



Empowered Communities East Kimberley  
Early Years Initiative

# Regional Development Agenda *for Growing Up Strong Kids*

May 2023



Advocating Change | Facilitating Choice  
[bby.org.au](http://bby.org.au)

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*Our vision is straightforward:  
We want for our children the same  
opportunities and choices other  
Australians expect for their children.  
We want them to succeed in  
mainstream Australia, achieving  
educational success, prospering in the  
economy and living long, healthy lives.  
We want them to retain their distinct  
cultures, languages and identities as  
peoples and to be recognised as  
Indigenous Australians.*

*- Empowered Communities Design Report, 2015*



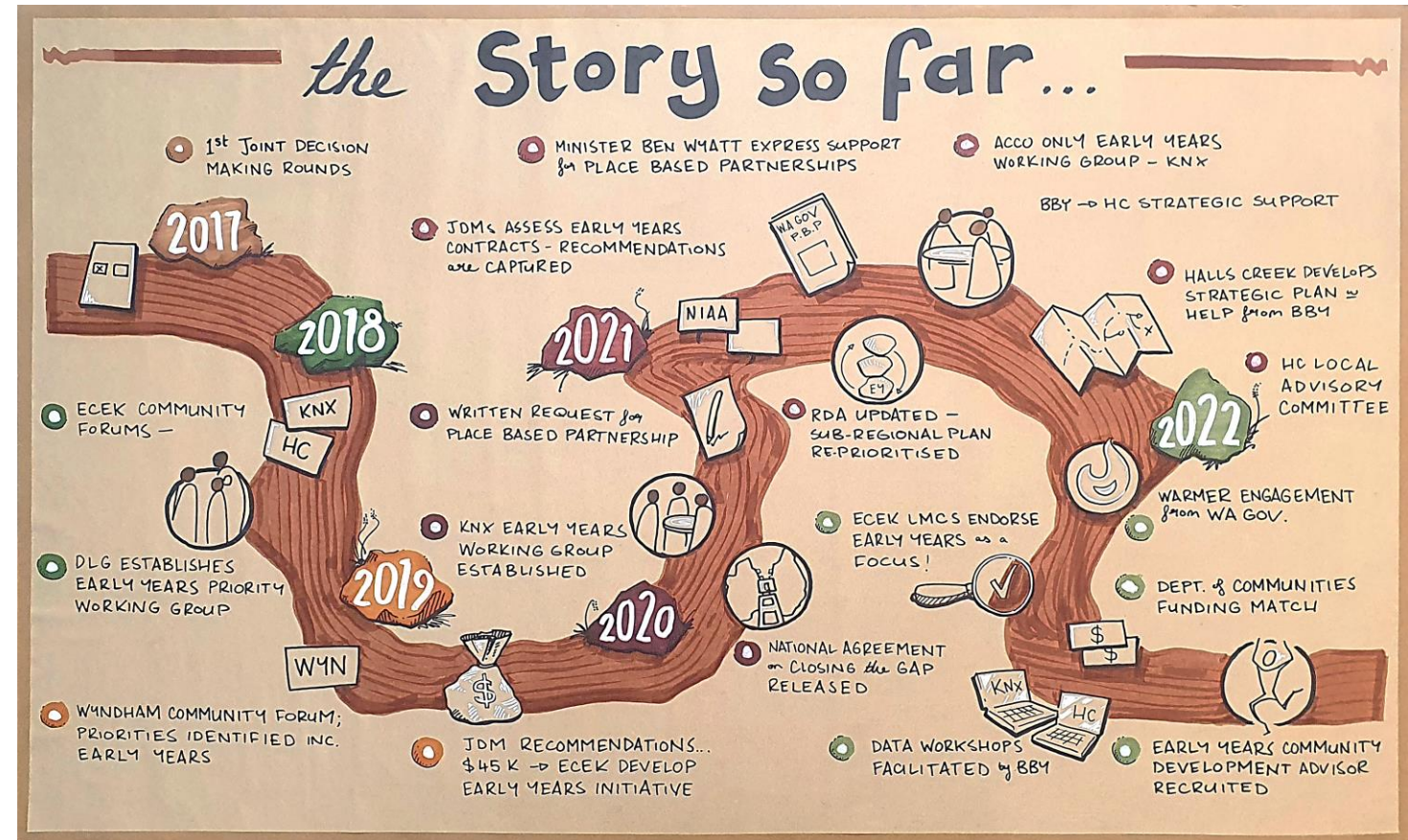
# Early Years in the East Kimberley: The Empowered Communities Journey

Local mob have been working for years to support Aboriginal families in the East Kimberley to grow up strong kids.

Since BBY was established in 2016, community have been telling us that Aboriginal organisations and Government need to be working together to improve early childhood outcomes. This was expressed in the Kununurra Education Strategy, community forums in Kununurra, Halls Creek and Wyndham, in multiple Joint Decision-Making rounds across the region, and many other community meetings.

BBY has been attempting to get Government involved in different ways. We have advocated for bringing the Connected Beginnings initiative to the East Kimberley and worked with the District Leadership Group. These strategies have not succeeded yet, so we have tried other ways.

Now, there are community-led early years priority working groups in Kununurra, Halls Creek, and Wyndham. There is a tried and tested shared-decision making process ready to take beyond IAS funding. We have a community data project underway to obtain a comprehensive picture of what is happening for our children and families. We are partnering with all levels of government to do this work. Aboriginal people are leading the change to see our kids grow up strong in the East Kimberley.

