.

- “We’re failing our Pacific kids in some way. They just don’t produce what we want. In regards to discipline, in some cases we dare not raise issues with parents as their answer is to beat their child.” (South East Sydney Primary Principal)
- “These students are, on the whole, not engaged academically. There is no culture of study at home.” (South East Sydney Secondary Principal)
- “Our kids hit the wall when they enter the high school environment. There is a high level of disorientation as they desperately try to adjust to six Key Learning Areas and too many teachers. This is especially true for our more challenging students. Our Pacific kids need careful transition into high school.” (South Western Sydney Region Deputy Principal)
- Many Pacific Communities students can perform well if they have bonded with a particular primary teacher and feel “at home” in their classroom. This is impossible to duplicate in the high school setting.
- Participation of students from Pacific Communities in excursions is always a difficulty because of the “note home” communication gap. Chatting to parents when they collect children is excellent as notes can be signed and money collected in an informal, friendly manner.
- The meshing of an oral culture with a text based culture creates a huge communication gap that schools are failing to bridge.

A third group consulted were church leaders. While Church leaders were concerned about the welfare of their congregations, they were often unsure of how to tackle the problems confronting them. Much of the community was not necessarily absorbed into a church community as services are usually conducted in mother tongue. Many young people do not speak their background language and as a result there was a fair degree of disengagement from church as well as a lack of identity with their culture or with the Australian culture.

All groups consulted agreed that education was of vital importance in improving work and life outcomes for Pacific Communities students. While it was recognised that playgroups and pre-schools could assist children in their transition to, and success at school, there were several problems in accessing such programs identified by Pacific Communities:

- access to transport and the cost of travel was identified as a barrier to accessing pre-schools and playgroup programs
- program information was typically provided formally and in print rather than through informal situations by word of mouth which is the preferred means of accessing information by many Pacific Communities parents
- parents and community workers expressed the need for training to better equip children for schools. Parenting programs, both to solve problems and to promote positive family relationships were identified as an area of need.

Potential locations of great need

Within the South East Sydney area, areas of growing need for Pacific Communities include Rockdale, Botany, Mascot, Matraville, Hurstville, Kingsgrove, Kogarah, Bexley, Tempe and Carlton. A number of these suburbs have large numbers of Pacific Communities children. Within the Sutherland Shire, there is growing population of people from Pacific Communities but this is comparatively smaller than the groups established north of the Georges River such as in the Botany and Mascot areas.

Recommendations

Major findings in the scoping stage of this project included:

- That pre-schools and playgroups were recognised as a potential means of improving school participation rates of Pacific Communities students, but that children from Pacific Communities were currently under-represented in existing programs. A number of access barriers were identified. The most successful of the existing programs were those models which were intended to facilitate access to the schools in which they were offered and were sensitive to the needs of culturally diverse communities.
- That parenting programs may be of benefit to Pacific Communities families with pre-school aged children, but existing programs are not well accessed by these families currently. Targeted parenting programs and those designed to meet the needs of culturally and linguistically diverse families were those programs which were best accessed by Pacific Communities parents.
- That disseminating information about services to Pacific Communities tended to be most effective when delivered orally and informally.
- That statistics on people from Pacific Communities and people from language backgrounds other than English did not always include Maori speakers and failed to accurately reflect the needs of this community.

As a result of the needs identified in the initial stages of the project, the following recommendations are made:

1. To develop and deliver a targeted TAFE program to assist parents from Pacific Communities to better meet the early learning needs of their children.
2. To establish two targeted playgroups for Pacific Communities in areas with large numbers of Pacific Communities children including Botany and Miranda.
3. To liaise directly with Pacific Communities families and organisations in the development and delivery of these programs and to skill community members as facilitators as far as possible.

Families First
South East Sydney
Pacific Communities Project

Targeting families with children aged 0-5 years

Stage 2:

Action Research Report

December 2006



EXECUTIVE SUMMARY

Project Overview

Evidence indicates that the Pacific Nations Community of NSW requires focused support in order to overcome adverse health, education, welfare and other socio-economic circumstances pertaining to that Community (Appendix 1). As a result, the NSW Government through “*Families First*” initiated the Pacific Communities Project as one of a number of projects designed to address multiple societal issues.

The approach of the Pacific Communities Project was Action Research and the methodology employed was to learn by doing and to seek understanding through networking and collaboration. The Project Brief (Appendix 2) was to determine how best to facilitate and enable capacity and competency building within the Pacific Nations Community in order to address those issues outlined above.

The Project’s target group was identified as preschool students in South East Sydney from Pacific Nations who are aged between 3 and 5 years, their parents and the wider communities in which they live.

The aims and objectives of the Project were established by way of a Stage 1 Scoping Report. The stated objectives of Stage 1 of the Project were to:

- Strengthen the capacity in the Pacific Nation Communities to support families with young children
- Strengthen the capacity of Pacific Nations Parents and Families to engage in the early learning of their children and support the transition from home to school
- Raise awareness of cross-agency professionals around cultural practices of Pacific Nation Communities
- Strengthen the capacity of cross agency professionals to work in partnership with Pacific Communities

Project Governance, Structure and Management

Governance of the Pacific Communities Project was chaired by and funded through Families First (DOCS). A Pacific Communities Project Reference Group was established for interdepartmental collaboration and through the chair, the line management of the project.

Most of the representatives came from key stakeholder groups including the Government Departments of Community Services, Education and Training, Health and three members of the Pacific Nations Community.

The Project was managed and driven by a project officer. Responsibility for staff support for the Project Officer’s fulfilment of the project brief was delegated to the Sydney Region Equity Team, Department of Education and Training.

Action Research

Strong working relationships were formed between the Project Officer and representatives of the Pacific Nations Community. This was facilitated further by the utilization of DET facilities and expertise. Additional support was forthcoming from South East Sydney Area Health Service and in particular, Youth Partnerships for Pacific Communities, Pacific Island Women's Advisory Support Service and St George Migrant Resource Centre.

The establishment and maintenance of this operating network sustained the project and enabled 5 Pilot Programs to be implemented concurrently. These included:

1. TAFE Playgroup Facilitation Training
2. Botany Playgroup
3. Miranda Playgroup
4. Carlton Playgroup
5. TAFE Leadership Training

A Certificate 1 TAFE playgroup facilitation training course established a simple working model that engaged the Pacific Nations Community and provided a pedagogical framework for the facilitation of early childhood education. A transferable scaffold now exists upon which further adult education modules and programs can be delivered.

TAFE Leadership Training has also been provided to boost those community skills required to drive participation, address current needs and advocate possible solutions.

The Botany playgroup is now a viable vehicle for community capacity building. Leadership is strong at the operating level and there is a readiness and demand for parenting programs and on-going holistic educational services.

The Miranda play group has evolved into a "Transition to School" program and is supported through the "Transition to School Project" funded by Families First. This evolution occurred as the target group for the Pacific Communities Project did not significantly engage in the culturally mixed model which developed at this site.

The Carlton play group had previously been established in a church venue at Rockdale but was languishing due to community conflict, a lack of suitable accommodation and program facilitation. Leadership provided from within the Pacific Nations Community was instrumental in resolving these issues. This leadership was drawn from participants in the Adult Education opportunities provided by this project.

Participants in this first TAFE course have since featured in radio broadcasts that promote early childhood education. In addition, a DVD has been produced to give an authentic voice to this endeavour by the Pacific Nations Community and for the Pacific Nations Community.

The project identified four keys elements for successful implementation, sustainable development, replication and knowledge transfer. These elements for immediate attention are

- Leadership capacity building within Pacific Nations Communities organisations
- the provision of suitable accommodation, support and resources for school based playgroups

- the strategic implementation and evaluation of mentoring and employment pathways for Pacific Nations Communities members
- the development and co-ordination of Pacific Nations Communities interagency structures

Whilst each of these four elements can be delivered in a multitude of ways, the experiences and insights provided by this project led to two service delivery and support scenarios being developed for further investigation and consideration within future planning.

ACTION RESEARCH PROJECT REPORT

Conducting Action Research and Project Management

The task of conducting Action Research was both challenging and rewarding. It was rewarding because of the strong and constructive relationships formed and the goodwill established between the Project Officer and those at the coal face of service delivery. There was a true desire that people in general really want to make a difference and improve outcomes for the Pacific Nations Community.

It was challenging due to the complexity of the operating environment and the multiplicity of stakeholders each of whom had needs and wants associated with the Action Research but whose interests often represented only a subset of the Project's intent and the subsequent achievement of its overall objectives.

Establishing Five Pilot Projects

1. TAFE Certificate 1 Training in Play Group Facilitation

Introduction

Preparations for this course started following discussions with a wide cross section of the Pacific Community both in South East Sydney and other metropolitan areas of high Pacific Community population. Issues identified during the consultative process and the course of the project included;

- A need for Adult Education for the Pacific Nations Community in:
 - Early Childhood Development
 - Play Group Facilitation
 - Leadership
 - Discipline
 - Time and Money Management
 - Access to Resources
 - Health and Wellbeing
- The value of developmental play as experiential learning needed to be more widely discussed in the Pacific Community
- Due to the economic realities faced by many migrant communities information around simple, inexpensive activities needed to be a key consideration when structuring the Course.

Following a series of meetings with TAFE Administration both through their Business Development Office and with representatives of the Child Studies Faculty at Petersham, a course outline was chosen. Several more consultations with Pacific community representatives saw the course reduced from eighty hours to forty-five hours to be delivered over a ten week period. Issues influencing the final shape of the course included:

- Whilst the eighty hour course came with accreditation towards Certificate Three in Child Studies, there were doubts that people could commit to these hours.

- It was felt that a shorter course that was of a skills based nature would suit the needs of the community and give them the 'hands on' experience as a first step.

Many decisions needed to be made through consultation with the Reference group attached to the Project. There were two TAFE courses both with considerable merit to be considered.

1. A fully accredited Child Studies Course costed at \$16,000 at 80 hours duration
2. A Skills Based Course of 45 hours to be articulated over ten weeks offered through the Multicultural Programs Initiative with a contribution of \$3,000 towards resources

Consideration was given to both, and after adding the cost of childcare, the Skills Based Course was deemed the best option as it was offered at St George Campus with an excellent Childcare facility available. Fifteen people were needed to undertake training along with a suitable work place experience venue for the participants.

Due to some changes in staffing at St George Campus, a woman by the name of Katarina Flossman was now the contact person for our project. Katarina was sensitive to the needs of her clients and very experienced in service delivery. She felt that the choice of a teacher for the course was important. Talks were held over several weeks to find the right person until Karen Dixon was chosen. Karen shared much in common with the group of women who eventually enrolled for the course. She is married to an Anglican Minister and has five children at various ages and stages. As the majority of the women wanting to do the training were from Christian backgrounds and had responsibility for large families, Karen was the ideal choice.

Brief History

Certificate 1 in Playgroup Facilitation for the Pacific Community started March 17th 2006. Fatai Slender, the Tongan Community worker at St George MRC, had recruited twelve women interested in doing the training. The women represented a cross section of Pacific Nations and all presented themselves to enrol promptly on the first Friday. Childcare had been arranged at Kamaruka Cottage a ten-minute walk from the classroom. Some of the mothers were apprehensive about leaving their children in care with strangers, but the children settled very quickly and after two weeks felt very much at home. One of the women was a young mother with an eight-month-old boy and simply couldn't cope with leaving him in the centre. Katarina and Karen felt unwilling to turn the young woman away, so he stayed in class with his mother. This level of client focus and flexibility made the course possible for the group.

On Monday morning of the second week, Botany Playgroup started as the work place venue for the group. It was decided that three participants would come to the Botany Public School site each week for their practice sessions. Fatai Slender had talked to her church congregation and a small group of mothers had come to see what was happening. Karen was to run the first two weeks as demonstration lessons with follow up discussions in the classroom on Friday.

Participants in the course were expected to produce a portfolio of activities as part of their assessment obligation. Karen modelled the behaviours she saw as important to a successful playgroup each week at the Botany Centre with a strong emphasis on safety and predictable routines. Five groups, each with a rotating activity were set up ranging from play dough and painting to developmental toys. A reading time and singing game marked the end of each morning. Listening to nursery rhymes sung in the various Pacific Community languages was a highlight for those of from less musical backgrounds.

Due to various factors, four of the twelve women had left the course. Some reasons given cited family obligations. The high numbers of Tongan women in the group was said to cause the Samoan women to leave, but this was not substantiated. However, the eight people who persevered with the course became an interesting and dynamic group.

Members of the Pacific Community with relevant skills made several contributions to course content. Anau Speizen is a Tongan Health Professional who presented a session on early Childhood nutrition and Seini Afeaki contributed Transition to School information. The two women presented information of cultural relevance to the group and have since become part of their human resource network.

As the course progressed valuable discussions were held concerning Child Protection legislation and discipline. Karen Dixon reported that the group needed relevant information in Pacific Nation languages to take to their church and community groups for discussion but there seemed little available. Course content was very much driven by the needs of participants with many modifications. The course will be trialled in Campbelltown with a Pacific Community group in Term Four 2006 with a view to equip playgroups in the area.

At a party held at the conclusion of the course it was interesting to see evidence of a very comfortable group dynamic. Karen had reported some early shyness and unwillingness to contribute opinions but ten weeks of work and sharing resources seemed to have overcome the problems. All the women had formed a deep respect for Karen Dixon who had tailored the content to group needs always encouraging them to make do with simple resources. A favourite resource for the group was a list of ten fun games to play with a blanket. In a community dealing with economic hardship, the multitude of low cost or no cost activities evident in the portfolios on display was impressive. When the women were asked what they wanted to do next, most wanted to do more training as a group along similar lines. Even though there was possible employment available, only three people felt ready to take advantage of the opportunity.

Situational Analysis

As a research vehicle, the TAFE group presented an opportunity to respond directly to a request for training and also to develop culturally relevant course content. At the completion of the ten-week course considerable social capital had been created.

- Four women willing to facilitate playgroups in school or church settings
- A cohesive group who have now completed ongoing training in Leadership Skills
- A training course as the centre of an easily transposed model to augment the early learning needs of the community
- Word of mouth approval for this training package in a community culturally disposed to spoken communication

Strengths

- Accent on simple low cost activities meets the needs of a community dealing with economic hardship
- TAFE Teacher Karen Dixon and Multicultural Programs Administrator Katarina Flossman
- Exposure to an excellent childcare facility where children are happy
- A group of enthusiastic people to advocate for early childhood education for their community

Weaknesses

- High drop-out rate in first few weeks without any explanation
- Recruitment of participants not necessarily because of their interest in the content
- Insufficient time to have playgroup situation well established

Opportunities

- An easily transported training model
- Pathways for implementation well established within TAFE/DET Equity Program structure
- Culturally relevant content can be adapted for use in a wide variety of settings at low cost

Threats

- Teachers must be carefully chosen. Academic qualifications are not as important as 'people skills' and 'cultural empathy'
- Insufficient consultation with community prior to setting up the model

2. Botany Public School Playgroup

Introduction:

Evidence gained through the scoping process showed large populations of Pacific Communities in the Botany and Mascot Local Government Areas. Botany Public School emerged as having a high percentage of Pacific students and excellent facilities for holding a playgroup. The school was supportive of the initiative.

The Principal then met with Equity management and it was agreed that the Out of School Hours (OOSH) centre would be the venue for the purposes of the project.

Concurrently, the first TAFE program for training in Playgroup Facilitation started on March 17th 2006.

Twelve women arrived for the course, all recruited by Fatai Slender, an Elder of the Tongan Community (and a member of the Reference Group). Most of the people came to Fatai through her church connections or from her work at St George Migrant Resource Centre. TAFE guidelines required that, as the course we were running was skills based, a work experience venue was necessary. Thus Botany Public School playgroup became the base for the TAFE group program.

Resources for the playgroup were gathered from various sources using grant funds. Key expenditure categories included staffing and resources to assist developmental learning experiences for both the children and their parents.

Launch

On Monday March 20th, Karen Dixon and the Project Officer arrived at the Botany Public School centre to do a safety check of the rooms and prepare for the first three TAFE students to arrive. Word had gone out through the Mascot church conduit that parents and children were needed for this initiative and that "good things" would happen. Three parents responded to the call as well as the three women from the TAFE training program and two of their children.