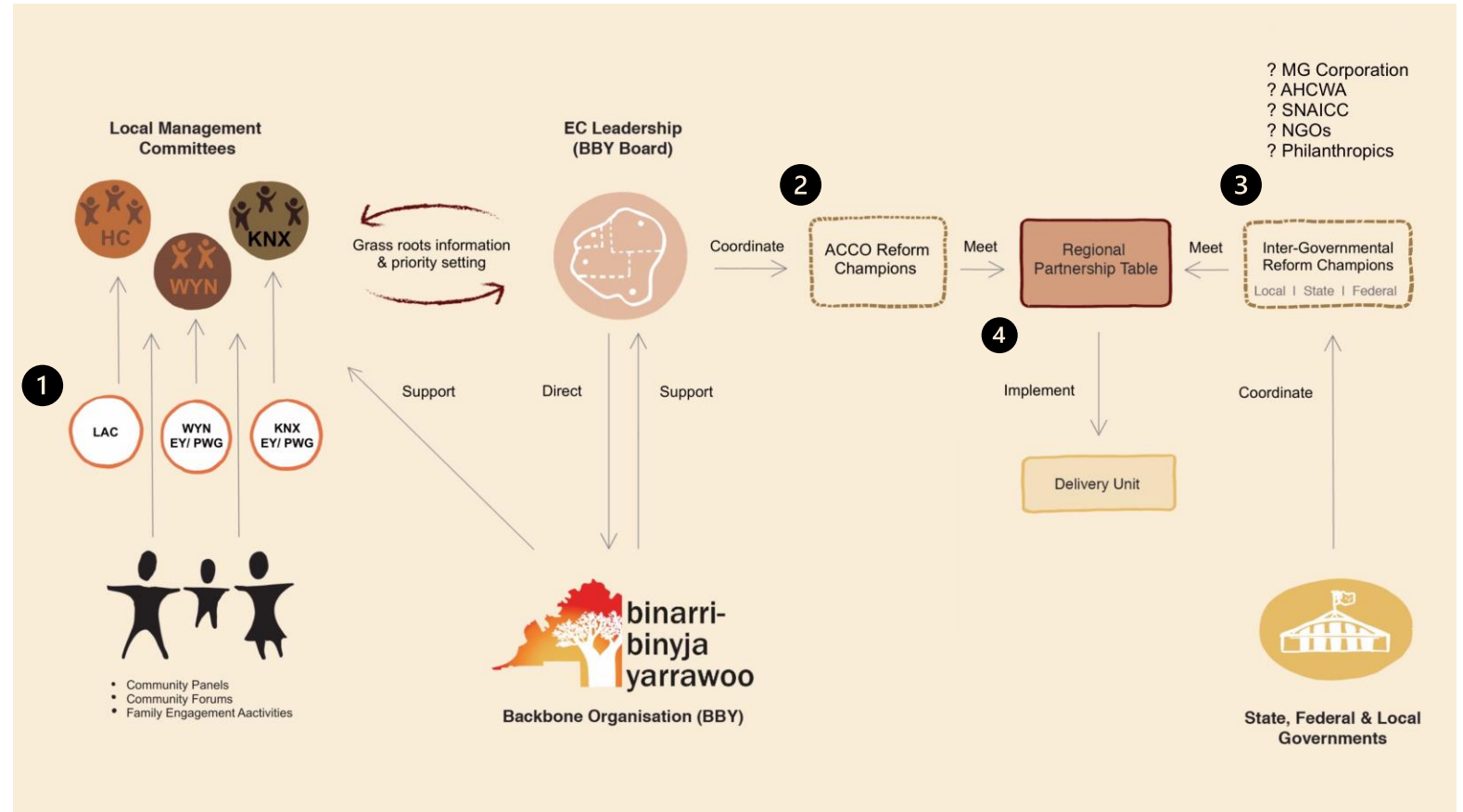


# Regional Governance

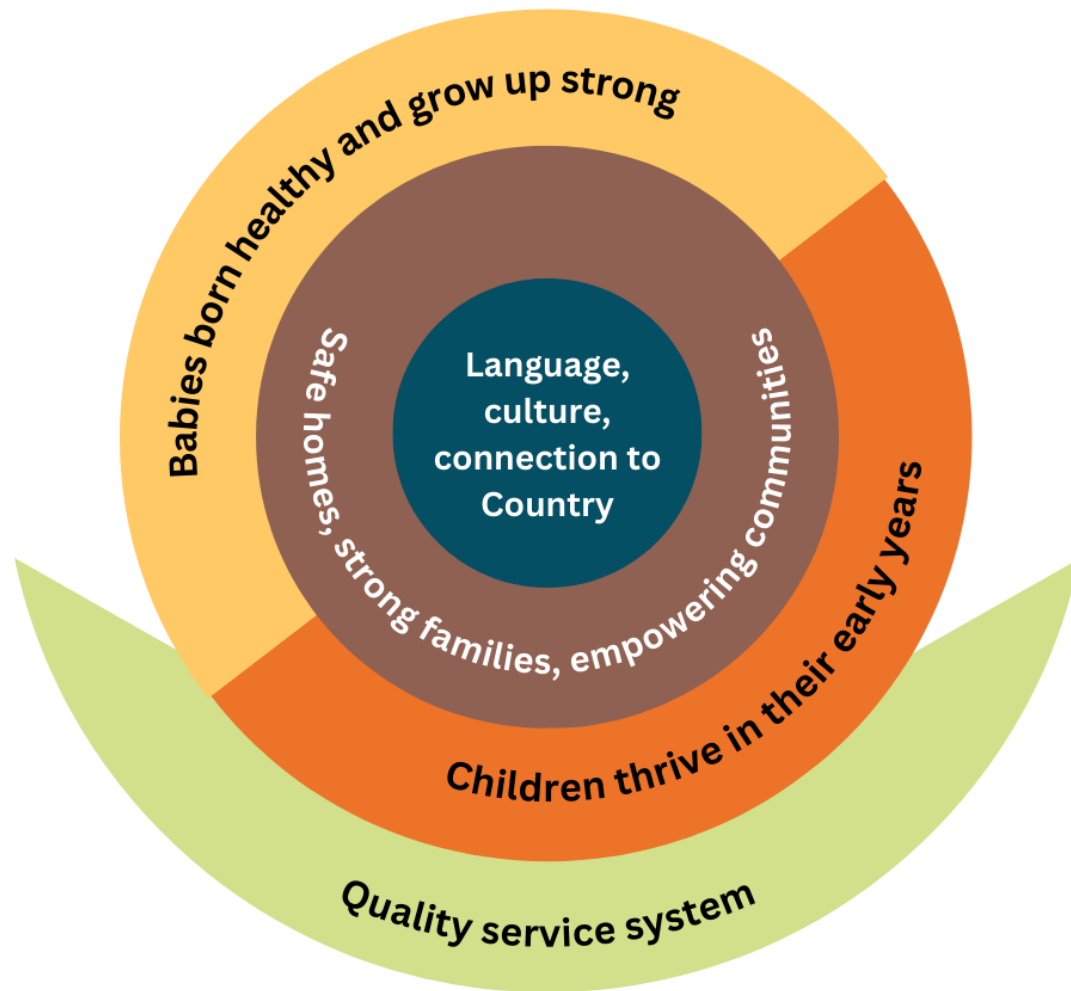
Since opting into Empowered Communities in 2015, we have worked hard to develop our formal governance arrangements. For the early years work, community leadership for reform is ensured by including sector-specific, local-level working groups in our governance arrangements (1). BBY is the backbone organisation providing secretariat support to the early years working groups, the Local Management Committees, and the Empowered Communities Leaders to gather grassroots information and set strategic priorities for the region.

This work is bigger than Empowered Communities, so we will coordinate with all ACCO reform champions (2) both locally and nationally to ensure all of the right Aboriginal leaders are part of this work.