Each Monday for the following ten weeks, Karen and the Project Officer arrived at the Botany OOSH centre and watched the TAFE participants present activities for the children based on the input from the prior week at TAFE. Sessions were very structured with a variety of craft equipment that changed each week and usually a theme.

At ten thirty a small break was taken for morning tea with juice and fruit for the children and tea or coffee for the adults. Following the clean up, all the children were gathered for a story or a song. It became a time that Karen and the Project Officer looked forward to as these women sang with effortless grace, able to blend their voices into harmonies that made it a pleasure to hear about a spider and a water spout.

As each lady came to her turn to present the activities for the day, we saw the amount of effort some had made to have really wonderful things for the children to do. Loleini Takau decided to have a lesson on road safety so she made a set of traffic lights and everyone became trucks and cars obeying the signals. This had the dual concepts of learning colours as well as the function performed by traffic lights. Loleini followed this up by taking the group out to the pedestrian crossing at the front of the school to practice responding to the signals safely.

The emphasis Karen Dixon placed on safety was continually reinforced. Outdoor activities were supervised and planned for as well as those held inside. The women seemed to prefer to stay indoors but the children loved to play in the courtyard near the rooms.

Karen and the Project Officer decided it was time to purchase some small plastic “trikes” and large balls to get the children into more active play. Introducing these toys was interesting as some of the children hadn’t ridden trikes before and were very hesitant about them. These days, as the doors are opened, the rush to grab the bikes can be a problem.

One of the most popular activities Karen planned was showing the women how to dye a large bucket of rice different colours. At the playgroup the children used plastic funnels to pour the rice into different sized containers. This was to be their introduction to volume and capacity.

The last session at Botany Playgroup with the TAFE participants was on Monday May 22nd. The course finished on Friday that week and it was acknowledged that now the playgroup had to find its own feet without the artificial numbers provided by the participants and their children. Feedback had been given to the school as to what was happening but there had been little response from the parent community.

One of the TAFE participants was Fanella Tui, a parent with several children at Botany Public school and according to the Principal, a well respected member of her community. It was put to Fanella that she could take over running the playgroup, which she agreed to do. For several weeks Fanella and the Project Officer waited for people to arrive with no response, despite her work in the church community and a flier sent home through the school.

Attendance was impacted by numerous factors, not the least being the establishment of the program’s credibility, the building of trusted relationships between the PCP Project Officer and the Community, and the resolution of community and interpersonal power plays.

Fanella always reassured the Project Officer that patience was required and that she would not give up. Numbers are now stable and viable having reached an average of eight mothers and eight children.

Evolution

After seven months of operation, Fanella Tui has a reasonably viable membership of parents that includes a grandmother who gives some weight to the group, as in Tongan society much respect is given to the position and role. The Executive of the school has asked for a program showing what activities are planned each week, and Fanella is learning how to structure her sessions through ongoing support from the Project Officer. Every effort is made to plan outings and ask the parents what would be of interest to them.

Excursions into the Broader Community

A visit to John Brotchie Nursery School was planned for August and found this an excellent facility. John Brotchie is a joint Department of Education and Community Pre-school run by well trained efficient staff. Rebecca Andrews is the Teacher Administrator and she welcomed the group to the school and explained how it worked.

The response to the visit from the children was one of delight and not knowing what to touch first. Everything was at their level in this stimulating place with a huge sand pit and bike track to ride on. The parents were surprised at how inexpensive the daily fees are and one in particular commented on the lack of Pacific children in the group in attendance. All of the playgroup mothers took away an enrolment form.

A visit from the School Nurse Jeanie Thomas was arranged and for her to be joined by Anau Speizen, a Tongan Health Professional from the Western Area Health Service. The meeting was facilitated by Fanella and although primarily in Tongan, Jeanie was able to talk about the services offered for child health in the area.

Situational Analysis

The Botany Play Group is now well established and attracts both young mothers and some grandparents. The group is receptive to suggestions as to training or excursions as long as sufficient notice is given for discussions to be held among the women at church.

Strengths

- Botany Playgroup is growing in membership and Fanella Tui is becoming more confident in the role of facilitator.
- There is now a core group who attend regularly and several women who wish to take part in TAFE training in 2007.
- The group have visited classes on several occasions and are becoming a tentative part of the school transition program.
- There is a growing willingness to move beyond the school and take part in excursions that will enhance the learning experience of the children and their parents.

Weaknesses

- There has been little contact between the project officer and the school staff at Botany Public School.
- The playgroup is still quite isolated from the school community.

Opportunities

- In 2007 the Botany Playgroup will be used as the work experience venue for the TAFE training course and Fanella Tui will be further supported through that process.

- With less stress on building the membership of the playgroup there will be time to concentrate on developing a strong relationship with the teaching staff at Botany Public School.
- The developing interest being shown by playgroup parents in the Tongan readers available will be built on and extended into lunch hour readings at the school.

Threats

- Failure to properly integrate the playgroup into the structure of the school as a viable transition vehicle would result in marginalisation of the group.

3. Miranda Public School Playgroup

Introduction

Negotiations to set up a playgroup at Miranda Public School started in October 2005 with a meeting between the School Executive and the Project Officer. Of the 47% language background other than English (LBOTE) population of the school 20% were listed on OASIS as being New Zealanders, which is how Maori people describe themselves on enrolment forms. Of the Pacific Community students at the school, there are 39 Maori children and four of Samoan background. An ESL Pedagogy project was undertaken with the Teaching Staff in 2005 and an early learning strategy targeting the Pacific Community was seen as the next step.

Whilst the school Executive supported the concept of the Pilot Play Group, they felt the program had to be open to everyone regardless of their language background. Despite a meeting with Cate Ballantyne-Smith (Coordinator, Equity Programs, Sydney Region) arguing the case for targeted funds and how Equity initiatives are implemented, the Principal of the school felt he could not support a program he saw as exclusive of the majority of the school community.

Brief History

Miranda playgroup had its first day on May 26th 2006. The school appointed a retired teacher, to be in charge of the Pacific Communities Project playgroup. Meaningful communications and relationship building was impaired due to lack of understanding of equity principles and objectives. Engagement of Maori families proved difficult without leadership from the community. Several Maori families looked into the room but when faced with what they recognised as mainstream program delivery and a lack of cultural inclusivity, they left.

Sandra Taki, a Maori woman trained under the TAFE Playgroup Facilitation course, was willing to work with the group. It was felt that the combination of Barbara's organisational skills and Sandra's knowledge of Maori culture and language could create more comfort for prospective members and focus on their needs.

Two parents came with their children on the first day neither of whom was of Pacific Community background. The teacher, was well prepared and had gone to great trouble to make everyone welcome. The next week of operation saw six mothers and eight children attending and now in August nine parents and thirteen children come regularly to the group.

These women who come to the Miranda Group represent a cross section of the increasingly multicultural make up of Sutherland Shire. There are two parents of Pacific background, two Arabic speaking mothers, two who speak an Asian language and three women of English language background.

One young mother of Chinese background arrived three weeks into the group. Her English was difficult to understand and her son a very shy child. Accompanying her was her elderly mother, recently arrived from China, unable to speak or understand a word of English. The Project Officer spoke to this young parent and tried to make her welcome but her isolation within the group was palpable as she wandered the room clutching her handbag, unable to find the courage to approach the small knots of women chatting in their separate language groups.

A decision was made by the Project Officer to ask Jenny Grey for help at Gymea Community Aid, as she was part of the Sutherland Shire Multicultural network (part of the Project Officer's network of working relationships). Jenny was able to recommend that a Chinese mother's group meets each week at the Gymea office as well as a Chinese group for older people who meet at Menai once a fortnight. Whilst this seemed a far from ideal solution it would at least give this young mother and her own mother some contact with the Gymea Centre that has been a start for many migrants settling in the area.

By September 2006, Miranda had a full complement of nine families with sometimes up to nineteen children. The group is registered with Playgroup NSW for purposes of support and insurance. Art and craft materials and developmental toys have been provided through the Pacific Community Project as well as limited funding to pay Sandra Taki. This has been very much a school initiated project which has attracted a group of people who have not previously accessed preschool services for their children. This group was initially impressed with the fact that they did not have to pay to attend as is usual in most playgroups in the Sutherland LGA. The sessions are highly structured by Mrs Carnie, who spends a lot of time on preparation. The room provided by the school is pleasant and well appointed with kitchen and toilet facilities.

When membership of this group comprised a group of children ready to start school in 2007, it was decided to approach Stevie Foster for advice and support to include the playgroup in the school Kindergarten transition program. The children have become more settled since attending the playgroup. They will have the opportunity to spend time in class within the school timetable so as to be familiar with school staff and routines when they arrive next year.

Situational Analysis

The Miranda Play Group has evolved into a "Transition to School" program and is supported through the "Transition Forums Project" instigated by Families First and under the project management of Stevie Foster. This evolution occurred as the target group for the Pacific Communities Project was not engaged at Miranda at the time this report was written.

Strengths

- The Miranda Playgroup has a membership that reflects the cultural diversity of both the school community and the Sutherland LGA.
- The women that attend share the common bonds of parenthood and wishing to see the best for their children.
- Those with language acquisition problems are able to practise their English with native speakers.
- The children are making friends they can carry into the school setting.
- The accommodation and organisation offered for the group is excellent.

Weaknesses

- Engagement with Equity principles and understanding of targeted funding

- Customer Focus
- People Management
 - Role Responsibility Job Specifications Person Specifications
 - Recruitment & Selection Criteria
 - People Management and People Development Process

Opportunities

- Structure
- Linkage with Transition To School Program
- To develop a Culturally Inclusive Curriculum at the school
- To utilise knowledge gained at Miranda Public School to set up a Pacific Community Transition to School Program within the Sutherland LGA
- Integration of PCP and Transition to School Program

Threats

- Lack of (Customer) Focus
 - The failure of the initiative to properly target the Pacific Community is an issue the school will have to address for future planning
- Loss of Funding
 - There is for Equity Programs the challenge to ensure that school based staff understand the nature of targeted funds and that guidelines for use and implementation of these grants be understood
- Policy & Strategy
 - The needs of the school to transition children into a school culture that does not offer a culturally inclusive curriculum

4. Carlton Maori Playgroup

Introduction

The issue of access to the Maori Community has had some limited success since September this year in the Rockdale area through the efforts of Sandra Taki. A group of Maori women and their children had been functioning as a playgroup for a year in a church hall with the wish to run the group in mother tongue. The Maori pastor at the church felt it was inappropriate for the women to use Maori at the playgroup as it excluded other parents from his congregation.

Sandra approached the project officer for help in finding a local Department of Education and Training school willing to offer some accommodation to this group.

Brief History

Because transport is a problem for this community the venue needed to be accessible by foot or bus. Trains pose a difficulty when trying to transport a large family of small children. Of the three schools contacted in the Rockdale area that met the criteria for transport all had difficulties finding space in already tight timetables.

This group is now accommodated at Carlton Public School and will be able to use a bilingual program to maintain mother tongue as well as prepare the children for school. Links have been made with the Maori language teacher at Carlton Public School who will support the group whenever possible.

Situational Analysis

The group has four families who come regularly and eight children ranging in age from 18 months to four take part in the activities Sandra provides. The Executive of the school are very supportive of the group and interested in seeing it grow.

Strengths

- The facilitator of the group is strong and confident in her role.
- Communication between Sandra and the school Principal is excellent. Both executive and teaching staff have been receptive to information about the role of the playgroup and the project it is part of.
- The accommodation offered by the school is well suited to the purpose of the playgroup.

Weaknesses

- Membership is as yet small and many of the original women from the Rockdale group have difficulty accessing the Carlton site.

Opportunities

- A partnership with St George Early Years Supported Playgroups is now in place for this group and will operate for between three to four months.
- The role of the child support worker will involve:
 1. Programming age appropriate, fun and educational sessions
 2. Encouraging and supporting child parent interactions
 3. Familiarising families with children's services in the community
 4. Assisting with making appropriate referrals to agencies
 5. Promoting awareness of their children's development

Threats

- None apparent at this point

5. TAFE Leadership Training Initiative

Course title: Leadership Skills (St George TAFE – Pacific Islander Community)	
Course date & duration	28 July to 8 th September 2006
Number of students & student profile (education, age, etc.)	Students from Pacific Islander Backgrounds, mainly from Tonga and Samoa. Age ranged from late early 20s to late 50s. 12 Female and 1 Male
Course aims	<ul style="list-style-type: none">- Develop a notion or leadership amongst participants- Encourage and assist broader participation in Australian society- Promote a deeper understanding of the system in which we

Course title: Leadership Skills (St George TAFE – Pacific Islander Community)	
	<p>live to better navigate it</p> <ul style="list-style-type: none"> - Help build capacity building to help with the settlement of individuals and families in their own communities. - Identify and promote active participation in decision making processes - Impart new skills - Increase awareness of community issues and the ability to deal with them through leadership roles - Empower participants to become leaders in their own right.
Course outcomes (employment, further study, etc)	<ul style="list-style-type: none"> - One participant indicated (they) would continue with TAFE studies - Most participants want to continue with a follow up course - At least 4 participants want further self development training to work with their own communities.
Other information (recommendation, student feedback, etc.)	<p>Overall Feedback included:</p> <ol style="list-style-type: none"> 1. the sessions were all very interesting and it have given (me) more of an awareness to unconscious issues 2. It has given me a lot more knowledge about me and my environment 3. These sessions were great, learned a lot and know more about leadership, changing my whole life , well, present by the teacher 4. Thoroughly enjoyed it and found it very informative 5. I'd like to attend first aid, OH&S and youth work as future studies.
Recommendations	<ol style="list-style-type: none"> 1. Participants want to engage in follow up training 2. Participants indicated wanting training to introduce them to the Community sector and how to work better in and with community groups to further their community and establish leaders

Situational Analysis

The Leadership Training course was very well attended by both men and women of Pacific Communities backgrounds. Feedback has been very positive and demand for a follow up course is strong. The accent on Conflict Resolution skills at a personal level was seen as essential by participants.

Strengths

- There has been a very enthusiastic response to this course and no difficulty in recruiting participants for a further series of classes on these issues.
- The teacher who delivered the course is very experienced in working with CALD communities.

Weaknesses

- Difficulties in arranging for a sequel for this training have meant a delay of some months and momentum will need to be re-established.
- The personal charisma of the teacher did much to inspire this group so securing the services of the same person is important.

Opportunities

- Building the capacity to lead effectively is pivotal in all communities
- Two church leaders have made enquiries about the conflict resolution aspects of this course.

Threats

- None evident at this point

PROJECT EXPECTATIONS AND OUTCOMES

The following forms of action research data were collected over the duration of the project: the minutes of meetings, diary notes, reflections of the Project Officer, and reference material. Care was taken to constantly canvas the opinions of all people engaged in the pilot programs and to document them. This was maintained from the outset by the Project Officer in order to ensure that decisions that were made as to future directions were approved by all involved.

Responding to the expectations of the Pacific Nations Community was paramount to their participation in the pilot programs. Input from representatives of the various Pacific Communities drove the direction of the five pilot initiatives. The expectations of other stakeholders were also important drivers of this project. Some of the desired project outcomes in the area of delivering parenting programs have been planned for implementation in 2007 as building relationships of trust with the Pacific Nations people involved in the project has been a long term process and has needed to take precedence.

Many of the project outcomes desired by both The Department of Education and Training and other Families First partner agencies were the development of early literacy activities in the home setting. These are, by their very nature long term objectives that have been modelled and encouraged in the playgroups. Developing a bilingual book collection for parents to borrow and read at home has had some small successes but there is a long way to go.

Encouraging Pacific Nations families to engage in the education of their children is also a long term process especially when they are not clear as to how they should do this. Second language barriers coupled with the demands of caring for large families make participation in the school community difficult. Financial pressures are magnified for most families due to the remittances sent to family members in their home countries. Tithing a percentage of family income to the church also impacts on the ability of families to support the full participation of their children in the education process. There would be great benefit in engaging the support of Pacific Nation church leaders to focus on the early learning needs of the large numbers of children in their congregations. Sunday school groups could impact significantly on the early learning of Pacific Nations children.

Leadership training and conflict resolution skills have both been identified as particularly necessary and needed by the Pacific Nations Communities.

Playgroups are not a feature of early childhood life in any pacific culture. This project has demonstrated that Supported Playgroups can play a valuable part as a vehicle for social change and break the cycle of isolation for young parents. Supporting people to adopt playgroups into their culture is a small step in building their capacity to be full participants in the early learning of their children.