Government has committed to doing the same on their end (3), and we look forward to meeting with reform champions at all levels of Government at the Regional Partnership Table (4). This will be the place where we make agreements with Government, NGOs, and the corporate sector about long term reform for growing up strong kids in the region, and the investment needed to support it.



# Early Years Regional Development Agenda: Development Domains



We know that the early years – the period from conception to school transition– is the most important time to lay strong foundations for the health, learning, development, and identity of Aboriginal children. It is a critical window of opportunity to set our kids up for life.

In the East Kimberley, our vision is this:

- Language and culture are essential and are at the centre of a child’s start to life. Families and children in their early years are speaking their Aboriginal languages, have connection to Country, and have strong sense of belonging and cultural identity.
- Families live together in safe, nurturing homes where mums, dads, and extended caregiving family networks are empowered, children are thriving, and communities support families to succeed.
- Strong and healthy mums before, during, and after pregnancy. Babies are born healthy and children grow up with positive social and emotional wellbeing, including physical and mental health and meeting developmental milestones.
- Children achieve their full potential in early learning, both at home and through participating in high-quality early childhood education and care. Parents and caregivers are empowered to take the lead in children’s early learning and development.
- The Aboriginal community-controlled early years sector is strong and sustainable, and supports self-determination. The early childhood education and care workforce delivers high-quality, culturally appropriate services for our kids.

These are the five development domains for the Early Years Regional Development Agenda, and provide a framework for the path forward.

# Early Years Regional Development Agenda: East Kimberley Regional Plan

## Regional Reform Initiatives



### East Kimberley Regional Plan for Early Years

No.	Early Years Development Domains	Initiative <i>What do we want to do?</i>		Actions <i>How do we do it?</i>	Rationale <i>Why are we doing it?</i>	Time frame	Partners and Agencies Involved
1	Quality service system	<b>Place-based partnership and shared decision making</b>		Establish tripartite place-based partnership in the East Kimberley. Establish shared decision making processes for Government (state and Commonwealth) funding beyond NIAA IAS funding. Develop 'JDM+' (regional shared decision making approach) for IAS Program 1.2 Children and Schooling.	Genuine partnership is critical to accelerating policy and progress towards Closing the Gap in the East Kimberley. Reallocate early years spend into ACCO sector, long term funding, reduce duplication.		NIAA, DSS, Department of Premier and Cabinet, Dept. Communities, Dept. Health, Dept. Education, SWEK, SoHC
2	Quality service system	<b>Build the Aboriginal community-controlled early years sector</b>	<b>Early Years coordination (community-controlled sector)</b>	Facilitator for early years working groups Kununurra, Halls Creek, and Wyndham to support grassroots collaboration, shared learning, and support development of staff and organisations in the community controlled early years sector.	Build the Aboriginal community-controlled early years sector.		Department of Communities
3	Quality service system		<b>ACCO procurement and sector development</b>	Assess needs and increase involvement of ACCOs in early years sector. Transition existing early years program funding held by non-Indigenous NGOs to ACCOs (e.g. Communities for Children in the East Kimberley).	Improve service quality and outcomes for children and families by increasing number of ACCOs contracted by government to deliver services for early years.		54 Reasons, Wunan Foundation, Department of Social Services, non-Indigenous NGOs, ACCOs delivering early years services.
4	Quality service system	<b>Transforming Government organisations</b>		Improve employment, training, and retention of local Aboriginal people in early childhood workforce (Department of Health, Education, and Communities). Develop cultural competency of non-Indigenous staff in early childhood workforce. Ensure all staff are trained in trauma-informed practice.	Systemic and structural transformation of mainstream government organisations is needed to improve accountability and to respond to needs of Aboriginal families and communities.		Department of Health (WA), Education, Communities, NRTAFE, organisations delivering early childhood services.
5	Quality service system	<b>Shared access to data</b>	<b>Gain access to Government data at a regional level</b>	Governments enable shared access to location specific investment and population data.	Disaggregated data enables communities make informed decisions.		
6	Quality service system		<b>Build local evidence base of 'what works'</b>	Implement good quality evaluations of early years programs and services and share results between funders and service providers to enable learning and measurement of long-term outcomes for Aboriginal children and families. Outcomes and impact measurement need to be factored into program investment and KPIs.	More comprehensive impact assessments are needed to understand impact of services and programs on Aboriginal children and families in the region.		Providers and funders of early childhood services.

# Early Years Regional Development Agenda: East Kimberley Regional Plan

## Regional Priority Initiatives



### East Kimberley Regional Plan for Early Years

No.	Early Years Development Domains	Initiative <i>What do we want to do?</i>	Actions <i>How do we do it?</i>	Rationale <i>Why are we doing it?</i>	Timeframe	Partners and Agencies Involved	
1	Babies born healthy and grow up strong	<b>Improve maternal health</b>	<b>Culturally safe maternal health services</b>	Workforce growth and development to increase the number of Aboriginal Health Workers in maternal health services. Provision of culturally secure maternity services. Ongoing training in cultural awareness and provision of trauma-informed care for non-Indigenous health professionals.	Providing culturally safe maternal health services is critical for the health of Aboriginal mothers and babies.		Department of Health, WACHS, KAMS, OVAHS, YYMS
			<b>Support mums to have healthy pregnancies</b>	Reducing incidence of risk behaviours during pregnancy through education/support services, and targeted cross-agency approaches. Improve food security and ensure adequate nutrition during pregnancy, including iron infusions at 12-weeks of pregnancy.	Before, during, and after pregnancy, the health and wellbeing of mothers shapes the health and development of children.		
			<b>Birthing on Country</b>	Support cultural birthing practices through a midwifery-led model of care (such as the Caring For Mum on Country program).	Intergenerational connection and knowledge transfer.		
			<b>Investment in Aboriginal-led maternal health services</b>	Investment in targeted antenatal and maternal health through Australian Nurse Family Partnership Program.	Empower first-time mums to support a healthy pregnancy and confident parenting.		
2	Quality service system	<b>ECEK early years community data project</b>	<b>Governments enable shared access to data</b>	Governments enable shared access to location specific investment and population data	Disaggregated data provides a more comprehensive picture of what is happening and enables ACCOs and communities to participate in informed decision making.  In addition to government-held data, communities need to be able to collect our own data that is locally relevant.	Commonwealth and State Government, Local Shires, local ACCOs and NGOs working in early years, research institutions	
			<b>Communities collect and analyse our own data on early years</b>	Develop strengths-based assessment of early years, such as alternative on-entry school assessment. Community survey on child and family wellbeing in Halls Creek, investigating parent's attitudes towards education, food cultures, etc. Wyndham census. Data and evaluation capacity building.			
			<b>Publish regional dashboard of locally relevant data for early years</b>	Development of data infrastructure published in a regional dashboard of locally relevant early years indicators, linked to CtG targets.			