Please refer to the following tables for a summary of the outcomes achieved by this project. These tables illustrate how this project has attempted to meet the needs of all stakeholder groups using a simple model of service delivery at a grass roots level.

QUANTITATIVE PROJECT DATA

Project Outcomes	Achievement of Project Performance Measures
<p>The capacity of Pacific Nation communities to support families with young children is strengthened.</p>	<p>5 pilot projects were established and implemented through the Pacific Communities project by October 2006</p> <p>5 Pacific Community groups assisted in the development and implementation of these pilot projects by October 2006</p> <p>These 5 pilot projects were reflective of the recommendations from the Scoping Report</p> <p>8 (100%) of participating Pacific Community workers stated they had improved access to (and knowledge of) the local child and family service networks by October 2006</p> <p>8(100%) of participating Pacific Community Workers stated they had an increased understanding of child development by October 2006</p>
<p>The capacity of Pacific Nation parents and families to engage in the early learning of their children and support the transition from home to school is enhanced.</p>	<p>All 5 (100%) of pilot projects were informed by the evidence base regarding working with Pacific Communities to ensure positive outcomes for families with young children</p> <p>80% of pilot projects were aimed to support early learning practices in Pacific Community families (not included in Leadership course)</p> <p>22 Pacific Community families (and children) who attended these 5 pilot projects</p> <p>80% of participant Pacific Community families (and children) completed the pilot project they were attending</p> <p>60% of Pacific Community families reported an increased understanding of child development following attendance at a pilot project</p> <p>20% of participating Pacific Community families stated they would attend a transition to school program with their child as a direct result of attending the pilot project</p> <p>20% of participating Pacific Community families reported increased confidence in reading with their child, following attendance at a pilot project</p> <p>20% of participating Pacific Community families reported increased involvement in their child's school (or they expected to have) following attendance at a pilot project</p>
<p>Awareness of cross-agency professionals is raised around cultural practices of Pacific Nation communities.</p>	<p>4 agencies who participate in the action research project</p> <p>11 agency staff who participate in the action research project</p>
<p>The capacity of cross-agency professionals to work in partnership with Pacific Communities is strengthened.</p>	<p>2 pilot projects which are being collaboratively delivered by agencies in partnership with the Pacific Communities</p> <p>2 participant agencies who alter models of service delivery to reflect the specific needs of Pacific Communities</p>

OBJECTIVES & OUTCOMES

OUTCOMES			
OBJECTIVES	Planned Outcomes	Actual Outcomes	Findings/Conclusions
Strengthen the capacity in the Pacific Nation Communities to support families with young children	<p>Parenting Programs would be run at two schools by Educator from Centacare</p> <p>Groups of Pacific Community Parents would be involved in TIPS training to deliver further programs outside school environs</p>	<p>Possibility of TIPS / PPP program or modified version being run in Term Four 2006 by Tongan Community member</p> <p>Two members of Playgroup Course willing to participate in TIPS training if available</p> <p>Ongoing negotiations with SESIAHS over mentoring and payment of Educators</p>	<p>Gaining the trust and confidence of the community to the point where a Parenting program could be suggested is a long and complicated process</p> <p>Concepts covered in the TAFE training have impacted through the leadership shown by Fanella Tui. The group at Botany Public School are now more receptive to suggestions of developmental activities for their children but these still need to be made through Fanella.</p>
Strengthen the capacity of Pacific Nations parents and families to engage in the early learning of their children and to support their transition from home to school	<p>Parents would be regularly reading to their children using material both in English and in mother tongue</p> <p>Parents would be showing interest in discussions about the transition process</p>	<p>Two parents make use of the bilingual books provided by the project</p> <p>Fanella reads to the children at the end of each playgroup session both in English and in Tongan</p> <p>The Maori Playgroup due to start in Term Four at Carleton Public School is well prepared with books sourced themselves to support First language and English</p>	<p>Adult leadership training from within the targeted cultural group is vital to assume positions of authority within their community</p> <p>The role of the Project Officer on this project has been to:</p> <ul style="list-style-type: none"> • Provide opportunities for training and content sensitive to the needs of the client group. • Carefully make suggestions as to directions for the group to explore then wait for discussions to respond to them. • Be responsive to community direction

OUTCOMES			
OBJECTIVES	Planned Outcomes	Actual Outcomes	Findings/Conclusions
Raise awareness of cross agency professionals around cultural practices of Pacific Nation Communities	Department of Education and Training schools would be open to the developmental opportunities offered through the PCP to inservice staff in the cultural practices of Pacific Nation Communities	Meetings involving the Teaching staff at Botany Public School were scheduled for term Four 2006 Discussions between Executive Staff and Stevie Foster scheduled in term Three to support School Transition Program in Term Four Fanella Tui to be involved in the planning of the Transition Program	Effective Communication with School Education Directors as to expected outcomes from schools is pivotal to their achievement
Strengthen the capacity of cross agency professionals to work in partnership with Pacific Communities	Pacific Community input for both TAFE Course content and Playgroup Programming Health Professionals from Pacific Community to work with South – East Area Health Service to provide information for client group	Collaboration between TAFE Administrator / Pacific Community Spokesperson / Teacher to design culturally relevant course material Information session involving South- East Area Health and Tongan Health Professional held with playgroup parents as to services available for Early Childhood Health	Accessing appropriate Pacific Community Health Professionals needs careful planning Each of the Pacific Nations has its own protocols for dealing with matters relating to Maternal and Early Childhood Health. It is ideal to use members of the appropriate culture if possible or translators if such a person is not available. Community Liaison Officers of the appropriate Pacific Nation background would be invaluable.

POSSIBLE WAYS FORWARD

Stakeholder groups who may consider these possible ways forward as part of a whole of government approach include, the:

- **Regional Advisory Council for the Pacific Nations Community**
- **Pacific Island Women’s Advisory and Support Service**
- **Pacific Nations Community**
- **South East Sydney and Illawarra Health Service**
- **Department of Education and Training**
- **Families First Partner Agencies**

Expectations	Strategy	Outcome	Possible Ways Forward
Action Research of one years duration to inform planning for the needs of Pacific Communities in South East Sydney	The compilation of a Scoping Report within the first six months of Project To implement the findings of the Scoping process by the conduct of Action Research, the Documentation of a Final Report and its Presentation	Development of a nationally accredited competency focused training package to equip Pacific Community members to set up and run supported playgroups that cater to the needs of their children and the wider community in which they live Project Report DVD Presentation Pack	To duplicate the Supported Playgroup training program in locations of high Pacific Community population To involve members of Pacific Community Clergy in the training process to facilitate Early Childhood Education in the Sunday School setting To integrate other community training programs such as MANA supplements into work pathways
To set up supported playgroups in DET schools with high Pacific	Consultation with two schools in areas of high	Botany Public School Playgroup has a viable group of families	To train another group of Pacific Community people in 2007 using the package developed in the TAFE pilot

Expectations	Strategy	Outcome	Possible Ways Forward
<p>Community populations based on the findings of the Scoping Report</p> <p>To use findings of Scoping report as basis for building capacity of Pacific Community to cater to the health needs of their families</p> <p>To inform Pacific Communities about Health services available in the community for health maintenance.</p> <p>To inform the Pacific Community about Health services for young children</p>	<p>Pacific Community populations identified at Miranda and Botany Public Schools</p> <p>Health professionals from Pacific Community backgrounds delivered appropriate content for TAFE course in Playgroup Facilitation</p> <p>Tongan Health Professional worked with School nurse to workshop health messages for Botany Playgroup parents</p>	<p>attending sessions run by TAFE trained Tongan parent</p> <p>Miranda Playgroup has a multicultural parent group attending what has become part of the Transition Program for the school</p> <p>Requests for further information on nutrition both for adults and children</p> <p>Interest from TAFE group for training in catering to the health needs of the 0-5 age group</p> <p>Ongoing discussion with SESIAHS staff for mentoring of Pacific Community Parenting Educators</p>	<p>To add value to the group of people trained on the pilot program through further courses in Early Childhood numeracy and literacy</p> <p>To support increased employment opportunities for these valuable people to cater to the needs of their community, possibly within DET schools</p> <p>Equity Obtains Policy Approval for the implementation of Targeted Programs throughout NSW</p> <p>Establish and manage a Quality Framework for the implementation and operation of Supported Play Groups</p> <p>Working partnership between Playgroup Facilitators of Pacific background and SESIAHS Professionals for purposes of Health Education</p> <p>Ongoing relationship between Pacific Community and Health Department to raise awareness of Health workers of Pacific Community cultural practices</p> <p>It was found that face to face communication was more effective with families from Pacific Communities, written communication was ineffectual.</p>

Expectations	Strategy	Outcome	Possible Ways Forward
<p>Training to equip the community to deliver high quality early childhood educational experiences to enhance the learning of their young children</p> <p>Mother tongue maintenance will be an important aspect of the function of Pacific Playgroups</p>	<p>Setting up TAFE course to train Pacific Community participants to Facilitate Playgroups</p> <p>Follow-up course in 'Leadership Training' to better equip participants to build capacity in their community</p> <p>Botany Playgroup set up as work experience site for TAFE course</p> <p>DVD made by TAFE participants to promote their role in the Pacific Community Project within their community</p>	<p>Eight women completed TAFE training</p> <p>Ten people completed Leadership Training</p> <p>Ongoing demand for competency based training especially courses that acknowledge Pacific Community needs</p>	<p>Further research and analysis of the needs of children, parents and adults from Pacific Communities</p> <p>Continuing offers of training courses that reflect community needs, including supported playgroup facilitation, leadership training and conflict resolution skills</p> <p>Using church settings for delivery of courses that target specific educational needs</p>
<p>Relevant and sustainable service delivery for Mana Supplements in DET school settings</p>	<p>Work as part of advisory group on Mana Parenting Program</p>	<p>Reciprocal support from PIWASS for access to focus groups from Pacific Community</p>	<p>Use of Mana Parenting Program Supplements in DET School Settings</p>
<p>To have an advisory role in the future direction of Pacific Community Project</p>	<p>Utilise relationships to seek meeting for engagement</p>	<p>Attended meeting with RAC with tentative offer of access to church leaders</p>	<p>Acquire contacts for church leaders in South East Sydney</p> <p>Open discussions with churches to promote support for early childhood literacy events in the church setting</p>

CONCLUSIONS

Playgroups are not a feature of early childhood life in any Pacific culture. This project has demonstrated that Supported Playgroups can play a valuable part as a vehicle for social change and break the cycle of isolation for young parents. Supporting Pacific Community people to adopt playgroups into their culture is a small step in building their capacity to be full participants in the early learning of their children.

There would be great benefit in engaging the support of Pacific Nation church leaders to focus on the early learning needs of the large numbers of children in their congregations. Sunday school groups could impact significantly on the early learning of Pacific Nations children.

Supported Playgroup facilitation training, leadership training and conflict resolution skills have all been identified as particularly necessary and needed by the Pacific Nations Communities.

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APPENDICES

APPENDIX 1: SUMMARY OF INDICATORS FOR NSW

Families First Outcomes Framework NSW Data Report 2004

The following summarises key *Outcomes Framework* indicators for NSW. The most recent available data was collected for each dataset. For some indicators this is 2001 and for others 2002. Data will continue to be updated as it becomes available.

Indicator CHILD INDICATORS 2001(a) 2002(a)

- 1.1a First antenatal visit at less than 20 wks 86.2 -
- 1.1b Babies born with an adequate birth weight (2,500 grams or more) 93.5 -
- 1.1c Babies born full term (>37 wks) 92.8 -
- 1.2 Babies up to two years who were ever breastfed 90.2 -
- 1.2 Babies up to two years who were fully breastfed at 4 months 24.6 -
- 1.2 Babies up to two years who were fully breastfed at 6 months 4.6 -
- 1.3 Children fully immunised at 12 to less than 15 months - 91
- 1.3 Children fully immunised at 24 to less than 27 months - 88
- 1.3 Children fully immunised at 72 to less than 75 months - 81
- 1.4 Hospital separations for injuries - -
- 1.5 additional Children aged 1-8 years who had ever visited a dental professional 53.8 -
- 1.5 additional Children aged 1-8 years who visited a dental professional in the past 12 months 47.2 -
- 1.5b Rate of decayed, missing and filled teeth - -
- 2.1 Age-appropriate social development NA -
- 2.2 Child mental health NA -
- 3.1 Children aged 0-3 years attending early childhood activities 36.7 -
- 3.1 Children aged 3-6 years not in school attending preschool 67.0 -
- 3.3 Band 2 or above – BST Year 3 Literacy - 90.6
- 3.3 Band 2 or above – BST Year 3 Numeracy - 91.8
- 3.3 Band 3 or above – BST Year 5 Literacy - 95.2
- 3.3 Band 3 or above – BST Year 5 Numeracy - 94.4
- 3.3 High or proficient reading achievement – Year 7 ELLA - 80.9
- 3.3 High or proficient numeracy achievement – Year 7 SNAP - 71.3
- 3.4 Attendance rate – public schools (Years 7-10) - 89.5
- 3.4 Attendance rate – public schools (Years 11-12) - 89.1
- 3.4 Year 12 retention rate - 72.4
- 3.4 additional Full-time participation in education and/or employment (persons aged 15-19 years) - 84.4
- 3.4 additional Participation in education and/or employment (persons 15-24 leaving school last year) - 86.8
- 3.4 additional Attainment rate (19 year olds who completed Year 12 or have AQFII qualifications) - 69.9

FAMILY INDICATORS

- 4.1(i) Mothers who smoke during pregnancy 17.1 -
- 4.1(ii) Less than two years between pregnancies NA -
- 4.1(iii) Drug and alcohol dependence NA -
- 4.1b Rate of identified mental health needs in mothers NA -
- 4.1c Mothers with children 0-8 years with good or excellent self assessed health 93.7 -
- 5.1 Median family functioning score 1.67 -
- 6.1a Families with children 0-8 years with at least one parent engaged in employment 79.8 -
- 6.1b Families with children 0-8 years with a parent engaged in education or training 13.1 -
- 6.1c Volunteer rate for persons aged 18 and over in families with children aged 0-9 years 35.2 -
- 6.1d Children 5-8 participating in organised sport and/or cultural activities (in the last year) 64.6 -
- 7.1 Substantiations of abuse/neglect for children aged 0-8 years (rate per 1,000 persons) 6.5 -

COMMUNITY INDICATORS

- 8.1 Children aged 1-8 years who changed address in the last year 19.9 -
 - 8.1 Children aged 5-8 years who changed address in the last 5 years 50.3 -
 - 8.1 Families with someone they can borrow from in an emergency 79.0 -
 - 8.2 Carers of children 0-8 years who felt their area has a 'safe' reputation 73.9 -
 - 8.2 Carers of children 0-8 years who felt most people could be trusted 60.1 -
 - 8.2 Carers of children 0-8 years who helped out a local group/organisation in last 3 months 54.8 -
 - 8.2 Carers of children 0-8 years who are an active member of a local group 47.4 -
 - 9.1 Rate of reported criminal incidents per 100,000 persons (assault) 1,074.5 -
 - 9.1 Rate of reported criminal incidents per 100,000 persons (assault – DV related) 378.6 -
 - 9.1 Rate of reported criminal incidents per 100,000 persons (robbery) 153.6 -
 - 9.1 Rate of reported criminal incidents per 100,000 persons (theft) 6,213.4 -
- NA NSW level data is not currently available. This will be developed in future years.
(a) Are percentages, unless otherwise stated.

APPENDIX 2: PROJECT BRIEF



FAMILIES FIRST IN SOUTH EAST SYDNEY

PACIFIC COMMUNITIES PROJECT

Final Brief

Part 1 – Background

1.1 Introduction

Families First is the NSW Government's prevention and early intervention strategy to help parents give their children a good start in life. Families First was introduced in NSW in 1998 based on international research showing that the way we support families in the early years of their children's lives will have a lasting influence. Families First is building a service network that can respond to the needs of children and parents and link families to appropriate sources of support when they need it.

The key objectives of Families First are:

- To support parents who are expecting or caring for a new baby.
- Support parents who are caring for infants or a young child.
- Assist families who need extra support.
- Strengthen the connection between communities and families.

The Families First Framework is based on the establishment of a network of services and strategies that have demonstrated significant positive impacts on children and parents.

Families First in South East Sydney commenced ...