# Early Years Regional Development Agenda: East Kimberley Regional Plan

## Regional Priority Initiatives



### East Kimberley Regional Plan for Early Years

No.	Early Years Development Domains	Initiative <i>What do we want to do?</i>	Actions <i>How do we do it?</i>	Rationale <i>Why are we doing it?</i>	Timeframe	Partners and Agencies Involved
3	Safe homes, strong families, empowering communities	<b>Housing for families</b>	Design a new approach to housing that leverages early years outcomes.	Ensure Aboriginal families have homes that are safe and appropriate for growing up children.		Department of Communities
4	Safe homes, strong families, empowering communities	<b>Parenting education and support</b>	Map existing parenting services. Implement regular parenting programs and early childhood education programs where parents are involved., e.g. training in Abecedarian approach, expanding B3 delivery across the East Kimberley. Parenting workshops with creche facilities. Educate parents on cyber safety and healthy use of technology.	Empower parents to strengthen attachment from birth and play the lead role in the development of their children. Support parents to have the right expectations for their child's development.		Early learning centres, CEWA, St Joseph's, Waardi Ltd, Department of Education
5	Quality service system	<b>Improving access to and awareness of early years services</b>	Implement in-hospital birth registrations by supporting families to accurately complete paperwork before discharge. Support families with administrative tasks to enrol into programs and services. Publish and maintain a regional service directory for early childhood services that can be filtered by location.	Registering baby at birth enables access to early years services and a smoother transition into early years education.		Department of Health
6	Quality service system, Children thrive in their early years	<b>Regional workforce development for early childhood education</b>	Establish early childhood education workforce training and development for local staff at ACCO-led services, including training in Abecedarian approach, cultural immersion, and trauma informed practice. Increase wages and improve working conditions for early childhood educators.	A sustainable and high quality early childhood education and care workforce is critical for setting up strong foundations for life.		NRTAFE, Community Skills WA
7	Quality service system	<b>Integrated service delivery</b>	Implement models of integrated service delivery that support collaboration between health, education, and community services for Aboriginal children and families, e.g. Connected Beginnings, Child and Parent Centres.	Breaking down silos, reducing duplication, and improving coordination and co-location enables services to maximise impact and meets the needs of Aboriginal families.		CPCs, Department of Education, WACHS, Department of Communities



# Early Years Regional Development Agenda: Kununurra Sub-regional Plan

## Kununurra Sub-regional Plan for Early Years

No.	Early Years Development Domains	Initiative <i>What do we want to do?</i>	Actions <i>How do we do it?</i>	Rationale <i>Why are we doing it?</i>	Timeframe	Partners and Agencies Involved
1	Safe homes, strong families, empowering communities	<b>Families as first educators</b>	Increase parental engagement in early childhood education through: regular parenting workshops with creche facilities (e.g. B3), empowering families as first educators through training in Abecedarian approach (e.g. AFAFE, HIPPY programs). Educate parents on cyber safety and healthy use of technology.	Empower parents to strengthen attachment from birth and to take the lead in children's development. Multi-dimensional support for transition to school.		Early learning Centres, CEWA, St Joseph's, Waardi Ltd, Department of Education
2	Babies born healthy and grow up strong	<b>Support mums to have healthy pregnancies</b>	Implement community-led strategies to educate and support mothers to have healthy pregnancies, and to support families to reduce the prevalence of risk factors for development delays, including smoking and drinking during pregnancy. Work in partnership with OVAHS' Mums and Bubs program.	Before, during, and after pregnancy, the health and wellbeing of mothers shapes the health and development of children.		OVAHS, WACHS, KAMS (ANFPP)
3	Babies born healthy and grow up strong	<b>Food security</b>	Co-design and implement a community-based food security initiative. E.g. School feeding programs. Cooking classes for children and families.	Families need access to healthy food to ensure children are growing up strong and thriving in early learning.		Local ACCOs, Community Garden, Schools, OVAHS, WACHS
4	Safe homes, strong families, empowering communities	<b>Strong men, strong fathers</b>	Support services for men and fathers as part of whole of family approach. Strong men's group with therapeutic program and behaviour change program.	Supporting the health and wellbeing, and the role of men before and after they become fathers helps families to raise strong kids and provide community leadership for change.		KWAC, Healing Foundation, NIAA
5	Babies born healthy and grow up strong	<b>Early screening and intervention</b>	Paediatrician and allied health services working with early learning centres to provide consistent care, early diagnosis and follow-up support to children where needed, including eye-testing, hearing assessment, dental, and screening for developmental delays including FASD.	Ensure all children are able to access specialist diagnostic and therapeutic health services when needed to support early childhood development.		OVAHS, WACHS, HAPEE, Kununurra Dental, Kununurra Optometrists, Boab Health, Kununurra CPC, GYAC

# Early Years Regional Development Agenda: Kununurra Sub-regional Plan

## Kununurra Sub-regional Plan for Early Years

No.	Early Years Development Domains	Initiative <i>What do we want to do?</i>	Actions <i>How do we do it?</i>	Rationale <i>Why are we doing it?</i>	Timeframe	Partners and Agencies Involved
6	Quality service system	<b>Increase awareness of and access to early years services</b>	Implement community-led strategies to connect Aboriginal families with early years services.	Ensure families are informed and have access to all services.		Kununurra CPC, GYAC, One Tree, Ewin Centre, St Josephs, OVAHS, WACHS, KAMS, etc.
7	Language, culture, connection to Country	<b>Bilingual education</b>	Expansion of Miriwoong Language Nest program and embed Miriwoong into curriculum for K-12. ILA pilot program for delivery of Miriwoong immersive education for early years. Train teachers to teach Standard Australian English as a second language (e.g. LAPS, Tracks to Two-Way Learning Professional Learning Program).	Language and culture is essential and needs to be at the centre of a child's start to life.		MDWg, Department of Education, NIAA, Waardi Ltd.
8	Children thrive in their early years; Quality service system	<b>Expand capacity of culturally appropriate early childhood education and care services</b>	Establish new ECEC service in Kununurra to increase places available. Develop local Aboriginal staff in early childhood education (e.g. through CCCFR workforce development activity and ILA proposal). Seek funds to refurbish Kununurra Neighbourhood House for use by GY Stepping Stones program.	A sustainable and high quality early childhood education and care workforce, including educators who can understand Aboriginal languages, is critical for setting up strong foundations for life.		NRTAFE, Community Skills WA, Kununurra CPC, MDWg, GYAC
9	Quality service system	<b>Integrated service delivery</b>	Full implementation of 'hub and spoke' model at Kununurra CPC, with health and education services working together.	CPCs are a model of integrated service delivery, which enables co-located services to maximise impact and meets the needs of Aboriginal families.		Kununurra CPC, Department of Education, WACHS, OVAHS
10	Quality service system	<b>Early years community data project</b>	Develop strengths-based assessment of early years, such as alternative on-entry school assessment. Provide training in data and evaluation for ACCOs and early years sector.	We need to be able to collect and analyse our own data that is locally relevant to support better decision making about our futures.		Commonwealth and State Government, SWEK, local orgs working in early years, research institutions

# Early Years Regional Development Agenda: Halls Creek Sub-regional Plan



## Halls Creek Sub-regional Plan for Early Years

No.	Early Years Development Domains	Initiative <i>What do we want to do?</i>	Actions <i>How do we do it?</i>	Rationale <i>Why are we doing it?</i>	Timeframe	Partners and Agencies Involved
1	Safe homes, strong families, empowering communities	<b>Safe and accessible public spaces for families</b>	Build community infrastructure that enables children to play safely together, and families to live active and healthy lifestyles. This could include: playgrounds, free access to the swimming pool, a water park or play area, walking paths in town.	Halls Creek needs safe public spaces for children and families to use, to support mental and physical health.		Shire of Halls Creek
2	Babies born healthy and grow up strong	<b>Support mums to have healthy pregnancies</b>	Implement community-led strategies to educate and support mothers to have healthy pregnancies, and to support families to reduce the prevalence of risk factors for development delays, including smoking and drinking during pregnancy. Improve nutrition during pregnancy through education and community food security initiatives. Support cultural birthing practices through a midwifery-led model of care (such as the Caring For Mum on Country program).	Before, during, and after pregnancy, the health and wellbeing of mothers shapes the health and development of children. Birthing on Country enables intergenerational connection and knowledge transfer.		YYMS, WACHS, KAMS (ANFPP)
3	Babies born healthy and grow up strong	<b>Early screening and intervention</b>	Paediatrician and allied health services permanently based in Halls Creek and working with early learning centres to provide consistent care, early diagnosis and follow-up support to children where needed, including eye-testing, hearing assessment, dental, and screening for developmental delays including FASD.	Ensure all children are able to access specialist diagnostic and therapeutic health services when needed to support early childhood development.		WACHS, HAPPEE, Kimberley Dental Team, allied health, etc.
4	Safe homes, strong families, empowering communities	<b>Locally developed parenting program</b>	Work with providers to develop, fund and deliver evidence-based and locally relevant parenting programs for Halls Creek families, including parent support group with Elder involvement, peer support, information sharing, regular and one-off workshops. Empower families as first educators through training in Abecedarian approach (e.g. AFAFE, HIPPY programs). Educate parents on cyber safety, healthy use of technology. Include health education and promotion.	Empower young mums and dads by building confidence in parenting skills. Equip parents to strengthen attachment from birth and play the lead role in the development of their children.		Halls Creek CPC, Little Nuggets, NIAA, Department of Social Services, Department of Communities
5	Children thrive in their early years	<b>Increase awareness and access to early learning activities</b>	Expand number of locations for mobile playgroup (staff and community infrastructure). Combine WCS and HCDHS Kindilink sessions. Continue to develop service mapping to increase awareness of what supports are available in the community for children and families. Work with locally developed parenting program.	Ensure families are informed and have access to all services.		Halls Creek CPC, HCDHS, Warlawurru Catholic School, Little Nuggets

# Early Years Regional Development Agenda: Halls Creek Sub-regional Plan



Halls Creek Sub-regional Plan for Early Years						
No.	Early Years Development Domains	Initiative <i>What do we want to do?</i>	Actions <i>How do we do it?</i>	Rationale <i>Why are we doing it?</i>	Timeframe	Partners and Agencies Involved
6	Quality service system	<b>Early years community data project</b>	Community survey to obtain accurate data on child and family wellbeing in Halls Creek, investigating parent's attitudes towards education. Provide training in data and evaluation for ACCOs and early years sector.	We need to be able to collect our own data that is locally relevant, to use as evidence and track progress in early years.		Commonwealth and State Government, SoHC, local orgs working in early years, research institutions
7	Quality service system	<b>Integrated service delivery</b>	HC LAC implements terms of reference and MOU between agencies, to foster greater collaboration between health and education providers. Link to early years component of Kimberley Schools Project.	CPCs are a model of integrated service delivery, which enables co-located services to maximise impact and meets the needs of Aboriginal families.		HC LAC members: HCDHS, WCS, WACHS, YYMS, KAMS, Wunan, KLRC, Jungarni, SoHC, Department of Communities, Department of Education, NIAA, etc.
8	Babies born healthy and grow up strong	<b>Food security</b>	Implement a community-based food security initiative. E.g. Community garden project, school feeding program, cooking classes for children and families.	The prices of food in IGA make it difficult for families to feed children healthy meals. Families need access to healthy food to ensure children are growing up strong and thriving in early learning.		Jungarni, Wunan, Halls Creek town communities, IGA, Coles Express, SoHC, EON Foundation?
9	Language, culture, connection to Country	<b>Bilingual education</b>	Invest in partnership between Halls Creek CPC and KLRC. Emphasis on programs for remote communities. Train language teachers to teach Gooniyandi, Jaru, Gija, Kriol. Train teachers to teach Standard Australian English as a second language (LAPS, Tracks to Two-Way Learning Professional Learning Program).	Language and culture is essential and needs to be at the centre of a child's start to life.		Halls Creek CPC, KLRC, Department of Education, Waardi Ltd