1.2 Rationale for the Project

To strengthen the connections between communities and families by focusing on the pre-conditions for learning and establishing literacy events in the home.

Part 2 – Project Description

2.1 Aim of the Project

To build the capacity of community workers and educators to better meet the diverse needs of families from the Pacific Nations.

2.2 Target Group

Pacific Nation communities located in the South East Families First region, in particular, pre-school students aged 3-5 years, their parents and the wider communities in which they live.

2.3 Project Location

The Pacific Communities Project will operate over the South East Sydney Families First region that incorporates the Local Government Areas of Botany Bay, City of Sydney (excluding Glebe), Hurstville, Kogarah, Randwick, Rockdale, Sutherland, Waverley and Woollahra.

2.4 Description

Stage 1: A Project Officer will be employed to:

- scope the Pacific Nations contexts within the targeted LGA area
- identify exemplar case studies with reference to playgroups operating within the wider communities or in schools
- research, collate and identify local concerns
- map Pacific Nations organisations e.g. Pacific Nations (PN) community groups including churches
- locate schools with significant Pacific Nation enrolments
- list probable potential locations of great need
- determine current best practice in parenting programs with a focus on informal early literacy development in the home.

Stage 2: Action Research Pilot Program

a. Using the information derived from the above scoping and research exercise, liaise with local community workers to identify Pacific Nation Community Organisations with the view to implement:

- a playgroup pilot program linked to a church community
- a playgroup pilot program to best meet the needs of other families in the wider PN community

These pilots would be run with the support of an ESL teacher and a PN community worker to model and establish literacy events in the home.

b. Through visits by school executive /staff to the playgroup, forge prior- to -school connections within parenting programs to facilitate transition from home to school.

c. Engage inter-agency workers as part of the parenting project. For example, Multicultural Health workers and volunteer Occupational Therapist from Sydney University Occupational Therapy, Cumberland Campus, and DET MC /ESL consultants.

Project Output

The project report will include the following:

- results from the scoping exercise
- outline the findings of the action research – pilot programs
- recommendations and strategies for further actions.

2.5 Project Outcomes

1. Strengthen capacity of across agency professionals to work in partnership with PN communities
2. Build capacity of PN parents and families to engage in the early learning of their children.
3. A model for cooperative cross agency approach to better support Pacific Nation communities

Part 3 -- Management of Project

3.1 Management of the Project

The Auspice will have responsibility for implementation, day to day management of the project and achievement of project outcomes. The Auspice will also be responsible for ensuring key milestones and deliverables are approved.

A project Steering Group will be formed to oversee the development and implementation of this project.

The Director of Partnerships and Planning (or delegate), Department of Community Services (DoCS) Metro Central Region will monitor the Project on behalf of the South East Sydney Senior Officers Group and in accordance with the Families First Purchasing Framework and Service Specifications.

3.2 Reference Group

The Auspice, in consultation with the Project Management Group, convenes the Steering Group. The Auspice undertaking the project will be advised by the convened Pacific Communities Project Reference Group. This group will advise and monitor the implementation of the South East Sydney Pacific Communities Project.

The role of the Reference Group is to:

- Ensure the project is developed and implemented in accordance with the Project Brief and Service Specifications
- Proactively provide support and direction for the project including identification of and introduction to a range of key services, stakeholders and projects in local areas
- Members will have the capacity to represent the Government Agency, Local Government, Non Government sector or communities that they have been nominated to represent and collaborate and consult with their constituency as required
- Review and endorse project reports
- Provide advice
- Members will seek to support the resolution of issues in an open and collaborative manner
- Support a “whole of government” and interagency approach

The Auspice will be responsible for recording all decisions made and actions to be taken arising from meetings with the Senior Officers Group, Project Management Group and the Pacific Communities Project Reference Group.

3.3 Reporting

The Auspice will provide progress reports as identified in a project plan, both written and by presentation, to the South East Sydney Senior Officers Group or Project Management Group meeting(s).

The Auspice will gain endorsement by the Pacific Communities Project Reference Group prior to finalisation of the project.

The Auspice will be required to provide a report at the completion of the project to the Senior Officers Group and the Project Management Group. A presentation may also be required.

3.4 Funding Available

There are non-recurrent funds of \$85,000 from the 2004-05 budget for this project, including on-costs.

3.5 Ownership of Materials

All materials developed by the Auspice specifically for the purposes of meeting the terms of the project, including copyright of all written documentation, will remain the property of the South East Sydney Senior Officers Group.



NSW Department of
Community Services

APPENDIX 3: PROJECT SPECIFICATIONS

SPECIFICATIONS FOR PACIFIC COMMUNITIES PROJECT

Part A – Background to the Project

1. Introduction

The New South Wales Government has allocated \$117.5 million over the four year period 2002-2006, to the state-wide whole-of Government *Families First* strategy. The Department of Community Services (DoCS) is supporting the implementation of *Families First* across the state through participation, planning and funding new projects and services on behalf of *Families First*. In South East Sydney, \$85,000 has been allocated to one off Pacific Communities Project. A Brief describing the project has been developed and endorsed by the *Families First* Senior Officers Group and informs these Service Specifications.

2. Families First

Families First is the NSW Government's prevention and early intervention strategy to help parents give their children a good start in life. *Families First* was introduced in NSW in 1998 based on international research showing that the way we support families in the early years of their children's lives will have a lasting influence. *Families First* is building a service network that can respond to the needs of children and parents and link families to appropriate sources of support when they need it.

The key objectives of *Families First* are:

- To support parents who are expecting or caring for a new baby.
- Support parents who are caring for infants or a young child.
- Assist families who need extra support.
- Strengthen the connection between communities and families.

The *Families First* Framework is based on the establishment of a network of services and strategies that have demonstrated significant positive impacts on children and parents.

The strategy embraces a partnership approach, which involves all tiers of government and the community Sector. In South East Sydney Families First is delivered jointly by the following government agencies, in consultation with Local Government, community organizations and Commonwealth agencies:

- South East Sydney and Illawarra Area Health Service
- NSW Department of Community Services
- NSW Department of Education and Training
- NSW Department of Housing
- NSW Department of Ageing, Disability and Home Care

3. Families First in South East Sydney

Families First has been rolled out across NSW in phased stages, with South East Sydney one of the final regions to be implementing the strategy.

Planning for *Families First* in South East Sydney began in 2002/2003 with the development of the South East Sydney Strategic Directions 2003-2006. This document was developed through a series of planning days held across the region. The information was then collated and prioritised by the South East Sydney Senior Officers Group and endorsed by the Human Services Chief Executive Officers.

4. Project Background

In April 2005 the Human Services South East Sydney Senior Officers Group agreed to fund a scoping project to support Pacific Nation communities in preparing their children for learning. The Pacific Communities Project will strengthen the connections between communities and families by focusing on the pre-conditions for learning and establishing literacy events in the home. The Pacific Communities Project recognises the differences between the Pacific Nation communities and within individual communities such as new arrivals and more settled communities.

It was recognised that there is some specific projects occurring with Pacific Nation communities in New South Wales already and that this project should liaise with them. This includes but is not limited to:

- Various projects that are part of the NSW Youth Partnership with Pacific Communities
- Mana Parenting Project, part of the Pacific Island Women's Advisory and Support Service
- Complete Community Language program and Maori Culture Club in some government schools in the Sydney Region.
- Pacific Islander Playgroup

5. Other Initiatives, Programs and Strategies

There are a range of other initiatives, programs and strategies impacting on Pacific Communities and that need to be considered in this project. They include:

- Families First General Practitioner Project
- Families First Transition to School Project
- Families First Strengths Based Practice in Children's Services Project
- Families First Professional Development Project
- DoCS Children's Services Culturally and Linguistically Diverse (CALD) Project

Part B - Project Scope and Description

6. Target Group

Pacific Nation communities, herein called Pacific Communities, located in the South East Sydney Families First region; in particular, pre-school students aged 3-5 years, their parents and the wider communities in which they live.

7. Geographical Location

The Pacific Communities Project will operate over the South East Sydney Families First region that incorporates the Local Government Areas of Botany Bay, City of Sydney (excluding Glebe), Hurstville, Kogarah, Randwick, Rockdale, Sutherland, Waverley and Woollahra.

8. Project Description

The Pacific Communities Project aims to build the capacity of communities to better meet the diverse needs of families from the Pacific Nations. The project can be broken into two stages as described below.