# Early Years Regional Development Agenda: Wyndham Sub-regional Plan

## Wyndham Sub-regional Plan for Early Years

No.	Early Years Development Domains	Initiative <i>What do we want to do?</i>	Actions <i>How do we do it?</i>	Rationale <i>Why are we doing it?</i>	Timeframe	Partners and Agencies Involved
1	Safe homes, strong families, empowering communities	<b>Housing for families</b>	Design a new approach to housing in Wyndham that leverages early years outcomes for children and families.	It is important to have a safe home so families can thrive. Improving housing options has been an important priority for the Wyndham community for many years.		Department of Communities
2	Children thrive in their early years	<b>Families as first educators</b>	Increase parental engagement in early childhood education through: regular parenting workshops with creche facilities (e.g. B3), empowering families as first educators through training in Abecedarian approach (e.g. AFAFE, HIPPY programs). Educate parents on cyber safety and healthy use of technology.	Empower parents to strengthen attachment from birth and to take the lead in children's development. Parents want to learn the skills to be good parents.		WELA, St Joseph's, Waardi Ltd, Department of Education
3	Quality service system	<b>Early years community data project</b>	Collect and analyse Wyndham-specific data on early years. Conduct Wyndham "census" to obtain accurate data on wellbeing of families and community. Provide training in data and evaluation for ACCOs and early years sector.	We need to be able to collect and analyse our own data that is locally relevant to support better decision making about our futures.		Commonwealth and State Government, SWEK, local orgs working in early years, research institutions
4	Babies born healthy and grow up strong	<b>Early screening and intervention</b>	Consistent paediatric and allied health services in Wyndham, including eye testing, hearing assessment, dental care, diagnosis and support for children with developmental delays. Drive-in services to work with existing Wyndham-based early years services (e.g. WELA, Wyndham Child Care Centre, Schools) to deliver effectively for children and families.	Reduce silos and duplication, ensure consistent health, education, and community support services are accessible for families.		WACHS, HAPPEE, Kimberley Dental Team, allied health, etc.
5	Quality service system	<b>Workforce development for early childhood education</b>	Support local staff to take up training and development opportunities in early childhood education and care. Embed trauma-informed approaches in all early years service delivery. Increase skills in leadership, collaboration, monitoring and evaluation and advocacy through professional development activities for local Aboriginal staff in early years.	Increasing skills and capability of local Aboriginal staff will boost culturally-secure service delivery and Aboriginal employment.		WELA, St Joseph's, Wyndham District High School, NRTAFE, Community Skills WA

# Early Years Regional Development Agenda: Wyndham Sub-regional Plan

## Wyndham Sub-regional Plan for Early Years

No.	Early Years Development Domains	Initiative <i>What do we want to do?</i>	Actions <i>How do we do it?</i>	Rationale <i>Why are we doing it?</i>	Timeframe	Partners and Agencies Involved
6	Babies born healthy and grow up strong	<b>Support mums to have healthy pregnancies</b>	Implement community-led strategies to educate and support mothers to have healthy pregnancies, and to support families to reduce the prevalence of risk factors for development delays, including smoking and drinking during pregnancy. Improve nutrition during pregnancy through education and community food security initiatives.	Before, during, and after pregnancy, the health and wellbeing of mothers shapes the health and development of children.		OVAHS, WACHS, KAMS (ANFPP)
7	Safe homes, strong families, empowering communities	<b>Food security</b>	Implement a community-based food security initiative. E.g. Community garden project, school feeding program, cooking classes for children and families.	Cost of living is high. Food insecurity negatively impacts health and education outcomes for children, especially in the early years.		Ngnowar Aerwah, WYAC, WELA, St Joseph's, EON Foundation
8	Safe homes, strong families, empowering communities	<b>Safe and accessible public spaces for families</b>	Build community infrastructure that enables children to play safely together, and families to be active and live healthy lifestyles. This could include: playgrounds, free access to the swimming pool, a water park or play area, walking paths in town.	Wyndham needs safe public spaces for children and families to use, to support mental and physical health.		Shire of Wyndham East Kimberley
9	Language, culture, and connection to Country	<b>Bilingual education and two-way learning</b>	Training teachers to teach Standard Australian English as a second language (LAPS, Tracks to Two-Way Learning Professional Learning Program).	Language and culture is essential and needs to be at the centre of a child's start to life.		St Joseph's, Department of Education, Waardi Ltd.
10	Language, culture, and connection to Country; Children thrive in their early years	<b>Connection to Country</b>	Build coordinated approach to whole-of-family back to Country trips and sharing of knowledge and skills, put in place role models and mentors for parents and children.	Respect for and connection to Country are intrinsically linked to wellbeing and success of Aboriginal children and families.		Balangarra Aboriginal Corporation, Ngnowar Aerwah, WYAC, WELA

# Monitoring and Evaluation

How will we measure progress?

The Regional Development Agenda for Growing Up Strong Kids in the East Kimberley sets out a plan to achieve long-term change for Aboriginal children and families. In order to understand whether we are travelling in the right direction, we need to be measuring outcomes and impacts of our efforts and investment – not just inputs and outputs.

We have selected indicators for each development domain that are:

- Locally relevant
- In alignment with Closing the Gap targets and other national frameworks

There are some indicators that are locally relevant (such as food secure households, or parenting self-efficacy) for which East Kimberley data is not currently being collected. Other indicators have data that is locally relevant but not publicly available. Through the Early Years Community Data Project, we will work with partners to access their data sources or work with our community to collect our own data.

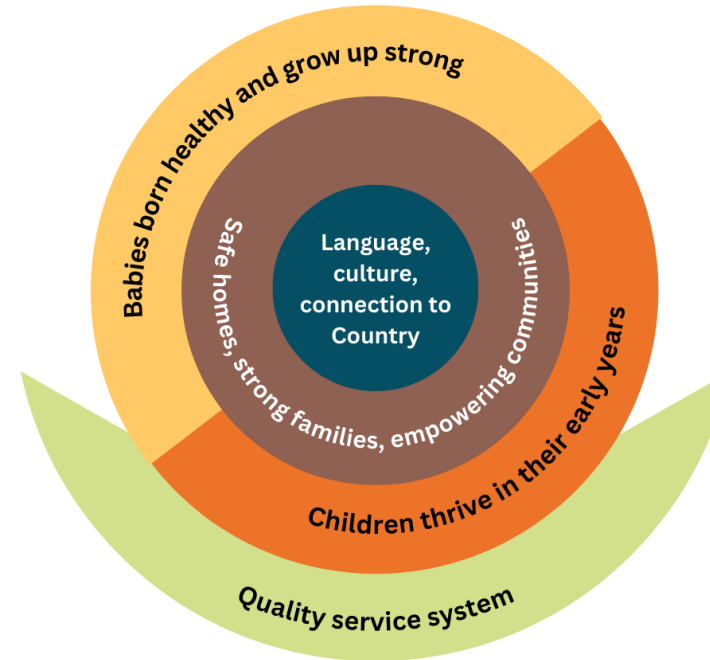
## **Indicators:**

- *Proportion of Aboriginal babies with a healthy birthweight*
- *Proportion of mothers who smoke or consume alcohol during pregnancy by age groups*
- *Proportion of pregnant mothers with a pre-existing health condition*
- *Use of antenatal care*
- *Proportion of babies born free from risks of alcohol or other drug consumption during pregnancy*
- *Number of children with NDIS plans*

## **Indicators:**

- *Number and strength of Aboriginal languages being spoken*
- *Number of children learning Aboriginal languages*
- *Proportion of babies born on Country*

*Italicised = Aligns with Closing the Gap indicators*



## **Indicators:**

- *Proportion of Aboriginal families living in appropriately sized housing*
- *Proportion of Aboriginal households that are food secure*
- *Proportion of Aboriginal people participating in employment, education, or training*

## **Indicators:**

- *Proportion of Aboriginal children assessed as developmentally on track in all five domains of the AEDC*
- *Proportion of Aboriginal children at Kindergarten age who are enrolled in preschool program*
- *Proportion of Year 3 students who are at or above national minimum standard (NAPLAN)*

## **Indicators:**

- *Number of Aboriginal ECEC service providers*
- *Amount of government investment in early childhood sector*
- *Amount of government investment for early childhood sector that is allocated to ACCOs*
- *Aboriginal employment in early childhood sector*



# BBY Data and Early Years Community Data Project

Access to data and information is a critical to ensuring our communities can make informed decisions about our futures. Data needs to be locally relevant to our communities, which means we need data is disaggregated by Indigenous status and below the SA2 (Local Government Area) level to obtain a comprehensive picture of what is happening for our children and families.

As the backbone organisation for Empowered Communities in the East Kimberley, BBY works to facilitate Aboriginal-led planning and decision making. Part of this work is obtaining, collating, and communicating locally relevant data to our members, partners, and leaders, in the form of:

- Documenting accurate baseline data about our communities
- Mapping the current service system and analysing performance data
- Tracking government investment
- Building frameworks to fill data and evidence gaps

The **ECEK Early Years Community Data Project** aims to improve Aboriginal-led decision making for the early childhood sector by:

Establishing greater access to locally relevant data

Developing shared measurement practices

Supporting capability to use locally relevant data and information on early years

The Early Years Community Data Project has the following objectives:

- Build a **shared measurement system** for early years by facilitating Aboriginal community-controlled organisations, government, and other stakeholders to align on an approach and consistently measure Early Years indicators
- Support organisations to increase their **data capability** and leadership
- Establish a virtual ‘hub’ or **dashboard that brings together relevant Early Years data** from multiple sources and enables real-time tracking and evidence-based decision making

In the National Agreement on Closing the Gap, governments have committed to sharing disaggregated data, working in partnership with Aboriginal communities to improve data practices, improving transparency around data, and building the capability of Aboriginal organisations to collect and use data.

We look forward to working with all levels of government to develop a stronger data system for early years in the East Kimberley.





# Appendix i. Baseline Data



This baseline data has been compiled as a snapshot for Aboriginal development in the early years sector.

Population indicators for measuring development in the East Kimberley for Aboriginal children and families

Development domain	Indicator	WA State	East Kimberley	Shire of Wyndham-East Kimberley	Shire of Halls Creek	Aligns with Closing the Gap indicator
Language, culture, connection to country	Number and strength of Aboriginal languages being spoken	In development				✓
	Proportion of Aboriginal people speaking Aboriginal languages at home	14.4%	33.6%	17.8%	50.7%	✓
	Number of children learning Aboriginal languages	n/a	n/a	n/a	n/a	
	Proportion of babies born on Country	n/a	n/a	n/a	n/a	
Safe homes, strong families, empowering communities	Proportion of dwellings that are Aboriginal households and require one or more extra bedrooms	9.5%	26.9%	22%	33%	
	Proportion of Aboriginal households that are food secure	In development				
	Proportion of Aboriginal people participating in employment, education, or training Proportion of Aboriginal people who reported being in the labour force	n/a 49%	n/a 40.2%	n/a 45.3%	n/a 34.4%	✓
	Parenting self-efficacy	In development				
Babies born healthy and grow up strong	Proportion of Aboriginal babies with a healthy birthweight	87%	87.6%	n/a	n/a	✓
	Proportion of mothers who smoke or consume alcohol during pregnancy by age groups	n/a	n/a	n/a	n/a	
	Proportion of mothers who smoked in the first 20 weeks of pregnancy	44.8%	54.9%	n/a	n/a	
	Proportion of mothers who consumed alcohol in the first 20 weeks of pregnancy	n/a	n/a	n/a	n/a	
	Proportion of pregnant Aboriginal mothers with a pre-existing health condition	In development				✓
	Use of antenatal care (attended 5+ antenatal visits during pregnancy)	79.4%	85.4%	n/a	n/a	
	Proportion of babies born free from risks of alcohol or other drug consumption during pregnancy	n/a	n/a	n/a	n/a	✓
	Number of children with NDIS plans	6,178		18	<11	✓
	Kimberley Mum's Mood Scale					
	Proportion of Aboriginal mothers diagnosed with gestational diabetes					
Number of babies born by caesarean section						
Number of child health checks						

## Appendix i. Baseline Data

Population indicators for measuring development in the East Kimberley for Aboriginal children and families

Development domain	Indicator	WA State	East Kimberley	Shire of Wyndham-East Kimberley	Shire of Halls Creek	Aligns with Closing the Gap targets	
Children thrive in their early years	Proportion of Aboriginal children assessed as developmentally on track in all five domains of the AEDC	31.3%	n/a	n/a	n/a	☑	
	Proportion of children who are developmentally vulnerable in one or more AEDC domain	20.3%	n/a	41.5%	75.7%		
	Proportion of Aboriginal children at Kindergarten age who are enrolled in preschool program	107.2% (by domain only)	n/a	n/a	n/a		
	Proportion of Aboriginal Year 3 students who are at or above national minimum standard in reading (NAPLAN)	83.1%	n/a	n/a	n/a		
	Proportion of Year 3 students at or above national minimum standard in reading (Band 2)	95.3%				☑	
Quality service systems	Number of Aboriginal community-controlled ECEC service providers	6	n/a	n/a	n/a		
	Amount of government investment in early childhood sector	n/a	n/a	n/a	n/a		
	Amount of government investment for early childhood sector that is allocated to ACCOs	n/a	n/a	n/a	n/a		
	Aboriginal employment in early childhood sector	n/a	n/a	n/a	n/a		
	Number of NDIS providers	15,616			99	57	
	Cultural appropriateness of services		<i>In development</i>				