Stage 1: Scoping Project

- scope the Pacific Communities contexts within the targeted LGA areas
- map Pacific Community organisations eg Pacific Nations community groups including churches in South East Sydney
- locate schools with significant Pacific Nation enrolments
- identify example case studies with reference to supporting Pacific Communities operating within the wider communities or in schools (for instance playgroups)
- research, collate and identify local concerns
- list potential locations of great need
- determine current best practice in parenting programs with a focus on informal early literacy development in the home
- develop recommendations for working with Pacific Communities

Stage 2: Action Research Pilot Program

Liaise with local community workers and Pacific Communities organisations in this stage and use the scoping exercise to develop and implement pilot programs based on best practice models and recommendations.

This second stage would include raising awareness around parenting information including behaviour management and cultural practices through parent/carer information and staff development strategies in the pilot projects.

The following should be engaged in the pilots:

- English as a Second Language (ESL) teacher and a Pacific Nation community worker to model and establish literacy events in the home
- School staff and executive in order to strengthen the connections with prior-to-school services to facilitate transition to school
- Inter-agency workers such as Multicultural Health workers, volunteer Occupational Therapists from Universities, and DET Multicultural/ESL consultants.

9. Project Outputs

Outputs for the Pacific Communities Project include:

- Stage 1 Scoping Project report including recommendations and strategies for a cooperative cross-agency approach to better supporting Pacific Communities
- Stage 2 Action Research Pilot Project will engage a range of stakeholders including community members and professionals to run pilot programs in particular locations in South East Sydney
- Stage 2 Action Research Pilot Project report including an outline of the findings of the action research

10. Project Measures

Project Outcomes	Performance Measures
<p><u>Stage 1:</u> Development of a scoping report that increases awareness of the needs and strengths of Pacific Communities in South East Sydney.</p>	<ul style="list-style-type: none"> • <u>Stage 1</u> scoping report is completed by January 2006 and includes the following: <ul style="list-style-type: none"> ○ Mapping of Pacific Communities organisations in South East Sydney and schools with significant Pacific Nation enrolments ○ Identification of best practice models for supporting Pacific Community families with young children ○ Recognition of community assets and areas of potential need ○ Exploration of current best practice in parenting programs for Pacific Communities including early literacy development in the home ○ Recommendations for working with Pacific Communities
<p>The capacity of Pacific Nation communities to support families with young children is strengthened.</p>	<p>__# (and variety) of pilot projects that are implemented through the Pacific Communities project by October 2006</p> <p>__# of Pacific Community groups (and workers) who assist in the development and implementation of pilot projects by October 2006</p> <p>__% of pilot projects which are reflective of the recommendations from the Scoping Report</p> <p>__% of participating Pacific Community workers who state they have improved access to (and knowledge of) the local child and family service networks by October 2006</p> <p>__% of participating Pacific Community Workers who state they have an increased understanding of child development by October 2006</p>
<p>The capacity of Pacific Nation parents and families to engage in the early learning of their children and support the transition from home to school is enhanced.</p>	<p>__# and __% of pilot projects that are informed by the evidence base regarding working with Pacific Communities to ensure positive outcomes for families with young children</p> <p>__% of pilot projects that aim to support early learning practices in Pacific Community families</p> <p>__# of Pacific Community families (and children) who attend a pilot project</p> <p>__% of participant Pacific Community families (and children) who complete the pilot project they are attending</p>

Project Outcomes	Performance Measures
	<p>___% of Pacific Community families who report an increased understanding of child development following attendance at a pilot project</p> <p>___% of participating Pacific Community families who report an increased understanding of behaviour management following attendance at a pilot project</p> <p>___% of participating Pacific Community families who state they will attend a transition to school program with their child as a direct result of attending the pilot project</p> <p>___% of participating Pacific Community families who report an increased confidence in reading with their child, following attendance at a pilot project</p> <p>___% of participating Pacific Community families who report an increased involvement in their child's school (or expected increase), following attendance at a pilot project</p> <ul style="list-style-type: none"> ○ Qualitative case studies of pilot projects regarding the specific outcomes they have achieved for Pacific Communities families with children, is included in the final action research report
<p>Awareness of cross-agency professionals is raised around cultural practices of Pacific Nation communities.</p>	<p>___# (and variety) of agencies who participate in the action research project</p> <p>___# of agency staff who participate in the action research project</p> <p>___% of participating agency staff who report an increased awareness of cultural practices of Pacific Communities by October 2006</p>
<p>The capacity of cross-agency professionals to work in partnership with Pacific Communities is strengthened.</p>	<p>___# of agencies who participate in pilot programs as part of the action research project</p> <p>___% of pilot programs which plan to continue after the Families First Pacific Communities project has finished</p> <p>___% of pilot projects which are being collaboratively delivered by agencies in partnership with the Pacific Communities</p> <p>___% of participant agencies who alter models of service delivery to reflect the specific needs of Pacific Communities</p> <ul style="list-style-type: none"> ○ Final project report, including an outline of the findings of the action research, is provided to the Families First South East Sydney Senior Officers Group by November 2006

Part C - Management of Project

11. Project Management

The NSW Department of Education and Training (DET) is the Auspice for this project.

As the auspice, DET will have responsibility for implementation, day to day management of the project and achievement of project outcomes. The Auspice will also be responsible for ensuring key milestones and deliverables are approved.

A project Steering Group will be formed to oversee the development and implementation of this project.

The Director of Partnerships and Planning (or delegate), Department of Community Services (DoCS) Metro Central Region will monitor the Project on behalf of the South East Sydney Senior Officers Group and in accordance with the Families First Purchasing Framework and Service Specifications.

12. Staffing Requirements

DET, in consultation with the Reference Group, will appoint a staff to ensure the progression and completion of this project within the agreed timeframes.

13. Project Budget

The budget allocation for this project is \$ 85,000, non recurrent. Any major changes to budget or issues of concern are to be raised for approval with the Reference Group and DoCS.

14. Indicative Timeline

The duration of the Pacific Communities Project is 12 months, from the point of recruitment of staff.

15. Ownership of Materials

All materials developed by DET specifically for the purposes of meeting the terms of the project, including copyright of all written documentation, will remain the property of the South East Sydney Senior Officers Group.

16. Reference Group

The Department of Education and Training, in consultation with the Project Management Group, will convene the Reference Group and will be advised by the project Reference Group. This group will advise and monitor the implementation of the South East Sydney Pacific Communities Project.

The role of the Reference Group is to:

- ensure the project is developed and implemented in accordance with the Project Brief and Service Specifications
- proactively provide support and direction for the project including identification of and introduction to a range of key services, stakeholders and projects in local areas
- represent the Government Agency, Local Government, Non Government sector or communities that they have been nominated to represent and collaborate and consult with their constituency as required
- review and endorse project reports
- provide advice
- support the resolution of issues in an open and collaborative manner
- support an interagency approach

DET will be responsible for recording all decisions made and actions to be taken arising from meetings with the Senior Officers Group, Project Management Group and the Pacific Communities Project Reference Group.

17. Reporting

DET will provide progress reports as identified in a project plan, both written and by presentation, to the South East Sydney Senior Officers Group or Project Management Group meeting(s).

DET will gain endorsement by the Pacific Communities Project Reference Group prior to finalisation of both Stage 1 and Stage 2 of the Project.

The Auspice will be required to provide a report at the completion of Stage 1 and Stage 2 of the Project to the Senior Officers Group and the Project Management Group. A presentation may also be required.

18. *Families First* Requirements and Performance Indicators

In addition to the service specifications outlined above, agencies which are funded by DoCS-*Families First* are required to:

- Comply with the service principles of *Families First* in NSW and the DoCS' *Families First* Funding and Performance Agreement
- Participate in local *Families First* planning processes
- Comply with relevant employment screening requirements of the Commission for Children and Young People Act 1998
- Encourage and facilitate the involvement of families in the consultation aspects of this Project.
- Develop and implement strategies to address the needs of families from diverse cultural and ethnic background, Aboriginal and Torres Strait Islander families and families comprising parents and children with disabilities
- Identify structural service delivery issues that create barriers for families to access services and raise these issues in the *Families First* planning processes
- Participate in *Families First* data collection and research and evaluation
- Actively participate within the local network of prevention and early intervention services