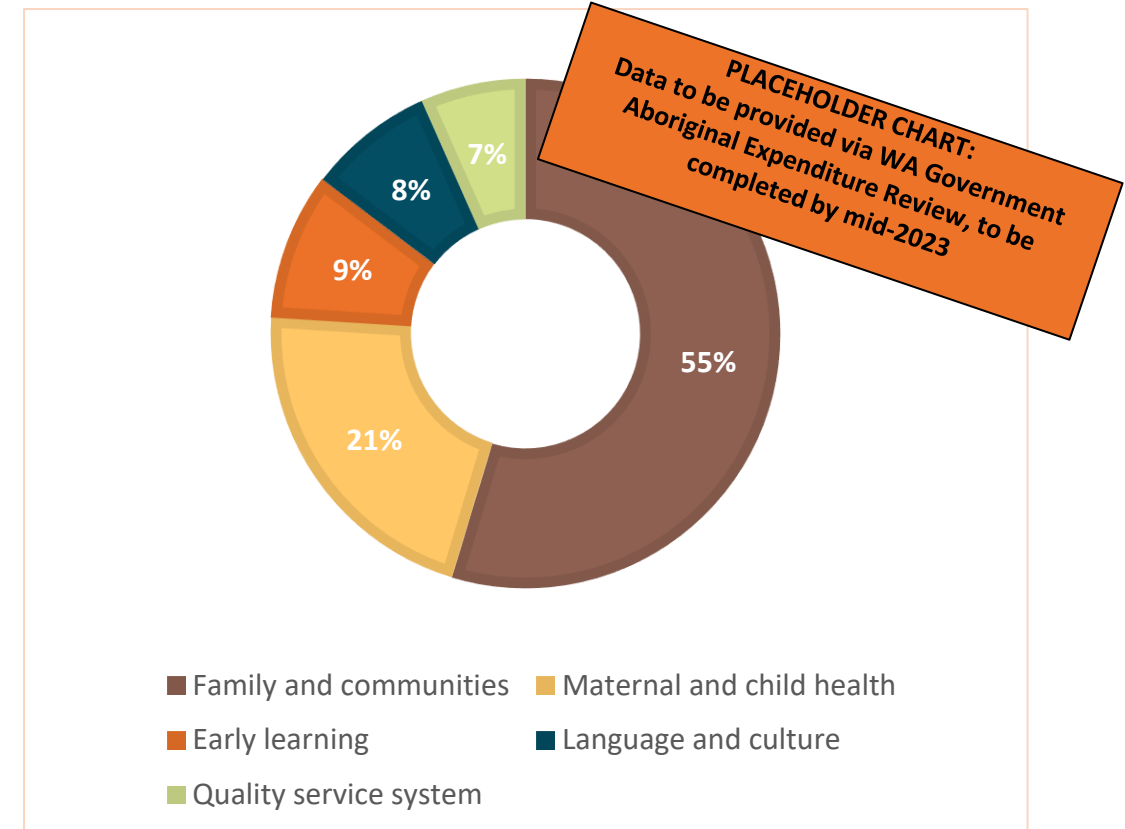
## Appendix ii. Sub-regional profile: Kununurra

### Vision for early years in Kununurra:

Discussed during place-based partnership community consultations, September 2022

- Everything is connected!
- We want to see more Aboriginal workers and opportunities for Aboriginal workers
- We need support services for men and fathers
- Intergenerational respect: respect for ourselves, others, our culture
- Empowering parents to have expectations of children to reach developmental milestones

### Government early years investment in the sub-region of Kununurra:



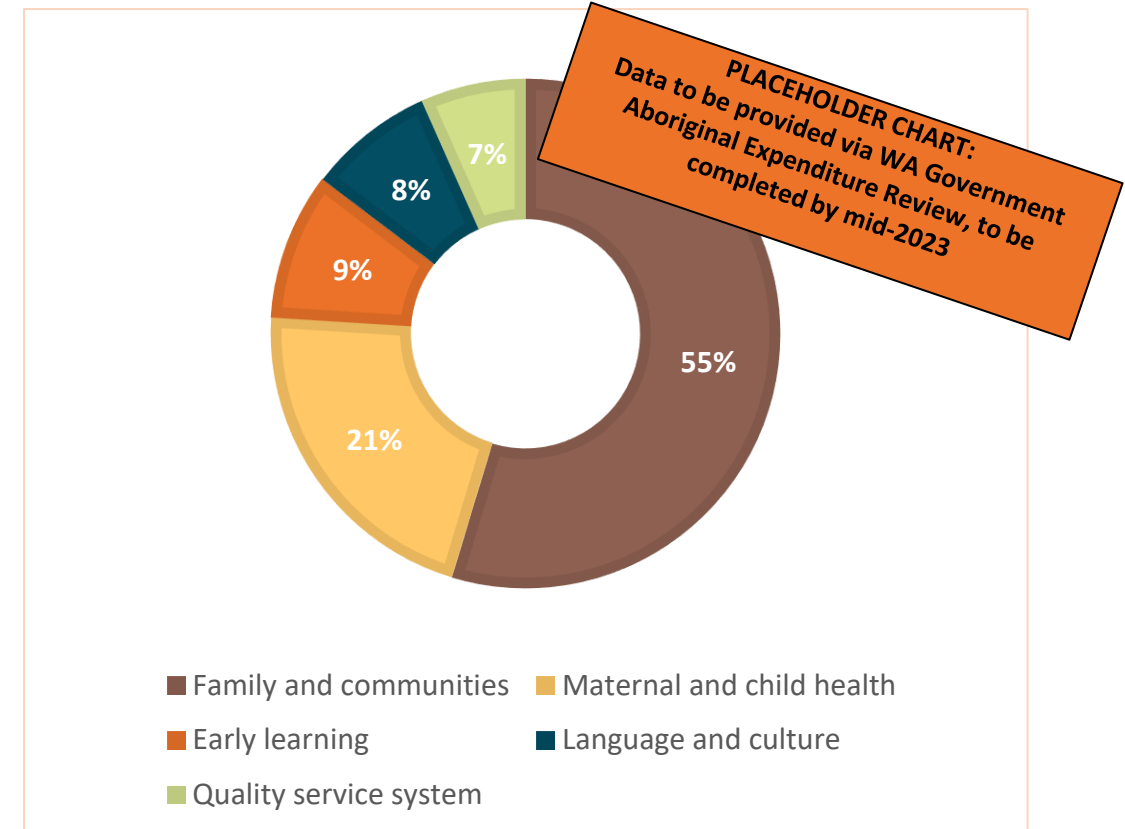
## Appendix ii. Sub-regional profile: Halls Creek

### Vision for early years in Halls Creek:

Discussed during place-based partnership community consultations, September 2022

- There is a vision for kids have happy tummies and to be able to reach their potential. Right now, prices of food in IGA make it difficult for families to feed children healthy meals.
- Children are able to succeed in the education system.
- We want Halls Creek to be a town where kids are proud to be from and want to be living here.
- We want to see healthy technology use, where devices and apps are used to assist learning

### Government early years investment in the sub-region of Halls Creek:



## Appendix ii. Sub-regional profile: Wyndham

### Vision for early years in Wyndham:

Discussed during place-based partnership community consultations,  
September 2022

- The 'five rivers' of early childhood are: culture, family, community, health, and education
- Country, culture, and respect is what make is all possible
- Family in the middle, strong in culture, leads to good health and education
- Community is where all the services come together
- We want to see safe public spaces where children and young people can spend time, exercise, for physical and mental health

### Government early years investment in the sub-region of Wyndham:

