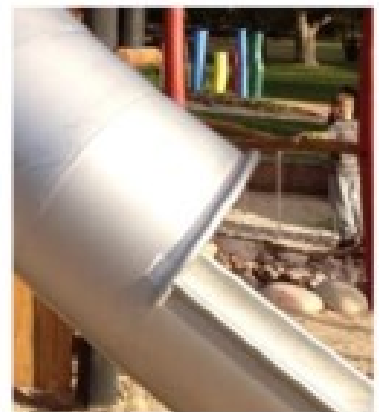
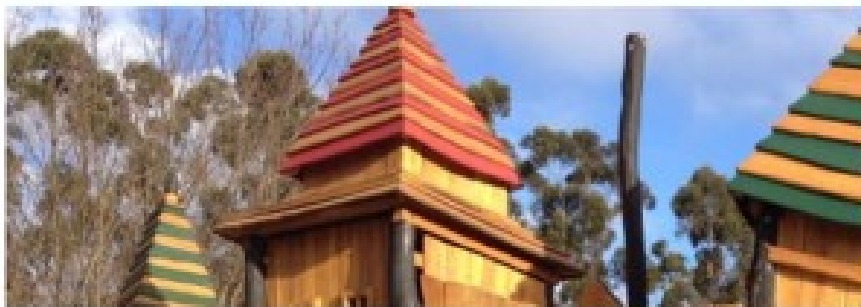




SHIRE OF MANJIMUP



Early Years Strategic Plan 2019 - 2029

Document Change Control Table

Version	Date of Issue	Author(s)	Description of Version
Version 1	22 March 2019	Sharon Wilkinson, Community Development Officer Evy Apeldoorn, Manager Community & Recreation	Draft for release for Public Comment
Version 2	3 October 2019	Sharon Wilkinson, Community Development Officer	Final Plan – adopted by Council

Shire of Manjimup Mission

The Shire of Manjimup is a professional, effective and helpful organisation with a genuine commitment to facilitating good governance and achieving the community's vision. We provide services and facilities, as well as manage legislation and develop policy, and we play a lead role in our Shire being an enjoyable and enviable place to live, work and visit. We care about our community – its wellbeing, its prosperity and its sustainable future.



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Glossary

Term/ Abbreviation	Definition
ABS	Australian Bureau of Statistics. Australia's national statistics agency.
AEDC	Australian Early Development Census. A snapshot of children's development in their first year of full time school and a measure of school readiness.
AIHW	Australian Institute of Health and Welfare. National government agency which provides information and statistics on Australia's health and welfare.
Children	Generally refers to all people under the age of 12.
COAG	Council of Australian Governments. Peak intergovernmental forum in Australia made up of the prime minister, state and territory premiers and chief ministers and other key personnel. The role of COAG is to promote policy reform for issues of national significance.
DEWA	Department of Education, Western Australia. Public education system in WA.
DoC	Department of Communities. Provides a range of child safety and family support services to Western Australian individuals, children and their families
LGA	Shire of Manjimup local government area (LGA) refers to the geographical area contained within the Shire of Manjimup, and is distinct from the organisation which governs the geographical area.
Early Childhood	Generally refers to children under 8, used interchangeably with the term "early years".
ECEC	Early Childhood Education and Care (formerly known as childcare). Centre and home based institutions that care for children for a fee and are required to meet state and federal licensing requirements.
Early years	Children aged 0 – 8 years old.
ECRU	Education and Care Regulatory Unit. The Department of Communities approves and monitors education and care services through this unit. ECRU is responsible for assessing, monitoring and supporting services, ensuring services are aware of compliance roles and responsibilities and investigating incidents and complaints.
NQF	National Quality Framework. The NQF introduced a new quality standard in 2012 to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hours care. It includes the National Law and National Regulations, the National Quality Standard, an assessment and quality rating process and national learning frameworks.
OSHC	Outside School Hours Care. Care for children before and after school hours, and school holiday programs.

SEIFA	Socio-Economic Indexes for Areas. A tool developed by the Australian Bureau of Statistics that ranks local government areas in Australia according to relative socio-economic advantage and disadvantage.
SoM	Shire of Manjimup. Refers to the local government organisation which governs the Manjimup local government area.
SWRCSP	The South West Regional Children’s Services Plan, a comprehensive analysis of education based children’s services in the South West area.
WACOSS	The Western Australian Council of Social Services is a Not for Profit, peak body organisation who advocate for social change to improve the wellbeing of Western Australians and to strengthen the community services sector that supports them.
WALGA	Western Australian Local Government Association, peak industry body and key advocate for local government.
WBEYN	Warren Blackwood Early Years Network. A group of community, government and non-government representatives who have a commitment to supporting children, families, carers and communities to improve the wellbeing of children from birth to age six.
WACHS	Western Australia Country Health Service. Has the goal of providing accessible health services to regional populations and a quality health care workforce.



Executive Summary

Early Years refers to the period from conception through to 8 years old. The Shire of Manjimup recognises the importance of the Early Years as a period of unparalleled development and growth in children which greatly influences the trajectory of life outcomes. Supporting families and our youngest community members during this phase of development, is essential in assisting children to reach their full potential and lead full and rewarding lives. This in turn enriches the communities in which we all live.

In 2016 the total population for the Shire of Manjimup was 9,250 and encompassed 2,441 families with 1,048 children under the age of eight. The Shire of Manjimup has four main population centres: Manjimup, Pemberton, Northcliffe and Walpole. In addition to these town sites, the Shire also has seven other populated settlements (Deanmill, Jardee, Nyamup, Palgarup, Quinninup, Tone River and Windy Harbour) and a large number of localities.

Ongoing concerns in the levels of learning and behavioural issues in a cohort of children have been expressed by early years educators, care givers and schools. Several years of data collection (incl. AEDC and SEIFA results), identified poor school readiness and delayed developmental progress of children in the region.

The Shire of Manjimup Early Years Strategic Plan (the Plan) aims to address these issues. Research shows that childhood development has a direct relationship to life trajectory of our community members.

The 2019-2029 Plan has been developed with assistance from the early years sector and families of young children, research from current literature, Federal and State Government strategies and policies, and Shire of Manjimup Strategies, plans and policies. The Plan identifies key priorities, and provided a framework for a range of objectives to assist all stakeholders to develop and implement activities and pursuits relevant to early.

The Plan endeavours to ensure an integrated approach to planning, delivery and review of services and supports within our community. Through partnerships and working together in a collaborative manner, the lives of the young children who live in our Shire can be greatly improved.



Introduction

Early Childhood refers to the period from conception through to 8 years old. The importance of positive experiences in early childhood cannot be undervalued. Improving children's development for this critical period can have a transformative social and economic effect for both the child and the community in which they live. The quality of a child's earliest environments and the availability of appropriate experiences at specific stages of development are crucial in shaping developmental outcomes.

Longitudinal data from international studies demonstrate that children who are developmentally vulnerable at the start of their schooling are likely to continue a life trajectory of poor life outcomes. Early intervention is the most cost effective and socially effective way to deal with disadvantage. Every dollar invested in quality early childhood development for children produces a 7%-10% return, per child, by year 2 of schooling (The Economics of Human Potential, Heckman 2014). Child development is influenced by many factors, from the family environment and community, to wider influences such as government policies, environmental conditions and broader social norms, beliefs and attitudes. Local Governments are well placed to ensure local communities are nurturing, safe and supported, where children can grow to reach their full potential.

Research shows that positive experiences in early childhood can lead to increased productivity, social equality and increased health and wellbeing, whilst negative experiences in early childhood can result in reduced productivity, social inequality and also contribute to the economic cost that comes with entrenched disadvantage. The benefits of positive experiences in early childhood are illustrated in table 1.

In response to the evidence supporting the need for positive experiences in early childhood, the Council of Australian Governments (COAG) developed a national strategy outlining what was needed for positive experiences to occur. This document, *The National Early Childhood Development Strategy, Investing in the Early Years, 2009*, has the vision that by 2020 "all children have the best start in life to create a better future for themselves and for the nation".



Table 1 Benefits of positive experiences through early childhood programs

Benefits	Pathways linking early childhood development to human capital			
	Education	Health	Social capital	Equality
For children (immediate benefits)	Greater intelligence & improved: <ul style="list-style-type: none"> •practical reasoning •hand-eye coordination •hearing and speech •reading readiness •school performance, with less grade repetition and dropout 	Better hygiene and health care & less: <ul style="list-style-type: none"> •morbidity •mortality •malnutrition •stunting 	<ul style="list-style-type: none"> •greater self-concept •more socially adjusted •less aggressive •more cooperative •better behaviour in groups •increased acceptance of instructions 	<ul style="list-style-type: none"> •reduced disadvantages of poverty •Improved nutritional status •cognitive and social development •Improved health
For adults (long-term benefits)	<ul style="list-style-type: none"> •greater productivity •increased success (better jobs, higher incomes) •improved ability to adequately care for a child and increased family health •greater economic wellbeing 	<ul style="list-style-type: none"> •improved height & weight •enhanced cognitive development •less infections and chronic diseases 	Greater self-esteem & Improved: <ul style="list-style-type: none"> •social competence •motivation •acceptance of norms & values •less delinquency & criminal behaviour 	Equality of: <ul style="list-style-type: none"> •opportunity •education •health •income
For Society (ongoing benefits)	<ul style="list-style-type: none"> •greater social cohesion •less poverty and crime •increased adoption of new technologies •improved democratic processes •greater economic growth 	<ul style="list-style-type: none"> •greater productivity •less absenteeism •higher incomes 	<ul style="list-style-type: none"> •improved utilisation of social capital •enhanced social values 	<ul style="list-style-type: none"> •reduced poverty and crime •better societal health •increased social justice •higher sustainable economic growth

The Shire of Manjimup's role in the Early Years

The Shire of Manjimup recognises the importance of supporting the early years age group and has therefore invested in developing this Early Years Strategy to provide direction and scope for not only the Shire of Manjimup but the community as a whole.

In 2002 the Shire was involved in the early years sector in identifying gaps and fragmentation in service provision. The Shire has since worked with service providers, early years organisations and networks to address the gaps being demonstrated in our community by the Australian Early Development Census (AEDC) results and low Socio-Economic Indexes for Areas (SEIFA) ranking.

The Plan seeks to clearly articulate the scope of the Shire's role in relation to our community's youngest members. The Shire of Manjimup is not, and does not seek to be, a specialist agency or direct service provider (i.e. Case Workers). The Shire's role in families, carers and young children's development is set in motion and guided by the strategies outlined in this documents Action Plan. The Shire of Manjimup is a key stakeholder in supporting a child friendly community and acknowledges it has a strategic role in the identification and implementation of necessary support services and infrastructure. The Shire's focus is on the development of the community's capacity to address localised needs and therefore works with the local community and early years agencies to collectively deliver outcomes.

Purpose of Early Years Strategy

With the commitment and long involvement shown by the Shire to the early years sector, it has been identified that developing a strategic plan will serve the community through:

- Clarification of the Shire's role in meeting and guiding the identified needs for this age group;
- A context for including early years needs in ongoing infrastructure planning;
- Direction for community members, government departments, services and program providers in working individually and collaboratively towards quality outcomes for children and their families;
- A resource for:
 - funding applications for programs and service providers in the early years sector within the Shire;
 - supporting service and program providers in addressing identified issues; and
- Information on what services are available in the community and where the gaps in services are.

Demographics

State Forest

The local government area of Manjimup is the largest geographical locality in the South West of Western Australia, covering over 7,027 square kilometres. Eighty-three per cent of the Shire is composed of National Park and State Forest. The Shire's natural landscape comprises great rivers, unique forests and spectacular coastline and offers a number of diverse experiences and attractions for tourism. The remaining land is predominantly used for agriculture. The region is known for its production of wine, truffles, avocados, other vegetables, fruit and nuts. It also boasts many marron farms and some traditional livestock, predominantly cattle and dairy herds.

Population

According to 2016 Census figures, 9,250 people live within the Shire boundaries, which is an increase from the 9,183 residents recorded in the previous census of 2011. The population of the Shire is both diverse and dispersed. Most WA local government authorities have their population predominantly based in one or two main town sites; however, the Shire of Manjimup has four main population centres (listed alphabetically): Manjimup, Northcliffe, Pemberton and Walpole. In addition to these town sites, the Shire also has seven other populated settlements (listed alphabetically): Deanmill, Jardee, Nyamup, Palgarup, Quinninup, and Windy Harbour.

The Shire's population is ageing, reflecting not just a state-wide but worldwide trend. In 1996 just 17.0% of the Shire's population was aged 55 and over. In 2001 this had increased to 20.3%, and by the 2006 Census this had grown to 25.5%. The trend continued with the 2011 census showing at total of 29.1% aged 55 and over, growing by 2017 to 35% of the Shire's population now aged 55 and over. Over this same twenty-year period, the Shire's total population declined by 7.7%, down from 10,020 in 1996 to 9,250 in 2016, while the population in the 55 and over age group increased by 1560 people (an 18% increase).

Migration

The Shire of Manjimup has experienced waves of immigration since European settlement. The statistics below are based on the 2016 census. It is worth highlighting that, while residents may have been born within the Shire or elsewhere in Australia, many of them will have parents or grandparents who were born overseas. The 2016 Census data shows that of the current Shire population:

- 66.7% were born in Australia
- 33.3% were born overseas
- 22.2% speak a language other than English at home.

The vast majority of the Shire's population was born in Australia (7,320 persons). The largest population born overseas is from the United Kingdom (661 persons). The remaining population are immigrants from many diverse countries with many diverse cultures and language groups; however, Macedonian and Italian are the most common languages spoken at home after English.

Indigenous

The land now known as the Shire of Manjimup was originally under the custodianship of Indigenous people, possibly a number of clans, as part of the broader Noongar nation. According to the 2016 Census, 3.3% of current residents declared themselves to be Indigenous or Torres Strait Islander Australians, and 88.0% of the population stated they were not Indigenous, leaving a group of survey respondents (8.7%) who did not state if they were or were not of Aboriginal descent.

Disability

The prevalence of disability nationally has been in decline; however, available data indicates the prevalence of disability within the Shire of Manjimup to be higher than the state in general. In 2016 the Australian Bureau of Statistics estimated 4% of the population of the lower South West area to be living with a disability (severe or profound core activity limitation) compared to a state wide figure of 3.8%.

Religion

According to 2016 Census data, 48% of the population holds a religious affiliation or belief of some kind. Of these, 95.9% subscribe to a form of Christianity, predominantly Catholic or Anglican. Overall, 36.6% of residents do not consider themselves 'religious'.

Communications

Approximately one in three households across the Shire do not have a connection to the internet. Of the households that do have internet access, almost 300 are reliant on 'dial up' or satellite connections, as opposed to more reliable broadband access. Significant areas of the Shire are also known as mobile phone reception 'black spots'.

Employment

The unemployment rate within the Shire in 2010 was 4.4% and the average annual taxable income (of both taxable and non-taxable individuals) was \$36,047. The 2016 Census recorded the medians and averages for households as shown below in *table 2*.

Table 2 Household information

Median age of persons	45	Median mortgage repayment (monthly)	\$1,300
Median total personal income (weekly)	\$594	Median rent (weekly)	\$183
Median total family income (weekly)	\$1,394	Average number persons per bedroom	0.7
Median total household income (weekly)	\$1118	Average number persons per household	2.3

SEIFA

Socio-Economic Indexes for Areas (SEIFA) is a product developed by the Australian Bureau of Statistics that ranks local government areas in Australia according to relative socio-economic advantage and disadvantage.

All local government authorities in Australia are ranked against each other using these indexes, with 1 being the most disadvantaged and 10 being the most advantaged. In a national ranking, the Shire of Manjimup Local Government Area (LGA) scores 5 or below in every area. Table 3 shows the National and State rating for the Shire of Manjimup.

Table 3 SEIFA rating for Shire of Manjimup

Area	National score	State score
	Decile	Decile
Index of relative socio-economic advantage and disadvantage	4	3
Index of relative socio-economic disadvantage	4	3
Index of economic resources	5	3
Index of education and occupation	3	2

In state ranking the Shire of Manjimup scores 3 or below, with a score of 2 in the area of education and occupation. This indicates that a majority of people in the Shire have low or no qualifications and jobs are mostly low skilled. This is significant because low socio-economic communities are associated with emotional, social and behavioural problems in children and there is a correlation between parent's education level and children's educational outcomes. While the Shire of Manjimup's SEIFA scores generally place the area in the lowest 40%–50% of areas across the nation, the Shire's level of disadvantage is greater when compared to other Western Australian areas only. Generally, the Shire of Manjimup's scores place the area in the bottom 30% of all WA local government areas.

Family composition

The total population for the Shire of Manjimup is 9,250. Of this, 18.7% are children under 15, with 11.3% being under 10. Of local households, 28.8% comprise couples with children under 15 and 5.9% are one parent families with children under 15. The average family size is 1.9 children.

The target group for the early years is from conception to 8 years old. The number of children in this age group, according to the 2016 census, is recorded below.

Table 4 Number of children by age

Age	Shire of Manjimup
0 to 4	492
5 to 8	556
Total 0-8	1,048

The projected population for the Shire of Manjimup can be estimated using Western Australia Tomorrow, Population Report No. 7 forecasts. These forecasts are based on historical and forecast growth rates using the medium (Band C) growth scenario. Please note, the emphasis is about the direction of forecast growth and not the ultimate size of the population. Also, the projected information was only available for the age group 5 to 9, including 9 year olds who are not considered part of the early years age group.

Table 5 Projected population growth 0 to 9 year old children

Year	Age 0 to 4	Age 5 to 9	Total
2021	800	790	1,590
2026	790	800	1,590

It's important to note that the town of Manjimup has been identified as a Regional Growth Centre (previously known as a SuperTown). Regional Growth Centres are an initiative from the state government to drive employment growth, accommodate regional population growth and direct the ongoing and projected population growth from the metropolitan areas to the regions. Manjimup is in the process of undergoing a Town Centre Revitalisation project, delivered by the Shire of Manjimup in partnership with the South West Development Commission and the Department of Regional Development (then the Department of Regional Development and Lands). The Town Centre Revitalisation project will be completed in December 2019.



Methodology

Four key components were used to develop the Early Years Strategy:

1. A desktop review of relevant literature to identify the strategic background;
2. An examination of statistics relevant to the Shire of Manjimup early years age group;
3. Service provider consultation; and
4. Community consultation;

Desktop review

The desktop review examined key documents relevant to the early years. These included federal and local government documents, Australian Early Development Census reports and documents outlining information specific to children's services within the South West. These documents each provided important information for developing recommendations specific to the early years age group in Manjimup. Documents relevant to the Warren Blackwood Early Years Network were also reviewed as this group has a mandate to support the early years.

The desktop review examined the following key documents relevant to the early years:

- The National Early Childhood Development Strategy, Investing in the Early Years (COAG, 2009);
- Local Government Support and Investment in Early Years Services (WALGA, 2011); and
- The South West Regional Children's Services Plan (Fischer & Darcey, 2014)

Shire of Manjimup Early Years Statistics

AEDC

The Australian Early Development Census (AEDC) is a nationwide data collection that shows how young Australian children have developed as they start their first year of full-time school. The AEDC highlights what is working well and what needs to be improved or developed to support children and their families.

As they enter their first year of full-time school, a research 'snapshot' of a child's development is taken when a school teacher completes the Australian version of the Early Development Instrument. This measures five important areas of their early childhood development:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based)
- communication skills and general knowledge.

Table 6 below provides explanations of the characteristics of each of the domains in relation to children who would be considered 'developmentally on track', 'developmentally at risk' or 'developmentally vulnerable'. For more information on the AEDC, visit www.aedc.gov.au.

AEDC data is currently collected nationally every three years. A national pilot project commenced in 2004 of the AEDI (now AEDC) in over 60 communities, of which Manjimup was one.

In 2009, Australia became the first country in the world to collect national data on the developmental health of all children starting school. AEDC results provide information to communities, governments and schools for use in infrastructure planning, service provision and identifying projected needs. It also provides an opportunity to compare results across communities and with state and national results.


Cut-off scores established for each of the domains are as follows:

- Children below the 10th percentile were categorised as ‘developmentally vulnerable’;
- Children falling between the 10th and 25th percentile were categorised as ‘developmentally at risk’; and
- All other children were considered to be ‘developmentally on track’.


Early childhood education and care services can use the AEDC data to help identify areas of strength and areas for improvement in Quality Improvement Plans (QIP). For example, early childhood services may want to include strategies to address any community vulnerabilities demonstrated by the AEDC data in their QIP.

Table 6 explanations of the characteristics of the AEDC Domains


Physical health and wellbeing domain descriptors.

Icon	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
	Almost never have problems that interfere with their ability to physically cope with the school day. These children are generally independent, have excellent motor skills, and have energy levels that can get them through the school day.	Experience some challenges that interfere with their ability to physically cope with the school day. This may include being dressed inappropriately, frequently late, hungry or tired. Children may also show poor coordination skills, have poor fine and gross motor skills, or show poor to average levels of energy levels during the school day.	Experience a number of challenges that interfere with their ability to physically cope with the school day. This may include being dressed inappropriately, frequently late, hungry or tired. Children are usually clumsy and may have fading energy levels.


Social competence domain descriptors.

Icon	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
	Almost never have problems getting along, working, or playing with other children; is respectful to adults, is self-confident, and is able to follow class routines; and is capable of helping others.	Experience some challenges in the following areas: getting along with other children and teachers, playing with a variety of children in a cooperative manner, showing respect for others and for property, following instructions and class routines, taking responsibility for their actions, working independently, and exhibiting self-control and self-confidence.	Experience a number of challenges with poor overall social skills. For example children who do not get along with other children on a regular basis, do not accept responsibility for their own actions and have difficulties following rules and class routines. Children may be disrespectful of adults, children, and others' property; have low self-confidence and self-control, do not adjust well to change; and are usually unable to work independently.


Emotional maturity domain descriptors.

Icon	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
	Almost never show aggressive, anxious, or impulsive behaviour. Children will have good concentration and will often help other children.	Experience some challenges in the following areas: helping other children who are hurt, sick or upset, inviting other children to join in activities, being kind to other children, and waiting their turn in activities. They will sometimes experience problems with anxious behaviours, aggressive behaviour, temper tantrums, or problems with inattention or hyperactivity.	Experience a number of challenges related to emotional regulation. For example problems managing aggressive behaviour being prone to disobedience and/or is easily distracted, inattentive, and impulsive. Children will usually not help others and are sometimes upset when left by their caregiver.

Language and cognitive skills (school-based) domain descriptors.

Icon	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
	Children will be interested in books, reading and writing, and basic math; capable of reading and writing simple sentences and complex words. Will be able to count and recognise numbers and shapes.	Have mastered some but not all of the following literacy and numeracy skills: being able to identify some letters and attach sounds to some letters, show awareness of rhyming words, know writing directions, being able to write their own name, count to 20, recognise shapes and numbers, compare numbers, sort and classify, and understand simple time concepts. Children may have difficulty remembering things, and show a lack of interest in books, reading, maths and numbers, and may not have mastered more advanced literacy skills such as reading and writing simple words or sentences.	Experience a number of challenges in reading/writing and with numbers; unable to read and write simple words, will be uninterested in trying, and often unable to attach sounds to letters. Children will have difficulty remembering things, counting to 20, and recognising and comparing numbers; and usually not interested in numbers.

Communication skills and general knowledge domain descriptors.

Icon	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
	Children will have excellent communication skills, can tell a story and communicate easily with both children and adults, and have no problems with articulation.	Have mastered some but not all of the following communication skills: listening, understanding and speaking effectively in English, being able to articulate clearly, being able to tell a story and to take part in imaginative play. Children may not know some basic general knowledge about the world such as knowing that leaves fall in autumn, apple is fruit, and dogs bark.	Children will have poor communication skills and articulation; have limited command of English (or the language of instruction), have difficulties talking to others, understanding, and being understood; and have poor general knowledge.

SEIFA

The Socio-Economic Indexes for Areas (SEIFA) is calculated from responses to the ABS Census. A score below 1,000 indicates an area is relatively disadvantaged compared to an area with a score of at least 1000 or more. Below is a table outlining the SEIFA scores over a 15 year time span. Currently the SEIFA score for the Shire of Manjimup is 944 with a range of 810 to 1060 (ABS, accessed Sept, 2018). The SEIFA for Manjimup from 2001 to 2016 has decreased in this timeframe.

Table 7 Shire of Manjimup SEIFA scores from 2001 to 2016

Year	SEIFA score	SEIFA range	Comment
2001	974	884-1069	SEIFA range is 185 points
2006	960	825-1075	This is a range approximation due to data only being available in graph form.
2011	946	826-1067	SEIFA range is 241 points
2016	944	810-1060	SEIFA range is 250 points

(Data accessed from ABS statistics 2001-2016)

The above table shows a drop in the SEIFA score of 30 points overall. This would indicate a major change in the demographics within this community since 2001. Since the population number has not changed significantly then the characteristics and/or fabric of the community has changed. This is the only area within the South West to experience a consecutive negative drop in SEIFA for each census data collection period from 2001, most local government areas showed an increase.

There is significant evidence to show that increased disadvantage within a community increases the risk of ill health and can influence the social demography of a community. It has also shown that the greater the *range* in the SEIFA disadvantage score, i.e. the differences of social disadvantage and advantage between population groups, the greater the risk of negative social issues within a community.

Since the drop in SEIFA score and increased range (widening of the gap between advantage and disadvantage) in the Shire of Manjimup, there has been an increase in social health issues within the community. Alcohol abuse issues as well as mental health and wellbeing problems have been identified through ongoing health planning and development activities (DOH Epidemiology Reports 2003 – 2010). This is significant due to the correlation between low socio-economic communities and emotional, social and behavioural problems in children.

Care provider consultation

Care providers for the early years age group within the Shire of Manjimup are being delivered by a range of providers, and include:

- Long and Occasional Care settings (e.g. Family Centre day care, YMCA day care);
- Outside School Hours Care (e.g. Family Centre run holiday programs); and
- Family day care providers (residential home based);

Care providers in the South West have been engaged in consultation multiple times over the past years:

- 2014: Investing In Our Youth developed the South West Regional Children's Service Plan (SWRCSP). Consultation was carried out during face to face meetings with each provider;
- 2016 and 2018/2019: the Shire undertook consultation with providers to update the findings of the 2014 report.

Service provider consultation

Service providers constitute a number of organisations working in the early years sector. The range of service providers include health nurses, child safety, family support, playgroups and allied health services. Service providers may be peak bodies as well as those providing services to the early years sector and families. Consultation has been undertaken multiple times over the past years and includes:

- 2014: Investing In Our Youth developed the South West Regional Children's Service Plan (SWRCSP). Consultation was carried out during face to face meetings with each provider;
- 2015: the Shire of Manjimup undertook consultation to provide feedback on areas of concern to service providers seeking to initiate programs in Manjimup;
- 2018/2019: the Shire undertook consultation with providers to update the findings of the 2015 report; and
- The Shire of Manjimup continues to be involved in the Warren Blackwood Early Years Network, Education Visions Committee, and the Parenting Connections WA Local Area Partnership Group to identify and resolve issues relevant to the sector. This involvement keeps the Shire of Manjimup up to date with the state of the early years sector.

Community consultation

Community consultation was undertaken by the Shire of Manjimup in 2016 through a survey. The survey was based on the UNICEF Child Friendly Communities model. The goal of the survey was to assess if members of the community feel that children are prioritised in the Shire of Manjimup. The full survey questions can be found in Appendix 3.

This survey was broken into two sections. Section 1 was a question for children aged 2-8, asking them “if you had a friend visiting, where you would take them and why?” This was to assess if children feel there are spaces within the Shire that they feel ownership of and enjoy.

The second section of the survey was for parents and guardians. It was broken into 7 topics, each of which is important to children’s health and wellbeing. These were:

1. Play and leisure
2. Participation and citizenship
3. Safety and protection
4. Health and social services
5. Educational resources
6. Home environment
7. Social and emotional

Surveys were distributed through:

- Playgroup sessions in Manjimup, Northcliffe and Pemberton. As there was no playgroup operating in Walpole at that time, surveys were distributed in Walpole at a public consultation session;
- Family Centres in Manjimup, Northcliffe and Walpole;
- Public libraries in Manjimup, Northcliffe, Pemberton and Walpole;
- Early Childhood Care and Education service providers;
- Community health nurses; and
- Electronic surveys that were available online.



Strategic background

National Early Childhood Development Strategy

The *National Early Childhood Development Strategy, Investing in the Early Years*, addresses the needs of children from before birth to eight years with the goal of improving the health, safety, early learning and wellbeing of all children and better supporting disadvantaged children to reduce inequalities. The aim is that “all children have the best start in life to create a better future for themselves and for the nation”.

The Strategy’s outcomes necessary to achieve this vision are broken into two groups, the first focusing on the child’s developmental pathway:

- Children are born and remain healthy;
- Children’s environments are nurturing, culturally appropriate and safe;
- Children have the knowledge and skills for life and learning;
- Children benefit from better social inclusion and reduced disadvantaged, especially indigenous children; and
- Children are engaged in and benefiting from educational opportunities.

The second group of outcomes relates to parenting relationships and workforce participation:

- Families are confident and have the capabilities to support their children’s development; and
- Quality early childhood development services that support the workforce participation choices of families are available.

The National Strategy asserts that, to achieve the outcomes, any early childhood strategy must follow a comprehensive approach which places the child at the centre of the system, utilising the following essential strategies:

1. Support for children, parents, carers and communities:
 - Parents and families are supported in a way which builds on their strengths and increases their capability as parents.
2. Responsive early childhood development services:
 - Early childhood development services are responsive to the needs of families and children.

These strategies are crucial, because the quality of relationship between a child and the primary caregiver is of critical importance to a child’s development. Children who experience a warm, loving and responsive relationship with a primary caregiver are able to develop a secure attachment, optimising the potential for positive outcomes. In contrast, exposure to ongoing trauma, stress and/or an unresponsive caregiver leaves the child at risk of a negative effect on the nervous system, with a corresponding negative impact on a child’s ability to learn, their behaviour and their physical and mental health. These risk factors can accumulate over time, increasing the risk and severity of negative outcomes. However, families that are supported in raising their children are best placed to develop warm attachments, and services that are responsive are best placed to intervene early and swiftly if children are at risk.

The elements essential for developing a cohesive early years strategy are:

- Quality and regulation;
- Knowledge management and innovation;
- Workforce and leadership development;
- Infrastructure; and
- Government and funding.

The two key strategic areas and supporting elements have been used to develop the action plan for this Early Years Strategy.

Local Government Support and Investment in Early Year's Services

The West Australian Local Governments Association (WALGA) discussion paper *Local Government Support and Investment in Early Year's Services* (2011), recognises that any real reform for the early years in Western Australia (WA) will need to be accomplished by a partnership between state and local governments. However, although the WA Government has endorsed the COAG National Strategy, there is no cohesive state policy which combines the necessary elements to deliver an integrated early years program across the state. In contrast, Victoria, Tasmania, South Australia and Queensland governments have all implemented state policies in relation to the early years. In particular, Victoria has a very clear policy on the early years, along with a practical guide for local governments to utilise in the development of an early years strategies. It is also important to note that currently, local government in WA has no legislative or mandated requirement to be involved in the early years sector, nor is there any taxpayer structured funding to financially support their involvement in the early years. Despite this, most local governments in WA choose to have some level of involvement in the sector, spending a combined total of approximately \$25 million a year on early years programs and services.

In 2010, WALGA conducted a survey of local governments in WA to ascertain how many of them had developed and adopted an early years strategic plan. Although the majority of local governments are involved in the early years, of the respondents to the survey, only 15% had or were working towards having, a strategic plan. Three approaches other than a strategic plan were common:

1. A Children's Services Plan: an overview of the Children's Services available within a locality, identifying strengths and gaps;
2. A notation of the importance of the early years in the local government's strategic plan; and
3. Engagement with early years community groups.

It is significant to note that the Shire of Manjimup has already achieved points 1 and 3, and this document represents the adoption of an Early Years Strategy specific to the Shire. Point 1 is achieved by the South West Regional Children's Services Plan and point 3 by the Warren Blackwood Early Years Network.

The WALGA discussion paper states that local governments are best placed to develop early years strategies, as they understand the needs of their community the best. According to WALGA, the benefits of a local government early years strategy include:

- Increased coordination between early years activities within the organisation and within the community;
- Improved commitment to, and clarification of, Shire's roles and responsibilities;
- Investment in community health and wellbeing;
- Better community understanding of the importance of early years;
- Supports outcome and evidence based approach, improved ability to monitor change;
- Improved ability to target particular areas of need; and
- Improved awareness of partnerships and funding opportunities across levels of government.

The discussion paper outlines the need for a state policy on developing local government early years strategies and suggests the possibility of utilising the approach other states have taken. Victoria, Tasmania, South Australia and Queensland have all implemented state policies, leading early years strategy development, with Victoria providing the most comprehensive approach. The Shire of Manjimup Early Years Strategy has utilised aspects of the practical guide developed in Victoria by the Municipal Association of Victoria.

WALGA in conjunction with the WACOSS Connecting Early Years Network Support Project, working in partnership with the Department of Local Government and Communities (DLGC) and Local Government Professionals went on to take steps to promote these ideals by producing the *Local Government & Early Years Networks, Working in Partnership Resource* (2016). This resource was produced in an effort to inform the need for local governments to partner with, and be active in the early years sector. The foreword of the resource states "Local Governments and Early Years Networks can be powerful allies in creating environments in which children thrive through coordinated approaches to planning, delivery and review of services and supports".

South West Regional Children's Services Plan

The South West Regional Children's Services Plan (SWRCSP), developed by 'Investing in Our Youth Incorporated' in 2014, is a comprehensive identification and analysis of the challenges encountered by children's services in the South West. Issues identified in the Plan included:

- Professional isolation due to little or no opportunity for networking between services and little or no opportunity for directors to confidentially debrief;
- Professional development restricted by travel and attendance costs, no staff for backfilling, limited relevance of training and/or the need for organisations to identify and source their own training;
- Difficulty in regional areas of attracting and retaining early childhood teachers;
- Limited access to venues suitable for children's services in some areas;

- Financial viability has been reduced through the impact of:
 - National Quality Framework compliance requirements; the high qualification requirement and regulatory burden are directly responsible for the closure of the Northcliffe and Manjimup Vacation Care programs, leaving no dedicated OSHC program available in the Shire. The regulatory burden is also an issue for other services; and
 - 3 year old kindy programs; in small country towns, 3 year olds who attend an Education Department program are less likely to attend another program such as ECEC or playgroup as well.

A Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the services in each town, and a list of all of the children's services available in the Shire, can be found at Appendix 1.

The SWRCSP identified four key strategies to address the trends and issues identified and the actions needed within each area:

1. Networking and professional development
2. Coordination and linkages
3. Business support and development
4. Advocacy.

The findings of the SWRCSP were reviewed through care and service provider consultation in 2016 and 2018/19 (see following chapter).



Key Findings

This chapter contains the findings of the:

1. Statistics relevant to the Shire of Manjimup early years age group;
2. Care provider consultation
3. Service provider consultation; and
4. Community consultation;

Shire of Manjimup Early Years Statistic Results

AEDC results for the Shire of Manjimup can be compared across years to highlight what is working well and identify what needs to be improved to support children in their development.

The number of children and schools for each collection period is detailed in below table.

Table 6. Number of children tested in the Shire of Manjimup

Demographics	2009	2012	2015
Total number of children included	173	131	130
Schools contributing to results	7	8	9
Mean age of children at completion	5.5	5.5	5.4

The AEDC results are presented in *figure 1*. as the percentage of children who are developmentally on track, at risk or vulnerable for each of the collection periods, in each of the domains. This provides a visual resource to compare children’s progress in the Shire of Manjimup since 2009. However, it is important to look at the AEDC results in relation to the SEIFA scores for the Shire of Manjimup, as the correlation between low socio-economic communities and emotional, social and behavioural problems in children has been well documented. As previously reported, within the Shire of Manjimup, there has been an increase in social health issues within the community. Alcohol abuse issues as well as mental health and wellbeing problems have been identified through ongoing health planning and development activities.

The graphs below show the trends from 2009 to 2015 for the Shire of Manjimup AEDC results, and the comparison between the Shire’s results versus state and national results.

Figure 1. Comparison of Shire of Manjimup AEDC trends from 2009 to 2015

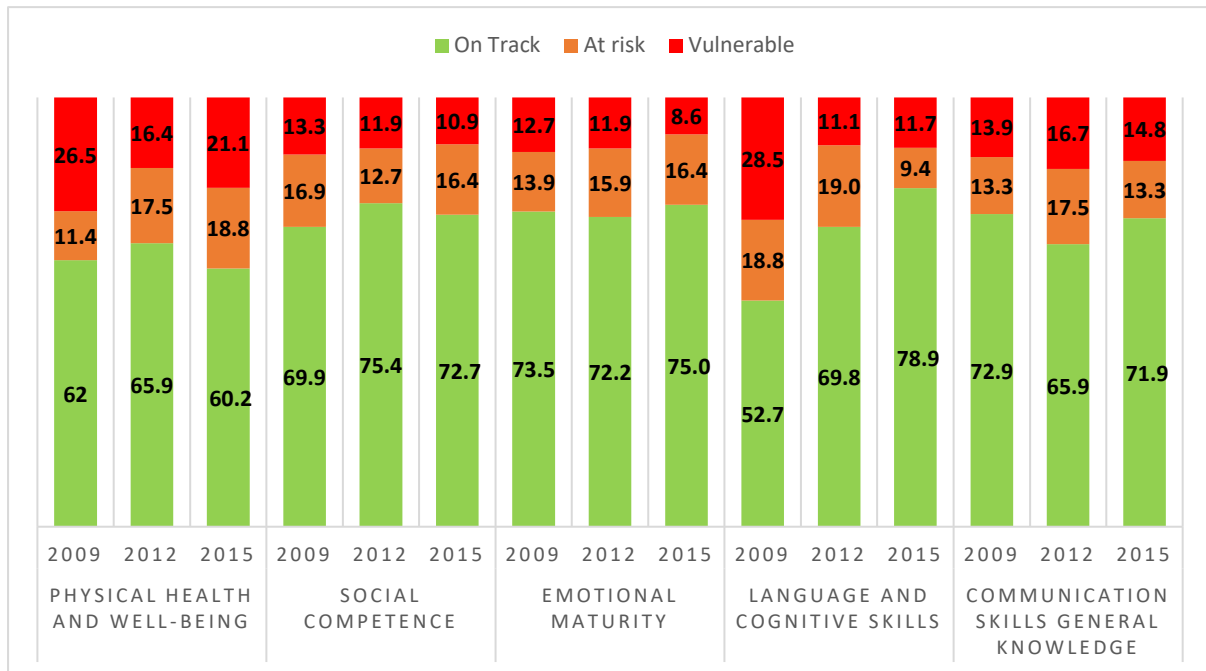
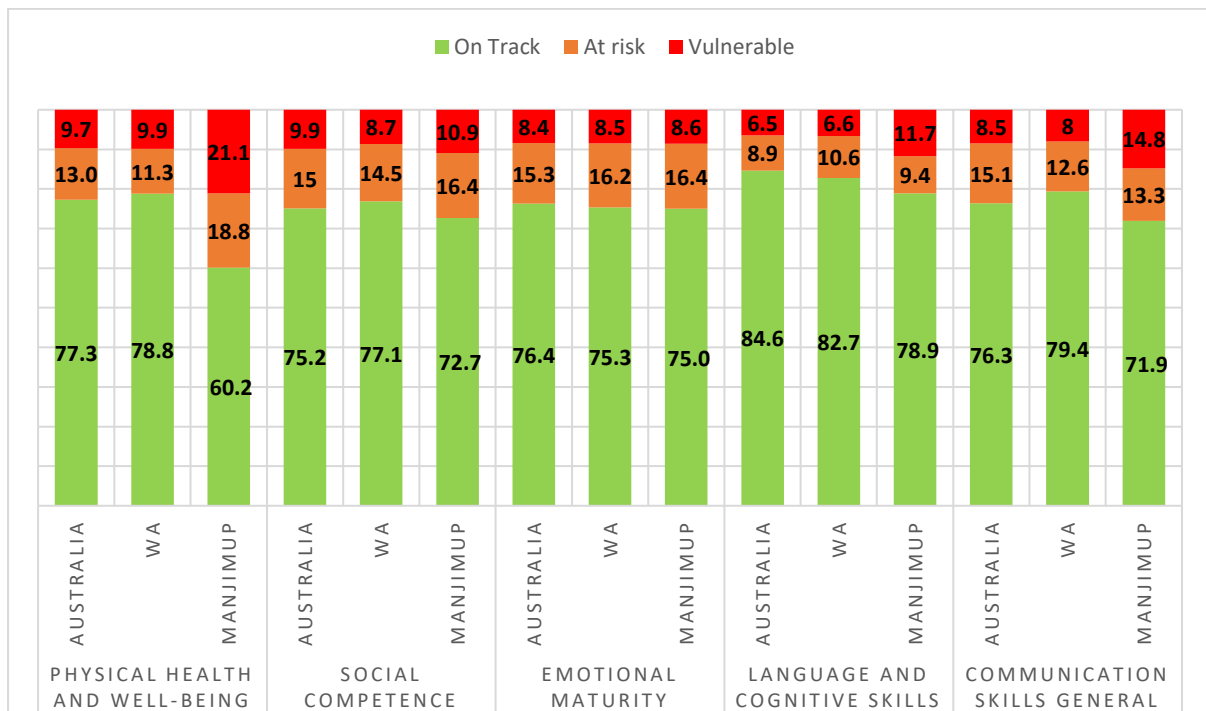


Figure 2. Comparison of Shire of Manjimup versus state and national AEDC results



The results below should be read in conjunction with *Table 6*, explaining the domain descriptors on page 15.

Physical health and wellbeing

Over the 2009 to 2015 period, only just over 60% of children assessed with the Shire of Manjimup were classified as 'developmentally on track', leaving almost 40% in the 'developmentally at risk' and 'developmentally vulnerable' categories.

In addition, the Shire of Manjimup fares very poorly in comparison to both state and national results, with 21.1% children considered developmentally vulnerable which is twice as many as the state and national figures.

Social competence

The 2015 results for the Shire show that 27.4% of the children assessed are either 'developmentally at risk' or 'developmentally vulnerable'. These figures are comparative to the state and national figures.

Emotional maturity

The 2015 results for the Shire show that 25% of the children assessed are either 'developmentally at risk' or 'developmentally vulnerable'. These figures are comparative to the state and national figures.

Language and cognitive skills

The percentage of children in this domain who are developmentally on track has significantly increased from 69.8% in 2012 to 78.9% in 2015. The number of children developmentally at risk has significantly decreased from 19% in 2012 to 9.4% in 2015. Furthermore the number of children developmentally vulnerable within the Shire (11.7%) is nearly twice the state (6.6%) and national (6.5%) figures.

Communications skills and general knowledge

The 2015 result for children on track have significantly increased from 2012 (from 65.9% to 71.9%). The Shire of Manjimup results indicate a high number of children are developmentally vulnerable (14.8%) in comparison to the state (8%) and national (8.5%) figures.

In summary, the AEDC results show that many children in the Shire of Manjimup are doing poorly in each of the five domains. According to the AEDC information this indicates that the early years age group and their families need more support from the community. Possible actions to improve the results are included the following chapters.

AEDC 2018

During the final stages of the development of this plan, the 2018 AEDC results were published. An extract of the 2018 results are attached as appendix 3, the full results can be viewed at <https://www.aedc.gov.au>.

Care Provider Consultation

When care providers were contacted in 2016, as well as the most recent consultation in 2018/19, none commented any change on the industry challenges that were reported in the 2014 SWRCSP (refer to the chapter on Strategic Background, page 19). The key challenges for the providers remain:

Professional isolation

- Nil or limited opportunity for networking between services and agencies, resulting in professional isolation; and
- Nil or limited opportunity for confidential debriefs for managers, resulting in high rates of burn-out.

Professional development

- Professional development opportunities are restricted by travel requirements, cost of attendance hours and no staff for back fill, so it is only possible to attend during out of work hours. Most often the professional development available is either not relevant or needs to be identified and organised by the service.

Workforce development

- Lack of coordination for training/professional development opportunities which has seen services in the region missing out, unless willing to travel to Perth; and
- Difficulty to attract and retain early childhood teachers, particularly since the introduction of the National Quality Framework (NQF) which has significantly impacted services.

Infrastructure

Access to suitable venues for children's services is limited, and service providers often do not have the resources to upgrade venues to meet the regulated requirements.

Financial viability

- Many child care and education services have been negatively impacted by:
 - The National Quality Framework (NQF) compliance requirements;
 - 3 year old kindy programs provided by schools; and
 - Limited administrative skillset and experience in funding applications. The financial viability is at greater risk for those services predominantly reliant on volunteers rather than employed skilled staff.
- Out of School Hours Care (OSHC) programs have been negatively impacted by the NQF requirements, resulting in the Northcliffe and Manjimup Vacation Care programs closing, leaving no dedicated OSHC program available in the Shire.

Service Provider Consultation

The service provider consultation undertaken by the Warren Blackwood Early Years Network (WBEYN) in 2015, as well as ongoing discussion at network meetings, supports that the initial findings have not changed. The key findings of the consultation is that there are no gaps in service provision, the challenge is to locate and engage those who are 'at risk'. Typically this cohort does not engage with service providers due to a range of barriers. The barriers are similar to those of many rural and remote communities and include the issues of:

- Alcohol and Drugs
- Trust
- Social isolation
- Domestic Violence
- Mental Health
- Cultures
- Life skills
- Sense of belonging/place
- Small town stereotypes
- Continuity of service delivery
- Housing
- Economic
- Transport

Community Consultation

The community consultation undertaken by the Shire of Manjimup in 2016 had 47 children responding to the children's survey, and 58 parents/guardians responding to the caregivers' survey.

Children's survey

Children aged 2 to 8 years old were asked "If you had a friend visiting, where you would take them and why?" The most popular response was the Manjimup Heritage Park, with 62% of respondents listing it as the place they would take a friend. Of the other responses, 23% mentioned a natural environment such as Fonty's Pool, Diamond Tree, and various beaches. The remaining answers included community groups, such as playgroup and home.

Caregiver's survey

The caregiver's survey was broken into 7 topics, each of which is important to children's health and wellbeing. The key findings in each topic are as follows:

1. Play and leisure

The majority of respondents stated they were happy with the play and leisure facilities and opportunities within their towns. Respondents were generally positive about:

- Safe places right outside their homes;
- Places for play, games and sports;
- Time for play, rest and enjoyment;

- Places for contact with nature;
- Opportunities for participation in programs, groups and activities outside of school.

Fourteen per cent of the respondents answered “never true” on the question “The places for play in the community are also designed to be used by children with disabilities”. Six of these respondents mentioned a lack of disability/wheelchair swing in Manjimup (in particular the Manjimup Heritage Park) and in Pemberton.

Respondents answered that not many children (only 33%) participate or observe festivals, and events of cultures and religions different from their own. However the survey did not ask whether there was a desire to have this opportunity.

2. Participation and citizenship

The majority (85%) of people who participated in the community consultation responded that they help with projects to change their community.

Sixty seven percent of respondents are involved in planning or decision making for their community.

Thirty six percent of respondents indicated they have not heard about children’s rights on public television or radio. However, it is possible they may have heard through other channels.

More than half (57) of the respondents stated not to give their opinion about the budget for programs and services for children. It should be noted that the wording of this question leaves room for different interpretation.

3. Safety and protection

The majority of people responded that they felt their children are safe in their community (protected from gangs/armed groups, protected from a stranger taking them away, and safe from violence and abuse).

36% of respondent’s marked “sometimes true”, as their answer for children of other nationalities, colour, religion or culture being treated with respect, with 60% responding ‘mostly true’.

4. Health and social services

A significant number of respondents stated there is no place for them to get advice on their children’s health and development (19%), no place in their community to go for health check-ups when their children are sick (16%), and do not know of mental health care services for children (40%). As such services and places do exist within the South West, these results show that there is a lack of awareness of these services.

Almost a quarter of respondents (22%) struggle to find a place/person where their children can be taken care of if needed.

A large proportion (62%) stated there are not always places where families can get food when needed. Some comments were made that due to the lack of after school and occasional care, that parents had to rely heavily on friends and family for childcare.

Interestingly a hundred percent of respondents say their children receive all of the immunisations they need. While the 2016/17 immunisation rates for the town of Manjimup had a rate of 95-100% of five year olds fully immunised, the overall Shire immunisation

rate was 90.2%. An immunisation rate of 90 to 95 per cent in a community is necessary to effectively prevent epidemics of vaccine-preventable diseases.

Most respondents stated there are safe public toilets, and places to (breast) feed and change nappies. It should be noted that since the survey which was held in 2016, there are a number of new/upgraded public facilities in the Shire of Manjimup.

5. Education resources

This section included childcare programs as well as schools. People noted that there was no dedicated Out of School Hour Care programs for after school and holiday care available within the Shire. The lack of OSHC and holiday programs is a problem for working parents and restricts parent's ability to enter into the workforce. This in turn impacts the socio-economic status of families and the community. Childcare overall in the Shire of Manjimup is limited with only 50% of the respondents stating that the school/childcare schedule was convenient to their family. It was commented that Walpole parents are expected to help run the childcare and many parents find this an onerous obligation.

The school/child care available, and the costs for school supplies are considered affordable by nearly all respondents.

Most respondents were positive about the treatment their children are receiving from teachers and other students, regardless of their sex, culture, religion, disability, etc.

Most children use the school or community library.

6. Home environment

All respondents agreed they had enough water for washing, a clean toilet and pollution free environment, but 17% of respondents marked "never true" in response to their children having access to safe drinking water, and 14% responded "never true" for their house having electric lighting. Most respondents agreed that they could afford their home, they had enough room, and all agreed that their children felt safe at home.

7. Social and emotional

These questions centred on parental understanding of young children's social and emotional needs. The majority of parents were confident that they knew how to meet those needs; they engage in reading to their children, talking, singing and making eye contact with babies.

These behaviours are currently supported through teaching and promotion by health services and programs. Examples of such programs include 'Circle of Security' and 'Fuzzy Buzzy' provided by the Northcliffe and Manjimup Family Centres.

Priorities

The following priorities have been identified through consultation with child care and service providers, consultation with parents/caregivers, and the results of the desktop review and statistical data for the Shire of Manjimup:

Child Care and Service Providers

A lack of access to Childcare and OSHC programs inhibits workforce and study options, resulting in limited opportunities, lack of social mobility and families less likely to settle in the area. For the region, these lost opportunities have far reaching impacts including reduced economic output, reduced SEIFA measures and reduced opportunities for the community to reach its full potential. In summary the challenges faced by child care and service providers are:

1. Insufficient opportunities for networking, resulting in professional isolation and lack of information sharing;
2. Few opportunities for professional development in the region, compounded by the lack of resources (cover for staff) to attend those opportunities present;
3. Lack of clarity around the regulations (e.g. National Quality Framework for day care), lack of support to meet these requirements, and the administrative burden caused by them including staffing issues and service viability;
4. Limited access to suitable venues for children's services; and
5. Engagement of 'at risk' families.

Community

The main community priorities to improve outcomes for children are:

1. To identify gaps, support service providers, and educate parents resulting in improved AEDC scores for the Shire of Manjimup in the following domains:
 - a. Physical health and wellbeing
 - b. Social competence
 - c. Emotional maturity
 - d. Language and cognitive skills
 - e. Communications skills and general knowledge
2. To increase the availability and accessibility of child care services
3. To educate parents/caregivers on health (physical and mental) and social services available within the South West
4. To ensure public facilities, including playgrounds and public toilets, are meeting the needs of parents/caregivers and their children.



Action Plan and Resources

Action Plan

The priorities to improve outcomes for children have been categorised into the five themes of the Shire of Manjimup *Strategic Community Plan 2017-2027*:

1. Our Natural Environment
2. Our Prosperity
3. Our Community
4. Our Infrastructure
5. Our Local Government

An Action Plan has been developed with recommended actions in each of the themes.

Role of Local Government

This Plan investigates and makes recommendations for the identified priorities and needs of the early years sector. The Shire of Manjimup often has a direct role to play in the pursuit of the recommendations and objectives of this Plan. For example, the maintenance of town footpaths and public open spaces is core business to the Shire. There are, however, numerous domains that are not part of the Shire's core business or domains over which the Shire has limited authority or power. For example the Shire does not deliver medical care and can only seek to influence rather than control the medical services available to its communities. Where the Shire has control and influence it will exert it to the best of its capabilities in pursuit of the objectives of this Plan. Where control and influence is limited it will advocate and explore creative partnerships in pursuit of the objectives of this Plan. All of this will occur within the context of the limited resources available to the Shire at any given time. To assist the community to understand the extent the Shire may influence the outcomes of any given objective within the Plan, its 'role' has been detailed against all Strategies contained in the Action Plan. The Shire's role is defined as one or more of the following according to the strategy it relates to:

- Advocate
- Facilitate
- Partner
- Lead
- Deliver

Budget implications for Shire of Manjimup

The implementation of the Action Plan on an ongoing basis may have financial implications for the Shire of Manjimup. These are considerations for Council when determining the five-year Shire of Manjimup Corporate Business Plan and annual budget priorities.

The Shire of Manjimup budget implications of Early Years Strategic Plan, page 42, outlines the indicative costs for the Shire of Manjimup for the implementation of this plan. Many of the resources required to implement this Plan are already absorbed into existing work schedules and budget allocations. Any additional costings included in this document are to assist Council to set budget priorities. They do not bind Council to include them in the Shire's Annual Budget.

Action plan

The following categories are used in the Action Plan to maintain a level of brevity.

State Government: The state government and associated departments of the government that may pertain to strategies included in the early years strategic plan (e.g. the Department of Communities, who incorporate Child Protection and Family Support, Disabilities etc., the Department of Local Government Sport and Cultural Industries, and the Department of Biodiversity, Conservation and Attractions, incl. the Parks and Wildlife service).

Federal Government: The federal government and associated departments and bodies that may pertain to strategies included in the early years strategic plan (e.g. the Department of Education, the Bureau of Statistics, and the Mental Health Commission).

WACHS: Includes programs and services provided by WACHS (i.e. Child Development services, Community Health Nurses, Allied Health services and Health Programs).

Service providers: Refers to organisations that provide services in the region to support children and families through programs, activities, events and counselling.

Family and Sector support: Agencies and organisations that provide peak body support through to community and family support (incl. WACOSS, Nature Play WA, Breast Feeding WA, Anglicare and Kid Safe WA).

Schools: Schools is a descriptor bringing together the schools in the Shire of Manjimup, including public, private and independent schools.

Early Years Networks: Early years networks include all networks that address issues pertaining to or relevant to the early years sector in the Shire of Manjimup. Existing networks include the Education Visions Committee, Parenting Connections WA Local Area Partnership Group, and the Warren Blackwood Early Years Network.

ECEC & OSHC organisations: Early Childhood Education & Care, Outside School Hours Care providers and the organisations that oversee and administrate the care centres (e.g. Family Centres).

Parents and caregivers: Parents refers to biological parents, step parent, adoptive parent, foster parent or other parental 'figures'. Caregivers refers to all carers who share a significant responsibility for babies and children but are not parents i.e. grandparents, sibling etc.

Part 1. Our Natural Environment

Objective 1.1: Acknowledge the importance of outdoor exposure for the health of our youngest community members, and continue to deliver and support facilities and programs that provide those opportunities.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
1.1.1 Schools, care and Service providers promote and continue to deliver outdoor programs for the health of our youngest community members.	Continuation of outdoor play programs and provision of outdoor facilities at schools, ECEC and OSHC services.	Nil	<ul style="list-style-type: none"> Nature Play WA Schools ECEC & OSHC organisations Service providers WACHS Parents and caregivers 	<ul style="list-style-type: none"> Nature Play WA Schools ECEC & OSHC organisations Service providers WACHS 	Ongoing
1.1.2 Promote the concepts of nature play and unstructured play, and the associated advantages for young children.	Implementation of nature play concepts and promotion of increased time children spend in unstructured play, outdoors and in nature.	Playground development as per the Forward Capital Works program.	<ul style="list-style-type: none"> Nature Play WA Schools ECEC & OSHC organisations Service providers WACHS Parents and caregivers Shire of Manjimup 	<ul style="list-style-type: none"> Nature Play WA Schools ECEC & OSHC organisations Service providers WACHS Shire of Manjimup 	Ongoing
1.1.3 The Shire continues to value and uphold the Community Goal contained in the 'Shire of Manjimup Strategic Community Plan 2017-2027' of, 'Natural landscapes, habitats and resources be sustainably managed for the benefit of existing and future generations.'	The Shire of Manjimup meets the strategies outlined in the Community Strategic Plan relating to the Natural Environment.	As outlined in the Corporate Business Plan	<ul style="list-style-type: none"> Council Shire of Manjimup Shire of Manjimup Community Strategic Plan 2017-2027 	<ul style="list-style-type: none"> Council The Shire of Manjimup <ul style="list-style-type: none"> - Community Services - Development and Regulation - Works and Services 	Ongoing

1.1.4 Consideration be given to pram and push chair access in the construction of paths, trails and recreation areas.	Paths and trails are pram and push chair accessible. Improved 'walkability' of town and recreational areas.	As outlined in the Forward Capital Works Plan	<ul style="list-style-type: none"> • Parent Walking Groups • Parent's and caregivers • Town Centre Committee • Disability, access and inclusion advisory committee • WACHS • Service Providers • Family support services • State government 	<ul style="list-style-type: none"> • Shire of Manjimup <ul style="list-style-type: none"> - Community Services - Works and Services - Development and Regulation 	Ongoing
1.1.5 Where possible incorporate Nature Play principles in planning Shire outdoor spaces and facilities.	Incorporation of nature play playgrounds and open spaces in Shire parks, facilities and open spaces.	Nil	<ul style="list-style-type: none"> • Nature Play WA • Shire of Manjimup • Parents and caregivers • Service providers • Family support Services 	<ul style="list-style-type: none"> • Shire of Manjimup <ul style="list-style-type: none"> - Community Services - Development and Regulation 	Ongoing

Part 2. Our Prosperity

Objective 2.1: The importance of the early years developmental stage is reinforced through increased community awareness.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
2.1.1 Continue to promote the importance of the early years developmental stage to parents, caregivers and the broader community.	<ul style="list-style-type: none"> • Increased attendance at early years programs. • Greater engagement of 'at risk' parents and children. 	Nil	<ul style="list-style-type: none"> • WACHS • Schools • ECEC & OSHC organisations • Service providers • Early Years Networks • State government • Federal government • Shire of Manjimup • Department of Communities, Early Years Initiative • National Early Childhood Development Strategy 	<ul style="list-style-type: none"> • WACHS • Schools • ECEC & OSHC organisations • Service providers • Early Years Networks • Family support Services 	Ongoing

<p>2.1.2 The Early Years sector continues to receive support at the state, federal and local government level.</p>	<ul style="list-style-type: none"> The inclusion of the early years in state, federal and local government strategic planning Federal, state and local government promote and support agencies and organisations delivering services in the early years sector. Federal and states provide support around the NQF regulatory requirements 	<p>Nil</p>	<ul style="list-style-type: none"> WACHS Schools ECEC & OSHC organisations Service providers Early Years Networks State government Federal government Shire of Manjimup Department of Communities, Early Years Initiative National Early Childhood Development 	<ul style="list-style-type: none"> WACHS Early Years Networks Service providers State government Federal government 	<p>Ongoing</p>
<p>2.1.3 The Shire of Manjimup continues to support the delivery of services and programs promoting the importance of the early years.</p>	<p>Shire of Manjimup continues to work with and actively engage with early years services, groups and organisations.</p>	<p>Nil. Support is in kind i.e. provision of meeting space, facilitation of networks</p>	<ul style="list-style-type: none"> Early Years Networks Schools ECEC & OSHC organisations Parents and Caregivers Early Years/family services and organisations 	<ul style="list-style-type: none"> Shire of Manjimup - Community Services 	<p>Ongoing</p>
<p>2.1.4 The needs of the early years sector is considered when updating the Shire of Manjimup Strategic Plans.</p>	<p>Input is sought from the community and early years sector when review of strategic plans is carried out.</p>	<p>As outlined in the Shire of Manjimup annual budget</p>	<ul style="list-style-type: none"> Schools ECEC & OSHC organisations Parents and Caregivers Family support Service Providers Cultural groups 	<ul style="list-style-type: none"> Shire of Manjimup 	<p>Ongoing</p>

Objective 2.2: Efforts are made to improve the AEDC results within the Shire of Manjimup.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
2.2.1 Support schools, ECED & OSHC and service providers, within the Shire to understand and use the AEDC results to improve outcomes for children.	Workshop held for care providers on how to interpret and use AEDC data.	Nil	<ul style="list-style-type: none"> State government Schools ECEC & OSHC organisations Service providers WACHS Shire of Manjimup Early Years Networks 	<ul style="list-style-type: none"> State government Schools ECEC & OSHC organisations Early Years Networks 	12 months
2.2.2 Key messages from AEDC data promoted to parents, caregivers and the broader community.	<ul style="list-style-type: none"> Promotional material developed and distributed. Workshops or forum held for parents, caregivers and the community to educate on the findings of the AEDC 	\$1,000	<ul style="list-style-type: none"> State government Schools Early years networks ECEC & OSHC organisations Parents and Caregivers Family support services Service providers WACHS Shire of Manjimup 	<ul style="list-style-type: none"> Early Years Networks WACHS Schools ECEC & OSHC organisations Service providers Shire of Manjimup <ul style="list-style-type: none"> Community development 	24 months

Part 3. Our Community

Objective 3.1: Children have opportunity for positive experiences in their childhood.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
3.1.1 Awareness raised in parents and caregiver on the critical importance of the relationship between a child and the primary caregiver for the child's development.	<ul style="list-style-type: none"> Programs and activities for parents and caregivers are made available. Improved AEDC outcomes 	Nil	<ul style="list-style-type: none"> State government Family support services Service providers Family support Services Early Years Networks 	<ul style="list-style-type: none"> State government Service providers Family support services Service providers Early years networks ECEC &OSHC organisations WACHS 	Ongoing
3.1.2 Programs, information and activities to educate parents and caregivers on the importance of positive experiences in childhood are made available.	<ul style="list-style-type: none"> Uptake/attendance of programs, activities by parents and caregivers. Improved AEDC outcomes 	Nil	<ul style="list-style-type: none"> State government Family support services Service providers Family support Services Early Years Networks 	<ul style="list-style-type: none"> State government Service providers Family support services Service providers Early years networks ECEC &OSHC organisations WACHS 	Ongoing
3.1.3 Information pertaining to the international human rights of the children's.	The community has a greater awareness that children as well as adults have human rights.	Nil	<ul style="list-style-type: none"> Federal government State government Shire of Manjimup Family support services Service providers Early Years Networks ECEC &OSHC organisations Schools Parents and caregivers WACHS 	<ul style="list-style-type: none"> Federal government State government Shire of Manjimup Family support services Service providers Early Years Networks ECEC &OSHC organisations Schools Parents and caregivers WACHS 	Ongoing
3.1.4 Promotion of an accepting and respectful behaviour towards	<ul style="list-style-type: none"> Policies in place around managing discrimination and 	Nil	<ul style="list-style-type: none"> Federal government State government Shire of Manjimup 	<ul style="list-style-type: none"> Federal government State government Shire of Manjimup 	Ongoing

children from other nationalities, cultures, practicing other religions, or of colour.	<p>embracing diversity at all levels of education, care and service provision.</p> <ul style="list-style-type: none"> • Policies are not only in place but supported and used. • Celebrations centred around community diversity 		<ul style="list-style-type: none"> • Family support services • Service providers • Early Years Networks • ECEC &OSHC organisations • Schools • Parents and caregivers • WACHS 	<ul style="list-style-type: none"> • Family support services • Service providers • Early Years Networks • ECEC &OSHC organisations • Schools • Parents and caregivers • WACHS 	
3.1.5 Funding/grant opportunities are kept abreast of and information shared with relevant organisations, services and networks.	<ul style="list-style-type: none"> • Increase in the number of events, programs and activities provided. • Continuation of programs and services. 	Nil	<ul style="list-style-type: none"> • Federal government • State government • Shire of Manjimup • Family support services • Service providers • Early Years Networks • ECEC &OSHC organisations 	<ul style="list-style-type: none"> • Federal government • State government • Shire of Manjimup - Community services • Family support services • Service providers • Early Years Networks • ECEC &OSHC organisations 	Ongoing
3.1.6 The Shire of Manjimup Libraries continue to deliver; Rhyme time, Story time and Better Beginnings.	Continued delivery of Programs.	\$6,000 Included in the Libraries and Cultural Services budget	<ul style="list-style-type: none"> • State government • WACHS • Shire of Manjimup • Parents and caregivers 	<ul style="list-style-type: none"> • State government • WACHS • Shire of Manjimup - Library services 	Ongoing
3.1.7 Infant and toddler swim classes continue to be delivered at the Manjimup Regional AquaCentre.	Continued delivery of Programs.	Contained within the AquaCentre Budget	<ul style="list-style-type: none"> • Parents and Caregivers • Shire of Manjimup • Service providers • Family support services • WACHS 	<ul style="list-style-type: none"> • Parents and Caregivers • Shire of Manjimup - AquaCentre • Service providers 	Ongoing
3.1.8 Shire of Manjimup continue to provide grant opportunities in line with the Community Funds policy.	The number of projects supported that contribute to positive experiences for young children.	2% of the previous year's rates base is reserved for the purposes of	<ul style="list-style-type: none"> • Shire of Manjimup 	<ul style="list-style-type: none"> • Shire of Manjimup - Community services 	Ongoing annually

		Community Grants			
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Objective 3.2: To provide services and resources for children and families/carers who are ‘at risk’.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
3.2.1 Where needed, advocate for services with the ability to deal with early year’s mental health and trauma (i.e. anti – bullying/domestic violence/abuse trauma).	<ul style="list-style-type: none"> Programs and services are initiated or continue to run. The sector continues to work together and actively engage collaborative partnerships to instigate, support and promote programs. 	Nil Support will be in kind i.e. provision of meeting space	<ul style="list-style-type: none"> State government WACHS Early Years Networks Schools ECEC & OSHC organisations Parents and Caregivers Family support Services Service providers Shire of Manjimup 	<ul style="list-style-type: none"> State government WACHS Early Years Networks Schools ECEC & OSHC organisations Parents and Caregivers Family support Services Service providers 	As needed
3.2.2 Parenting support and education around life skills are run within the Shire of Manjimup	<ul style="list-style-type: none"> Programs and services are initiated or continue to run. The sector continues to work together and actively engage collaborative partnerships to instigate, support and promote programs. 	Nil Support will be in kind i.e. provision of meeting space	<ul style="list-style-type: none"> State government WACHS Early Years Networks Schools ECEC & OSHC organisations Parents and Caregivers Family support Services Service providers 	<ul style="list-style-type: none"> State government WACHS Service providers Family support services 	As needed
3.2.3 Organisations and services have the knowledge and will provide referrals and assistance for family counselling.	<ul style="list-style-type: none"> Appropriate referrals being received. Increased community awareness of availability of services. 	Nil In kind promotion through networks, and community relations	<ul style="list-style-type: none"> Early years network Schools ECEC & OSHC organisations Parents and Caregivers Family support services Service providers WACHS 	<ul style="list-style-type: none"> State government Family support services Service providers WACHS ECEC & OSHC organisations Schools 	Ongoing

			<ul style="list-style-type: none"> State government Shire of Manjimup 		
3.2.4 Organisations and services have the knowledge, ability and will take action to provide referrals for assistance and counselling around alcohol and other drugs.	<ul style="list-style-type: none"> Appropriate referrals being received. Increased community awareness of availability of services. 	Nil In kind promotion through networks, and community relations	<ul style="list-style-type: none"> Early Years Networks Schools ECEC & OSHC organisations Family support services Service providers State government Shire of Manjimup Parents and caregivers WACHS 	<ul style="list-style-type: none"> State government Family support services Service providers WACHS ECEC & OSHC organisations Schools 	Ongoing
3.2.5 Provide services to support families in need, who at times, go hungry.	<ul style="list-style-type: none"> The setup of a Food Bank and 'soup kitchen'. Breakfast club at schools. 	Nil	<ul style="list-style-type: none"> State government Schools Service providers Family support services Shire of Manjimup 	<ul style="list-style-type: none"> Family support services Service providers 	Start up within 24 months

Objective 3.3: Early Years Programs and services are available and readily accessible.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
3.3.1 Identify gaps and areas of need through mapping and service analysis.	<ul style="list-style-type: none"> Regular review of the Shire of Manjimup Early Years Strategy. Desktop review of AEDC. Consultation with service providers, parents and the community. 	\$2000 minor review \$10,000 major review	<ul style="list-style-type: none"> Shire of Manjimup State government Federal government Early Years Networks Service providers WACHS ECEC & OSHC organisations Schools Family support services Parents and caregivers 	<ul style="list-style-type: none"> Shire of Manjimup - Community services Early Years Networks Service providers WACHS ECEC & OSHC organisations Schools Family support services Parents and caregivers 	4 yearly minor review 10 years major review

<p>3.3.2 Where gaps exist new programs and services are advocated for.</p>	<p>Closing of any identified gaps.</p>	<p>Nil</p>	<ul style="list-style-type: none"> • Shire of Manjimup • State government • Federal government • Early Years Networks • Service providers • WACHS • ECEC & OSHC organisations • Schools • Family support services • Parents and caregivers 	<ul style="list-style-type: none"> • Shire of Manjimup - Community services • Early Years Networks • Service providers • WACHS • ECEC & OSHC organisations • Schools • Family support services • Parents and caregivers 	
<p>3.3.3 Evidence based, best practice educational programs are brought to the area for the benefit of young children.</p>	<ul style="list-style-type: none"> • Sharing, distributing and evaluating best practice, evidence based programs. • Implementation of programs or continuation of current successful programs. 	<p>Nil</p>	<ul style="list-style-type: none"> • Early Years Networks • Schools • ECEC & OSHC organisations • Parents and Caregivers • Service organisations • Family support organisations 	<ul style="list-style-type: none"> • Early Years Networks • Schools • ECEC & OSHC organisations • Service organisations • Family support organisations 	<p>Ongoing</p>
<p>3.3.4 Programs delivered are evaluated to ascertain effectiveness and relativity to the area.</p>	<p>Program evaluation.</p>	<p>Nil</p>	<ul style="list-style-type: none"> • Early Years Networks • Schools • ECEC & OSHC organisations • Parents and Caregivers • Family support organisations • Service providers 	<ul style="list-style-type: none"> • Early Years Networks • Schools • ECEC & OSHC organisations • Family support organisations • Service providers 	<p>Ongoing</p>
<p>3.3.5 Schools, ECEC & OSHC organisations, service providers and family support services, to deliver early years education programs and expand program delivery to be fully accessible.</p>	<ul style="list-style-type: none"> • Delivery of best practice and evidence based programs. • Implementation of programs and continuation of current successful programs. • Expansion of program delivery. 	<p>Nil</p>	<ul style="list-style-type: none"> • Early Years Networks • Schools • ECEC & OSHC organisations • Parents and Caregivers • Family support services • Service providers 	<ul style="list-style-type: none"> • Schools • ECEC & OSHC organisations • Family support services • Service providers 	<p>ongoing</p>

3.3.6 Support is given to parental networks to develop relationships and peer support.	<ul style="list-style-type: none"> Peer support with parenting and when there is a need for care of a child. 	Nil	<ul style="list-style-type: none"> Early Years Networks Service providers WACHS ECEC & OSHC organisations Schools Family support services Parents and caregivers 	<ul style="list-style-type: none"> Early Years Networks Service providers WACHS ECEC & OSHC organisations Schools Family support services Parents and caregivers 	Ongoing
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Objective 3.4: Information relating to early years services within the Shire is readily available to parents, organisations and community groups.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
3.4.1 Service providers and Family support services promote their organisations and referral pathways effectively.	<ul style="list-style-type: none"> The community has a greater awareness of available services and referral pathways. 	Nil	<ul style="list-style-type: none"> WACHS Service providers Family support Schools Parents and caregivers Early Years Networks 	<ul style="list-style-type: none"> WACHS Service providers Family support services Schools Shire of Manjimup - Community Services 	Ongoing
3.4.2 Monitor, review and share sector information for most current, best practice services and learnings.	Increased awareness of most up to date and best practice services, information and programs.	Nil	<ul style="list-style-type: none"> Early Years Networks Schools ECEC & OSHC organisations Family support services Service providers WACHS Shire of Manjimup 	<ul style="list-style-type: none"> Early Years Networks Schools ECEC & OSHC organisations Family support services Service providers WACHS Shire of Manjimup - Community services 	Ongoing
3.4.3 An up to date directory of programs is available to the community.	An up to date directory is available and accessible to the community	Nil	<ul style="list-style-type: none"> Early Years Networks Schools ECEC & OSHC organisations Family support services Service providers WACHS Shire of Manjimup 	<ul style="list-style-type: none"> Early Years Networks Schools ECEC & OSHC organisations Family support services Service providers WACHS Shire of Manjimup 	Ongoing Annual review

				- Community services	
3.4.4 Community is aware of physical and mental health services within the region.	Maintaining of the 'Shire of Manjimup Service Directory for Families with Young Children.' Promotion of services available.	Nil	<ul style="list-style-type: none"> Schools ECEC & OSHC organisations Family support services Service providers WACHS Shire of Manjimup 	<ul style="list-style-type: none"> Shire of Manjimup - Community Services Family support services Service providers WACHS Early Years Networks 	Ongoing Annual review

Objective 3.5: Organisational collaboration for the betterment of our youngest community members.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
3.5.1 Sector groups continue to work together for support, advocacy and improve outcomes for our youngest community members.	The Warren Blackwood Early Years Network, Parenting Connections WA Local Area Partnership Group and Education Visions networks are maintained.	Nil	<ul style="list-style-type: none"> WACHS Service providers Family support services Early years networks Schools ECEC & OSHC organisations Parents and caregivers State and federal government Shire of Manjimup 	<ul style="list-style-type: none"> WACHS Service providers Family support services Early years networks Schools ECEC & OSHC organisations State and federal government Shire of Manjimup - Community Services 	Ongoing
3.5.2 Service providers work together to share sector information and professional development opportunities.	Continued emailing of information through networks	Nil	<ul style="list-style-type: none"> WACHS Service providers Family support services Early years networks Schools ECEC & OSHC organisations Parents and caregivers State and federal government Shire of Manjimup 	<ul style="list-style-type: none"> WACHS Service providers Family support services Early years networks Schools ECEC & OSHC organisations Shire of Manjimup 	Ongoing

3.5.3 Develop relationships and partnerships with new services/organisations moving into the region.	Contact made with all services/organisations new to the region. Network relationships established.	Nil	<ul style="list-style-type: none"> • Shire of Manjimup • WACHS • Service providers • Family support services • Early years networks • Schools • ECEC & OSHC organisations • Early Years Sector 	<ul style="list-style-type: none"> • Shire of Manjimup - Community services • WACHS • Service providers • Family support services • Early years networks • Schools • ECEC & OSHC organisations 	Ongoing
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Objective 3.6: Ensure sufficient quality ECEC and OSHC programs to meet community needs.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
3.6.1 Delivery of greater levels of ECEC and OSHC to meet community need.	An increase in the availability of ECEC and OSHC care.	Nil	<ul style="list-style-type: none"> • WACHS • Service providers • Family support services • Early years networks • Schools • ECEC & OSHC organisations • Parents and caregivers 	<ul style="list-style-type: none"> • Family support services • Early years networks • Schools • ECEC & OSHC organisations 	24 months
3.6.2 Assist organisations with the regulatory burden of set up and NQF reporting.	<ul style="list-style-type: none"> • ECEC and OSHC programs are aware of where and how they can access assistance with regulatory requirements. • Regulatory bodies provide assistance as well as monitor compliance. 	Nil	<ul style="list-style-type: none"> • State government • ECEC & OSHC organisations • Family support Services • Early Years Networks 	<ul style="list-style-type: none"> • State government • ECEC & OSHC organisations • Family support Services • Early Years Networks 	Ongoing

3.6.3 Support program providers to build viable business models.	<ul style="list-style-type: none"> ECEC and OSHC programs are aware of where and how they can access information and assistance regarding business models. Shire of Manjimup continue to provide low cost venues. 	Nil	<ul style="list-style-type: none"> ECEC & OSHC organisations Family support Services Early Years Networks State government Shire of Manjimup Parents and caregivers 	<ul style="list-style-type: none"> ECEC & OSHC organisations Family support Services Early Years Networks State government Shire of Manjimup <ul style="list-style-type: none"> Community services Parents and caregivers 	Ongoing
3.6.4 Advocate for concessions in stringent laws that inhibit the ability of rural and regional areas to provide adequate ECEC and OSHC care.	The ability of ECEC and OSHC to operate/expand where they had previously been unable to do so.	Nil	<ul style="list-style-type: none"> ECEC & OSHC organisations Family support Services Early Years Networks State government Shire of Manjimup Parents and caregivers 	<ul style="list-style-type: none"> ECEC & OSHC organisations Family support Services Early Years Networks State government 	Ongoing
3.6.5 Elevate perception of early childhood educators and the services that they provide.	Community regard elevated to appreciate early years educators as educated, qualified and knowledgeable service providers.	Nil	<ul style="list-style-type: none"> ECEC & OSHC organisations WACHS Early Years Networks Service providers Family support services 	<ul style="list-style-type: none"> Early Years Networks WACOSS 	Ongoing
3.6.6 Keep abreast of regulatory changes that may provide ECEC and OSHC alternatives.	Identify alternatives to conventional ECEC and OSHC services.	Nil	<ul style="list-style-type: none"> Early Years Networks Family support Services Parents and caregivers 	<ul style="list-style-type: none"> Early Years Networks Family support Services 	Ongoing
3.6.7 Combat ECEC & OSCH educator's professional isolation.	Strategies/opportunities identified to combat professional isolation.	Nil	<ul style="list-style-type: none"> ECEC & OSHC organisations Early Years Networks Family support Services 	<ul style="list-style-type: none"> ECEC & OSHC organisations Early Years Networks Family support 	Ongoing
3.6.8 Combat ECEC & OSCH educator's professional development barriers.	Strategies/opportunities identified to combat professional development barriers.	Nil	<ul style="list-style-type: none"> ECEC & OSHC organisations Early Years Networks Family support Services Training providers 	<ul style="list-style-type: none"> ECEC & OSHC organisations Early Years Networks Family support Services Training providers 	Ongoing

Part 4. Our Infrastructure

Objective 4.1: Parenting facilities meeting the needs of families are available and accessible in the Shire of Manjimup.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
4.1.1 Local facilities are mapped and parenting/breastfeeding friendly facilities promoted.	Mapping produced and promoted.	Nil	<ul style="list-style-type: none"> WACHS Early Years Networks Family support Services Chamber of Commerce Local business Parents and caregivers Shire of Manjimup Disability, access and inclusion advisory committee 	<ul style="list-style-type: none"> Early Years Networks Family support services Service providers Shire of Manjimup <ul style="list-style-type: none"> Community Services 	18 months
4.1.2 Advocate for suitable parenting facilities within each town.	An Australian Breastfeeding Association accredited breastfeeding facility located within the four towns of the Shire.	Nil	<ul style="list-style-type: none"> Parents and caregivers Shire of Manjimup Early Years Networks WACHS Service providers Family support services Disability, access and inclusion advisory committee 	<ul style="list-style-type: none"> Parents and caregivers Shire of Manjimup Early Years Networks WACHS Service providers Family support services Disability, access and inclusion advisory committee Parents and caregivers 	Four years
4.1.3 Where new public toilets are developed, or existing public toilets upgraded, consideration be given to incorporate a parenting room (accessible for male and female parents and caregivers, as well as a pram)	New and upgraded buildings fitted with Parenting facilities.	Nil	<ul style="list-style-type: none"> Parents and caregivers Shire of Manjimup Early Years Networks WACHS Service providers Family support services Disability, access and inclusion advisory committee 	<ul style="list-style-type: none"> Shire of Manjimup <ul style="list-style-type: none"> Community Services Development and Regulatory Early Years Networks Disability, access and inclusion advisory committee 	Ongoing

<p>4.1.4 Advocate Body Corporates building within the Shire of Manjimup to include Parenting Rooms.</p>	<p>New buildings including designated parenting areas.</p>	<p>Nil</p>	<ul style="list-style-type: none"> • Parents and caregivers • Shire of Manjimup • Early Years Networks • WACHS • Service providers • Family support services • Disability, access and inclusion advisory committee • WACHS 	<ul style="list-style-type: none"> • Parents and caregivers • Shire of Manjimup • Early Years Networks • WACHS • Service providers • Family support services • Disability, access and inclusion advisory committee 	<p>Ongoing</p>
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Objective 4.2: The Shire of Manjimup’s buildings, facilities, recreation areas and playgrounds are accessible to all members of the community.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
<p>4.2.1 The Shire of Manjimup’s buildings and facilities are accessible to all members of our community</p>	<ul style="list-style-type: none"> • Greater accessibility in our built environment for prams, strollers and wheelchairs. • Feedback from community and advisory committee on accessibility. 	<p>As outlined in the Works Capital</p>	<ul style="list-style-type: none"> • Mothers Walking Groups • Parents and caregivers • Disability, access and inclusion advisory committee • Family support services • Service providers • Schools • Town Centre Committee • WACHS • State government 	<ul style="list-style-type: none"> • Shire of Manjimup <ul style="list-style-type: none"> - Community Services - Development and Regulation - Works and services 	<p>Ongoing</p>
<p>4.2.2 Access to playgrounds and play equipment for children with disabilities continues to be planned for and included in all new and upgraded playgrounds.</p>	<p>Consultation with, and Feedback from the community and the Disability, Access and Inclusion Advisory Committee.</p>	<p>Nil</p>	<ul style="list-style-type: none"> • Mothers Walking Groups • Parent’s and Carers • Town Centre Committee • Manjimup Heritage Park Committee • Disability, Access and Inclusion Advisory Committee 	<ul style="list-style-type: none"> • Shire of Manjimup <ul style="list-style-type: none"> - Community Services - Development and Regulation - Works and services 	<p>Ongoing</p>

Part 5. Our Local Government

Objective 5.1: The Shire of Manjimup continues to be involved as a key stakeholder in the early years sector.

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
5.1.1 The Shire of Manjimup continues to have a strong community profile through promotion and involvement in networks and partnerships.	Shire of Manjimup continues to be involved in the Early Years Network, Parenting Connections WA Local Area Partnership Group and Education Visions.	Nil	<ul style="list-style-type: none"> • Early Years Networks • Schools • ECEC & OSHC organisations • Parents and Caregivers • Family support services • Service providers • State government • Schools • WACHS 	<ul style="list-style-type: none"> • Early Years Networks • Schools • ECEC & OSHC organisations • Parents and Caregivers • Family support services • Service providers • State government • Schools • WACHS 	Ongoing
5.1.2 Library services continue to deliver state government programs i.e. Better Beginnings.	Continued delivery of Programs.	\$6,000 Currently covered in Libraries budget	<ul style="list-style-type: none"> • State Library of Western Australia • Shire of Manjimup • WACHS • Parents and caregivers • Family support Services • Schools • ECEC & OSHC organisations 	<ul style="list-style-type: none"> • State Library of Western Australia • Shire of Manjimup • WACHS • Family support Services • Schools • ECEC & OSHC organisations 	Ongoing

Objective 5.2 The Shire of Manjimup Early Years Strategy is formally adopted and reviewed regularly

Strategy	Key Performance Indicators	Shire Budget Allocation	Stakeholders & Other Resources	Responsibility	Time Frames
5.2.1 Adopt the Shire of Manjimup Early Years Strategic Plan.	A Council decision is made to adopt the Early Years Strategic Plan.	\$2,000 minor review \$10,000 major review	<ul style="list-style-type: none"> • Shire of Manjimup Council • Shire of Manjimup • Early Years Networks • WACHS 	<ul style="list-style-type: none"> • Shire of Manjimup - Community Services 	4 yearly minor review 10 years major review

			<ul style="list-style-type: none"> ECEC & OSHC organisations Family support services Parents and caregivers Schools Service providers State government Federal government 		
5.2.2 Regularly report on progress in pursuing the Plan's strategies to the Council & Community.	<ul style="list-style-type: none"> Progress is reported in the Council's quarterly reports and annual report. Editorials and articles published in local print media and social media. 	Nil	<ul style="list-style-type: none"> Shire of Manjimup Council Shire of Manjimup Early Years Networks WACHS ECEC & OSHC organisations Family support services Parents and caregivers Schools Service providers 	<ul style="list-style-type: none"> Shire of Manjimup - Community Services 	Quarterly Reports Annual Report Print and social media as appropriate
5.2.3 The federal and state government's position on priorities and strategic planning is kept abreast of, and the Shire of Manjimup Early Years Strategic Plan kept in line with federal and state objectives.	Desktop and full reviews carried out as per schedule	\$2000 minor review \$10,000 major review	<ul style="list-style-type: none"> Shire of Manjimup Early Years Networks WACHS ECEC & OSHC organisations Family support services Parents and caregivers Schools Service providers State government Federal government 	<ul style="list-style-type: none"> Shire of Manjimup - Community Services 	4 yearly minor review 10 years major review

Shire of Manjimup budget implications of Early Years Strategic Plan

Our Natural Environment

STRATEGY	2018/19	2019/20	2020/21	2021/22	2022/23
1.1.1 Schools, care and Service providers promote and continue to deliver outdoor programs for the health of our youngest community members.	Nil	Nil	Nil	Nil	Nil
1.1.2 Promote the concepts of nature play and unstructured play, and the associated advantages for young children.	Nil	Nil	Nil	Nil	Nil
1.1.3 The Shire continues to value and uphold the Community Goal contained in the 'Shire of Manjimup Strategic Community Plan 2017-2027' of, 'Natural landscapes, habitats and resources be sustainably managed for the benefit of existing and future generations.'	Nil	Nil	Nil	Nil	Nil
1.1.4 Consideration be given to pram and push chair access in the construction of paths, trails and recreation areas.	Nil	Nil	Nil	Nil	Nil
Sub Total for Our Natural Environment	Nil	Nil	Nil	Nil	Nil

Our Prosperity

STRATEGY	2018/19	2019/20	2020/21	2021/22	2022/23
2.1.1 Continue to promote the importance of the early years developmental stage to parents and caregivers.	Nil	Nil	Nil	Nil	Nil
2.1.2 The Early Years sector continues to receive support at the state, federal and local government level.	Nil	Nil	Nil	Nil	Nil
2.1.3 The Shire of Manjimup continues to support the delivery of services and programs promoting the importance of the early years.	Nil	Nil	Nil	Nil	Nil
2.1.4 The needs of the early years sector is considered when updating the Shire of Manjimup Strategic Plans.	Nil	Nil	Nil	Nil	Nil
2.2.1 Support schools, ECED & OSHC and service providers, within the Shire to understand and use the AEDC results to improve outcomes for children.	Nil	Nil	Nil	Nil	Nil
Key messages from AEDC data promoted to parents and caregivers.	Nil	\$1,000	Nil	Nil	\$1,000
Sub Total for Our Prosperity	Nil	\$1,000	Nil	Nil	\$1,000

Our Community

STRATEGY	2018/19	2019/20	2020/21	2021/22	2022/23
3.1.1 Programs, information and activities to educate parents and caregivers on the importance of positive experiences in childhood are made available.	Nil	Nil	Nil	Nil	Nil
3.1.2 Information pertaining the international human rights treaty on children's rights (Convention on the Rights of the Child) is disseminated.	Nil	Nil	Nil	Nil	Nil
3.1.3 Promotion of an accepting and respectful behaviour towards children from other nationalities, cultures, practicing other religions, or of colour.	Nil	Nil	Nil	Nil	Nil
3.1.4 Funding/grant opportunities are kept abreast of and information shared with relevant organisations, services and networks.	Nil	Nil	Nil	Nil	Nil
3.1.5 The Shire of Manjimup Libraries continue to deliver; Rhyme time, Story time and Better Beginnings.	Nil	Nil	Nil	Nil	Nil
3.1.6 Infant and toddler swim classes continue to be delivered at the Manjimup Regional AquaCentre.	Nil	Nil	Nil	Nil	Nil
3.1.7 Shire of Manjimup continue to provide grant opportunities in line with the Community Funds policy.	Nil	Nil	Nil	Nil	Nil
3.2.1 Where needed, advocate for services with the ability to deal with early year's mental health and trauma (i.e. anti –bullying/domestic violence/abuse trauma).	Nil	Nil	Nil	Nil	Nil
3.2.2 Parenting support and education around life skills are run within the Shire of Manjimup	Nil	Nil	Nil	Nil	Nil
3.2.3 Organisations and services have the knowledge to provide referrals and assistance for family counselling.	Nil	Nil	Nil	Nil	Nil
3.2.4 Organisations and services have the knowledge and ability to provide referrals for assistance and counselling around alcohol and other drugs.	Nil	Nil	Nil	Nil	Nil
3.2.5 Provide services to support families in need, who at times, go hungry.	Nil	Nil	Nil	Nil	Nil
3.3.1 Identify gaps and areas of need through mapping and service analysis.	Nil	Nil	Nil	Nil	\$2,000
3.3.2 Where gaps exist new services and programs are advocated for.	Nil	Nil	Nil	Nil	Nil
3.3.3 Evidence based, best practice educational programs are brought to the area for the benefit of young children.	Nil	Nil	Nil	Nil	Nil
3.3.4 Programs delivered are evaluated to ascertain effectiveness and relativity to the area.	Nil	Nil	Nil	Nil	Nil
3.3.5 Schools, ECEC & OSHC organisations, service providers and family support services, to deliver early years education programs and expand program delivery to be fully accessible.	Nil	Nil	Nil	Nil	Nil
3.3.6 Support is given to parental networks to develop relationships and peer support	Nil	Nil	Nil	Nil	Nil
3.4.1 Service providers and Family support services promote their organisations and referral pathways effectively.	Nil	Nil	Nil	Nil	Nil
3.4.2 Monitor, review and share sector information for most current, best practice services and learnings.	Nil	Nil	Nil	Nil	Nil
3.4.3 An up to date directory of programs is available to the community.	Nil	Nil	Nil	Nil	Nil

3.4.4 Community is aware of physical and mental health services within the region.					
3.5.1 Sector groups continue to work together for support, advocacy and improve outcomes for our youngest community members.	Nil	Nil	Nil	Nil	Nil
3.5.2 Service providers work together to share sector information and professional development opportunities.	Nil	Nil	Nil	Nil	Nil
3.5.3 Develop relationships and partnerships with new services/organisations moving into the region.	Nil	Nil	Nil	Nil	Nil
3.6.1 Delivery of greater levels of ECEC and OSHC to meet community need.	Nil	Nil	Nil	Nil	Nil
3.6.2 Assist organisations with the regulatory burden of set up and NQF reporting.	Nil	Nil	Nil	Nil	Nil
3.6.3 Support program providers to build viable business models.	Nil	Nil	Nil	Nil	Nil
3.6.4 Advocate for concessions in stringent laws that inhibit the ability of rural and regional areas to provide adequate ECEC and OSHC care.	Nil	Nil	Nil	Nil	Nil
3.6.5 Elevate perception of early childhood educators and the services that they provide.	Nil	Nil	Nil	Nil	Nil
3.6.6 Keep abreast of regulatory changes that may provide ECEC and OSHC alternatives.	Nil	Nil	Nil	Nil	Nil
3.6.7 Combat ECEC & OSCH educator's professional isolation.	Nil	Nil	Nil	Nil	Nil
3.6.8 Combat ECEC & OSCH educator's professional development.	Nil	Nil	Nil	Nil	Nil
Sub Total for Our Community	Nil	Nil	Nil	Nil	\$2,000

Our Infrastructure

STRATEGY	2018/19	2019/20	2020/21	2021/22	2022/23
4.1.1 Local facilities are mapped and parenting/breastfeeding friendly facilities promoted.	Nil	Nil	Nil	Nil	Nil
4.1.2 Advocate for suitable parenting facilities within each town.	Nil	Nil	Nil	Nil	Nil
4.1.3 Where new public toilets are developed, or existing public toilets upgraded, consideration be given to incorporate a parenting room (accessible for male and female parents and caregivers, as well as a pram)	Nil	Nil	Nil	Nil	Nil
4.1.4 Advocate Body Corporates building within the Shire of Manjimup to include Parenting Rooms.	Nil	Nil	Nil	Nil	Nil
4.2.1 The Shire of Manjimup's buildings and facilities are accessible to all members of our community	Nil	Nil	Nil	Nil	Nil
4.2.2 Access to playgrounds and play equipment for children with disabilities continues to be planned for and included in all new and upgraded playgrounds.	Nil	Nil	Nil	Nil	Nil
Sub Total for Our Infrastructure	Nil	Nil	Nil	Nil	Nil



Our Local Government

STRATEGY	2018/19	2019/20	2020/21	2021/22	2022/23
5.1.1 The Shire of Manjimup continues to have a strong community profile through promotion and involvement in networks and partnerships.	Nil	Nil	Nil	Nil	Nil
5.1.2 Library services continue to deliver state government programs i.e. Better Beginnings.	Nil	Nil	Nil	Nil	Nil
5.2.1 Adopt the Shire of Manjimup early years Strategic Plan.	Nil	Nil	Nil	Nil	\$2,000
5.2.2 Regularly report on progress in pursuing the Plan's strategies to the Council & Community.	Nil	Nil	Nil	Nil	Nil
5.2.3 The federal and state government's position on priorities and strategic planning is kept abreast of and the Shire of Manjimup Strategic Plan kept in line with Federal and state objectives.	Nil	Nil	Nil	Nil	Nil
Sub Total for Our Local Government	Nil	Nil	Nil	Nil	\$2,000

Total Budget and Notes

COMBINED STRATEGIES	2018/19	2019/20	2020/21	2021/22	2022/23
TOTAL ANTICIPATED COST OF PLAN IMPLEMENTATION	Nil	\$1,000	Nil	Nil	\$5,000

Appendices

Appendix 1: Information from SWRCSP

S.W.O.T analysis of services within the Shire of Manjimup

Manjimup

Strengths
<p>° Approved Education and Care (LDC and FDC) services are based in Manjimup and are currently meeting demand and have the capacity to accommodate future growth. °Population demographics of children aged 0-4 is 291 children and 5-12 is 557 (2011 ABS). °Future growth estimates indicate an estimated growth per annum across the Manjimup region of 0.5% (actual % change 2011-2012). The Western Australia Tomorrow report estimates a median value growth forecast of 0.7% in 2016 and 0.6% in 2021 (www.planning.wa.gov.au). °A Child Health clinic offers appointments four days per week. °A broad range of services operate for children and families, including playgroups, toy library, holiday activities, family support programs offered from the Family Centre and activities for young children offered in the shire library. Manjimup Primary School has 305 students enrolled (K - 7) with 29 children enrolled in the kindergarten program and 33 enrolled in pre-primary. East Manjimup Primary School has 316 children enrolled (K - 7) with 44 children enrolled in kindergarten and 35 enrolled in pre-primary. The Catholic College offers 4 kindergarten sessions per week. °A strong Early Years Network operates with support from the local government (LGA) and has a very extensive membership from within Warren-Blackwood region and across south west region.</p>
Weaknesses (Considerations)
<p>°Information derived from the Department for Education's website www.education.wa.edu.au indicates a decline in both primary school enrolments in school semester 1 (2014). ° 18.2% (205 families) residing in Manjimup are single / lone parents (2011 ABS). °25.9% of children are vulnerable in one or more developmental domains with the highest vulnerability in communication skills and general knowledge (20%) -this domain relates to being able to communicate easily and effectively and can show adequate general knowledge - refer to Domains Fact Sheet for full details www.aedi.org.au). °Lack of access to local training for relevant Diploma qualifications in Education and Care services (staff need to travel to Bunbury (130 kms) is an issue. °Existing networking has not included other professions or professional development and learning opportunities resulting in professional isolation. °Lack of available qualified relief staff to ensure National Quality Standards requirements are or continue to be met.</p>
Opportunities
<p>°Increase local networking and develop opportunities to foster stronger linkages and partnerships between approved Education and Care services with other health and education professionals. °Undertake comprehensive community consultation to determine demand for Out of School Hours Care service and the model of service required to meet family needs. °Advocate on behalf of children's services sector with local registered training agencies to deliver flexible Early Childhood qualifications and training. ° The Warren-Blackwood Early Years Network group take on a lead role to facilitate agencies to work in partnership to address the early childhood development domain of communication skills and general knowledge. °Implement targeted and universal early intervention programs in both formal and informal early childhood settings e.g. playgroup, Education and Care services, child health and kindergarten programs.</p>
Threats
<p>°Lack of willingness by all agencies to participate in the concept of delivering targeted programs or attending professional development / training events. °A competitive environment develops in regard to funding opportunities for the same target audience. °Insufficient time or lack of capacity of key staff to allow for attendance at networking forums an may not be seen as a priority across all relevant agencies.</p>

Community Impact

Without a sufficient supply of high quality child care options will inhibit parent's choices and capacity in work force participation or maintaining career opportunities, resulting in reduced economic output across the area. °Lack of access to approved Education and Care services in the town site may result in families not settling in the area or unregistered services may commence operating which has the capacity to impact on risks to health and safety of children. °Professional development and networking across the sector and different professional disciplines, allows for increased connectedness within the community and higher quality services for families and children where agencies work in a more integrated way.

Pemberton

Strengths

°Current supply of approved Education and Care services meets current demand in both 0-4 and 5-12 age focussed services. °Future growth estimates indicate minimal growth across the Manjimup LGA with an estimated growth per annum 0.5% (actual % change 2011 - 2012). °Population demographics of children aged 0-4 is 68 children and 5-12 is 146 (2011 ABS). Close proximity (32kms) to Manjimup services and amenities. Playgroup operates from Child Health Centre (next door to Education and Care service) building and offers one session per week. °Both the public and private schools in Pemberton offer 3 year old and 4 year old kindergarten programs. The Pemberton District High School has 10 children enrolled in the kindergarten program and 14 children enrolled in pre-primary (semester 1 2014). The Shire of Manjimup provide premises for Education and Care service to operate at a peppercorn rent. °Pemberton early years agencies are included in the Warren-Blackwood Early Years Network.

Weaknesses (Considerations)

°Information derived from the Department for Education's website www.education.wa.edu.au indicates a general decline across school enrolments (does not include kindergarten enrolments) has occurred since 2010 i.e. 144 (2010) - 114 (2014). °14% (40 families) residing in Pemberton are single / lone parents (2011 ABS). °Decreased enrolments at the Education and Care service (LDC) has resulted in a reduction of employment hours for all staff as a strategy to remain financially viable. °Casual employment in Pemberton is seasonal as demand on hospitality services dictates. °Lack of qualified relief staff to meet the National Quality Standards requirements. °Networking opportunities for Education and Care service staff have diminished without regional coordination. °Existing networking has not included other professions or professional development and learning opportunities resulting in professional isolation.

Opportunities

°Undertake comprehensive community consultation to determine demand for approved Education and Care and family support services to meet family needs. °Explore different models of service delivery to ensure long term financial viability (examples in region to consider is the Northcliffe Family Centre model) °Increase local networking to develop opportunities to foster stronger linkages and partnerships between Education and Care service with other health and education professionals. °Advocate on behalf of children's services sector with local registered training agencies to deliver flexible Early Childhood qualifications and training.

Threats

°Parents prefer to access services in Manjimup (32 kms) which may be in closer proximity to place of employment / study. °Insufficient infrastructure investment from current service providers, local business or local government (LGA) to undertake building modifications to allow for "joined-up" service delivery (Northcliffe Family Centre model - refer below). °Lack of willingness by all agencies to participate in the concept of delivering services in an integrated model. °A competitive environment develops in regard to funding opportunities for the same target audience. °Insufficient time or lack of capacity of key staff to allow for attendance at networking forums and may not be seen as a priority across all relevant agencies.

Community Impact

Without a sufficient supply of high quality child care options will inhibit parent's choices and capacity in work force participation or maintaining career opportunities, resulting in reduced economic output across the area. °Lack of access to approved Education and Care services in the town site may result in families not settling in the area or unregistered services may commence operating which has the capacity to impact on risks to health and safety of children. °Professional development and networking across the sector and different professional disciplines, allows for increased connectedness within the community and higher quality services for families and children where agencies work in a more integrated way.

Northcliffe

Strengths

°Supply of approved Education and Care services meets current demand in both 0-4 and 5-12 age focussed services. °Future growth estimates indicate minimal growth across the Manjimup LGA with an estimated growth per annum 0.5% (actual % change 2011 - 2012). °Population demographics of children aged 0-4 is 22 children and 5-12 is 30 (2011 ABS). Northcliffe Family Centre is an integrated service model. Approved Education and Care services (LDC and OSHC) are components of the centre and are not stand alone entities. The centre is purpose built from funds raised through community activities, grants and low interest bank loan. The centre generates revenue through a variety of programs and ventures that include: Community bus (for hire within a 500km radius of the shire) and weekly trips to Manjimup for shopping and access to swimming pool, Kids and Youth Groups (Karri Kids Child Care, Vacation Care, playgroup, Kids Craft Club, Northcliffe Adventure Club, Nytro Youth Group), The Karried-away Op Shoppe (low cost recycled clothing for the community), Room hire (Northcliffe Natural Therapy), regular programs (Toy library, Craft groups), Maze Park - managed by centre for free community and tourist use. ° Northcliffe Primary School offers a Kindy Cafe for 0-4 year olds and a 4 year old kindergarten program. The school has 12 children enrolled in the kindergarten program and 6 children enrolled in pre-primary (semester 1 - 2014). °Northcliffe early years agencies are included in the Warren-Blackwood Early Years Network.

Weaknesses (Considerations)

°Information derived from the Department for Education's website www.education.wa.edu.au indicates a general decline across school enrolments (does not include kindergarten enrolments) has occurred since 2010 i.e. 82 (2010) - 57 (2014). °21% (17 families) residing in Northcliffe are single / lone parents (2011 ABS). °Lack of networking opportunities amongst Education and Care services and the broader professional community has resulted in staff in Education and care programs feeling professionally isolation. Professional development is difficult for staff to access as it is a minimum of 2 hours travel (Manjimup 1 hour and Bunbury 2.30hrs) and has never included networking with other professions to increase learning opportunities.

Opportunities

°Develop opportunities to foster stronger linkages and partnerships between Education and Care service with other health and education professionals. °Increase local and regional networking and partnership opportunities.

Threats

°Insufficient time or lack of capacity of key staff to allow for attendance at networking forums and may not be considered as a priority across all relevant agencies.

Community Impact

°Agencies working to deliver services in isolation - leads to risk of duplication of services or programs for the intended target audience. °Professional development and networking across the sector and different professional disciplines, allows for increased connectedness within the community and higher quality services for families and children where agencies work in a more integrated way. °Increased and regular professional development and support assist with retention of qualified staff in geographically isolated areas.

Walpole

Strengths

°Supply of approved Education and Care services meets current demand in 0-12 age focussed service (operates 4 days per week). °Future growth estimates indicate minimal growth across the Manjimup LGA with an estimated 0.5% increase per annum (actual % change 2011 - 2012). °Population demographics of children aged 0-4 is 23 children and 5-12 is 86 (2011 ABS). The approved Education and Care service operates 4 days per week and playgroup offers 1 session per week. The Walpole Primary School has 12 children enrolled in the kindergarten program and 6 children enrolled in pre-primary (semester 1 2014). In December 2013 kindergarten enrolments were 5 children and pre-primary 9 children. Kindy Café and the Walpole Early Years Network (WEYN) was established in conjunction with the local Playgroup and Silver Chain, under a sponsorship arrangement with Amity Health, to design and implement early intervention programmes. Kindy Café is held twice a term to link families with the school and promote positive parenting. The Warren District Health Service, provides kindergarten and pre-primary student's access to a nurse, speech pathologist and occupational therapist as well as follow-up planned programs implemented by an education assistant.

Weaknesses (Considerations)

°Information derived from the Department for Education's website www.education.wa.edu.au indicates a general decline across school enrolments (does not include kindergarten enrolments) has occurred since 2010 i.e. 102 (2010) - 83 (2014). °The approved Education and Care service is currently financially unviable (due to low attendance), stress on management committee members, professional isolation for staff – geographically (Bunbury 3 hours, Manjimup 1.30 hours and Albany 1.30 hours) and no networking or training opportunities (service cannot back fill staff or pay for associated costs), lack of access to professional support for committee on governance and for staff on professional learning and advice all contribute to reduced viability.

Opportunities

°Support management committee to explore different models of service delivery to ensure long term financial viability - examples to consider are "In-venue" Family Day Care (0-4 aged children in licensed centre) and "In-venue" Family Day Care (OSHC 5-12 aged children on school site), and the Northcliffe Family Centre model. °Increase local and regional networking and partnership opportunities. °Develop opportunities to foster stronger linkages and partnerships between Education and Care services with other health and education professionals. °Advocate on behalf of children's services sector with local registered training agencies to deliver flexible Early Childhood qualifications and training.

Threats

°Community may prefer to operate as a Long Day Care service for flexibility to increase to 14 children is demand increases in the future. °Insufficient time or lack of capacity of key staff to allow for attendance at networking forums. °Combined professional development may not be considered as a priority across all relevant agencies.

Community Impact

°Without a sufficient supply of high quality child care options will inhibit parent's choices and capacity in work force participation or maintaining career opportunities, resulting in reduced economic output across the area. °Lack of access to approved Education and Care services in the town site may result in families not settling in the area or unregistered services may commence operating which has the capacity to impact on risks to health and safety of children. °Agencies working to deliver services in isolation - leads to risk of duplication of services or programs for the intended target audience. °Professional development and networking across the sector and different professional disciplines, allows for increased connectedness within the community and higher quality services for families and children where agencies work in a more integrated way. °Increased and regular professional development and support assist with retention of qualified staff in geographically isolated areas.

Children's services available in the Shire of Manjimup

<i>Service name</i>	<i># places Management</i>	<i>Service contact details</i>
Manjimup		
Manjimup Family Centre	Community	Ph: 9771 1653 Mob: 0429 620 490 Car Mount & Bath St, Manjimup, 6258 Ready Set Go! (develop gross and fine motor skills children aged 3 - 5 years), family services and programs including Protective Behaviours Program.
Family Support Service	Community	Ph: 9771 1653 Manjimup Community Centre 13 Mount Street, Manjimup WA 6285 Rainbow Mums - Family Support Worker.
Shire of Manjimup- Public Library	Local Govt.	Ph: 9771 2895 Manjimup Community Centre Cnr Rose and Mount St, Manjimup, 6258 Story time, Rhyme time, Better Beginnings.
Manjimup Family Centre Playgroup Inc.	Community	Ph: 9771 1653 Manjimup Community Centre 13 Mount Street, Manjimup, WA, 6258 www.playgroupwa.com.au
YMCA Timbertots Early Learning Centre	Community	Ph: 9771 2044 Manjimup Community Centre Cnr Bath & Mount St, Manjimup WA 6258.
Warren/Blackwood Early Years Network	Community	Ph: (08) 9771 7777 Shire of Manjimup 37-39 Rose St, Manjimup WA 6258
Manjimup Child Health Centre	Govt.	Ph: 1800 457 949 Corner Mount and Bath Streets Manjimup, WA 6258
Pemberton		
Pemberton Playgroup	Community	Corner Hepple Place & Brockman Street, Pemberton, WA, 6260
Shire of Manjimup (Pemberton) - Public Library	Local Govt.	Ph: 9776 1311 Pemberton RSL Memorial Library. Brockman St, Pemberton, WA, 6260 Story time, Rhyme time, Better Beginnings.

<i>Service name</i>	<i># places Management</i>	<i>Service contact details</i>
Northcliffe		
Northcliffe Family Centre (inc. family playgroup)	Community	Ph: 9776 7221 79 Zamia St, Northcliffe, WA 6262 Kids and Youth Groups, Playgroup, Kids Craft Club, Northcliffe Adventure Club 9 - 12 y/o, Maze Park.
Northcliffe Child Health Centre	Govt.	Ph: 9776 7080 Northcliffe, WA 6262 Northcliffe Nursing Post
Karri Kids Child Care Centre	Community	Ph: 9776 7221 79 Zamia St, Northcliffe, WA 6262
Walpole		
Shire of Manjimup (Walpole) - Public Library	Local Govt.	Ph: 9840 1108 Pier St, Walpole, WA, 6398 Story time, Rhyme time, Better Beginnings. Walpole Public Library.
Walpole Family Centre	Community	Ph: 9840 1400 16 Swan Street, Walpole, WA, 6398
Walpole Child Care Centre	Community	Ph: 9840 1400 16 Swan Street, Walpole, WA, 6398
Walpole Child Health Centre	Govt.	Ph: 9840 0900 Lot 20, 2 Pier Street, Walpole, WA 6398 Silver Chain Nursing Post
Walpole Playgroup	Community	Ph: 9840 1441 16 Swan Street, Walpole, WA, 6398 www.playgroupwa.com.au Walpole Family Centre,

South West Regional Children’s Services Implementation Plan

KEY STRATEGIC AREA 1: Networking and Professional Development	
<i>Regional Trend or Issue</i>	
1.1	Networking opportunities between education and care services and other professional agencies is non-existent in some areas or is limited in others, resulting in professional isolation.
1.2	Access to professional development is limited and very limited for some education and care services, particularly for educators who are required to be included in the staff:child ratio (contact staff).
KEY STRATEGIC AREA 2: Coordination and Linkages	
<i>Regional Trend or Issue</i>	
2.1	Attraction and retention of qualified educators is problematic in some areas of the region, and consistently across the region it is difficult to attract a pool of qualified educators for relief or short term seasonal employment.
2.2	Limited support and networking across the sector and between relevant professional disciplines has inhibited connectedness within the community.
KEY STRATEGIC AREA 3: Business Support and Development	
<i>Regional Trend or Issue</i>	
3.1	Information relating to education and care service management, governance and operations is ad hoc and not always reliable. Management and staff have reduced capacity to seek information and are uncertain where to locate a relevant starting point.
KEY STRATEGIC AREA 4: Advocacy	
<i>Regional Trend or Issue</i>	
4.1	Services report both geographical and community isolation as a major challenge to the development and future growth of the sector. A lack of coordination and with little or no representation on peak bodies that advocate sector support, results in issues relating specifically to the South West region not being raised or are overshadowed by a metropolitan perspective.
4.2	Community perception exists that education and care services remain as “babysitting” services and often appear to be undervalued by parents, other educational institutions and the wider community.
4.3	Access to qualified educators is limited across the region with an inability to attract a pool of educators for relief work because of associated training costs and accessibility to training in some areas. Reduced numbers of qualified educators will impact on compliance with meeting the National Quality Framework requirements and risks service closures.
4.4	A number of communities have limited or no access to education and care services and children's services, due to close proximity to a larger population and does not attract a local service provider or where there is a lack of infrastructure for service expansion or additional services.

Appendix 2: Child Friendly Communities survey results

Parent and guardian survey responses

Question area		Never true	Sometimes true	Mostly true	N/A	% Never true	% Mostly true	Total responses
1. Play and leisure								
1.1	Children have a safe place to play right outside their home	9	5	43	1	15.8	75.4	58
1.2	In the community, children have places for play, games or sports	0	7	51	0	0	87.9	58
1.3	Children have time to play, rest and enjoy themselves	0	2	56	0	0	96.6	58
1.4	The places for play in the community are also designed to be used by children with physical disabilities	8	22	24	4	14.8	44.4	58
1.5	There are places in the community where children can be in contact with nature	1	0	57	0	1.7	98.3	58
1.6	Children participate in, or observe, festivals and events of cultures and religions different from their own	8	30	19	1	14	33.3	58
1.7	Children participate in programs, groups or activities outside of school	1	17	33	7	2	64.7	58
2. participation and citizenship								
2.1	I help with projects to change my community	8	45	4	1	14	7	58
2.2	I am involved in planning or decisions for my community	17	36	3	2	30.4	5.4	58
2.3	I have heard about children's rights on public television or radio	21	26	11	0	36.2	19	58
2.4	I give my opinion about the budget for programs and services for children	33	19	3	3	60	5.5	58
03. Safety and protection								

Question area		Never true	Sometimes true	Mostly true	N/A	% Never true	% Mostly true	Total responses
3.1	If my child is in danger, I know where to report it and get help	9	8	41	0	15.5	70.7	58
3.2	My children are protected from gangs/armed groups**Could be related to armed conflict	0	11	34	13	0	75.6	58
3.3	My children feel protected from a stranger taking them away	1	5	46	6	1.9	88.5	58
3.4	My children feel safe from violence and abuse **abuse could be verbal, physical or sexual	2	4	50	2	3.6	89.3	58
3.5	In our community children are respected regardless of their colour, religion, nationality, culture or disabilities	0	21	35	2	0	62.5	58
4. Health & Social Services								
4.1	There is a place where I can get advice about my children's health and development	10	1	47	0	17.2	81	58
4.2	There is a place in my community I can go to for health check-ups and when my children are sick	8	1	49	0	13.8	84.5	58
4.3	I know of mental health care services (such as counselling) for children	15	8	33	2	26.8	58.9	58
4.4	There are emergency care facilities that are close by and can be used when my children get hurt or fall very ill	1	15	41	1	1.8	71.9	58
4.5	Children are registered at birth	1	0	57	0	1.7	98.3	58
4.6	there is a place or person where my children can be taken care of if I need it	3	10	44	1	5.3	77.2	58
4.7	My children receive all of the immunizations they need	0	0	58	0	0	100	58

Question area		Never true	Sometimes true	Mostly true	N/A	% Never true	% Mostly true	Total responses
4.8	There are places where families can get food when needed if they do not have it and are hungry	5	31	16	6	9.6	30.8	58
4.9	There are public toilets my children can use safely and easily	0	11	47	0	0	81	58
4.10	There are places I can breast feed/feed my baby	3	12	43	0	5.2	74.1	58
4.11	There are places I can change my babies/toddlers nappies	3	25	29	1	5.3	50.9	58
4.12	My community is free of garbage and dirty water	0	9	48	1	0	84.2	58
4.13	The air in my community is clean, smoke-free and stench free	1	6	50	1	1.8	87.7	58
5. Educational resources (include childcare)								
5.1	My children go to school/child care	9	10	34	5	17	64.2	58
5.2	My children have access to affordable school/childcare in places close to my home	0	6	50	2	0	89.3	58
5.3	The school/childcare schedule is convenient to my family	9	16	29	4	16.7	53.7	58
5.4	Boys and girls are treated the same way at my children's school	1	3	48	6	1.9	92.3	58
5.5	My children have affordable books, paper, pencils and other school supplies	1	3	48	6	1.9	92.3	58
56	My children receive enough attention from their teacher when they need it	0	13	30	15	0	69.8	58

Question area		Never true	Sometimes true	Mostly true	N/A	% Never true	% Mostly true	Total responses
6.4	The air in my home is healthy for my children and it is free from smoke and pollution	0	0	58	0	0	100	58
6.5	My house has electric light	8	0	50	0	13.8	86.2	58
6.6	My home provides adequate shelter for all weather conditions	0	2	56	0	0	96.6	58
6.7	We have a home that we can afford and cannot be easily taken away from us	2	5	51	0	3.4	87.9	58
6.8	My home has enough space for my children	2	4	52	0	3.4	89.7	58
6.9	My children feel safe at home	0	0	58	0	0	100	58
07. Social and Emotional								
7.1	I read regularly to my child/children	4	1	53	0	6.9	91.4	58
7.2	I talk and sing to my baby, making eye contact	0	0	56	2	0	100	58
7.3	The early years (between 0-4) are the most important developmental stage in a person's life	0	1	57	0	0	98.3	58

Comments

<p>Play and Leisure</p>	<p>I am an active member of the management committee for the Walpole Family Centre. This is such a valuable asset to our community, however we face many challenges to keep this going in a small, regional centre such as Walpole.</p>
<p>Excellent facilities provided by Walpole Ficus Community Garden Walpole Gymnastics Club - kindergym Walpole Library - story time (Walpole)</p>	<p>Safety and protection</p>
<p>We would love a nature playground facility in our community. There has been a proposal for this to be created at Pioneer Park. It would be so fantastic for local children and visitors alike. (Walpole)</p>	<p>Q4 Commented "School bullying issue sometimes" (Manjimup)</p>
<p>Our local children and visiting children would really benefit from more playground attractions. Especially a nature playground perhaps next to the visitor centre. the playground will have shade and protection from existing trees. (Walpole)</p>	<p>I think there needs to be more done about child safety for instance where can children turn to if they are being targeted by other children or being followed home from school bring back safe houses children can turn to in towns. (Walpole)</p>
<p>It would be great to see a playground erected in walpole possibly near the visitors centre so that visitors can also see where our playgrounds are as well as a playground with access for disabled children as non of the playgrounds in town cater for disabilities. (Walpole)</p>	<p>I think that it takes a lot of complaints to get drug houses looked into. Our kids don't play out front of friends house because of certain neighbors (Manjimup)</p>
<p>I have a disabled son and the playgrounds in this town lack disability or wheel chair friendly playgrounds. We struggle at the timber park which we go to weekly. Its very sad as I helped to make it happen. (Manjimup)</p>	<p>health and social services</p>
<p>We have a terrific playground in the Timber Park, yet children with a physical disability are not able to access a single slide. There are no baby swings in the playground either. The vision that the Manjimup Child and Family Health Committee had when initiating the idea of a playground in the Timber Park had always focussed on provide a truly equitable playground for all children of all abilities, and sadly, the end design did not fit their brief. (Manjimup)</p>	<p>Childcare service available 4 days per week Child health available 1 day/week Doctor available in Walpole 3 days week Community nurse available most days Pharmacist available 5.5 days (Walpole)</p>
<p>2 - difficult & limited options when its raining 4 - depends on the disability not any wheelchair accessible play equipment (Pemberton)</p>	<p>There is a distinct lack of occasional care and after school care options within our town. We are very reliant on family and friend care due to 'long-day care' being the only available option. (Manjimup)</p>
<p>Q4 - Commented 'Cant believe all the \$\$ spent on the Timber Park and no disability swing'</p>	<p>Our local health service is not always available. if we were in need of medical assistance we would need to drive 65km to Denmark. unless an ambulance was necessary. (Walpole)</p>
<p>6-there is not much religion based at all</p>	<p>The new timber park toilets don't have a change table even though the toilet room is huge, so you either have to drag all the kids back to the top change bench or do it on the grass. Their needs to be some change and toilet facilities up Mitre 10 end of town, it's a long way for a toddler to get to the centre of town to the shire building. In regards to breast feeding I would go to a cafe to do this.</p>
<p>4-no disability swings for children with disabilities</p>	<p>A mothers room for feeding/ changing a child, with a childs toilet and adult toilet that is accessible by pram would be a benefit for town</p>
<p>Participation and citizenship</p>	<p>Need a total ban on smoking at timber park and at woolworths. Sick of my kids breathing in smoke. East Manjimup car park is shire land and a lot of parents smoke in their cars which is illegal. Need to stop smoking there.</p>
<p>Chair of local Daycare Management Committee. Would prefer not to HAVE to be involved, but no option to maintain childcare service in Walpole</p>	<p>9-few times - Timber Park toilets have been disgusting 10-only at playgroup or maybe CWA</p>
<p>I have no idea in how we can be involved in shaping our community</p>	

11-need more & up grade public toilets
Q10 - Commented "Lack of breast feeding / baby change tables"
11-only the CWA & Timber Park toilet
6-only one Day Care makes it hard 8-not sure 9-not very clean 10-CWA & nurse 11-not many
Educational resources
Our local child care service is very unreliable. it needs to be open 5 days a week for the working families and consistently be staffed by qualified employees. the centre also requires a fully time manager so parents are not expected to join the committee, to make decisions for the centre and fulfil maintenance issues. We as working parents don't have time to help run the centre that we are expected to pay good money for to use the service. <u>Please Help!!!! (Walpole)</u>
The Manjimup library is great, rhyme time is fantastic and the new ranges of books coming through is awesome.
I don't feel that East Manjimup is properly designed for wheelchairs. There is lack of play time and ramps. We are hoping our son can attend there but thats if they can offer the <u>right services</u>
Why is the Shire seeking information about schools which are run either by the Education Department or Catholic Ed. As a teacher I found some of these questions offensive as they are very emotional questions for some families that may not have had a good relationship with a certain school and therefore questions are answered with bias.
1- child care 3 - I am a shift worker so it can sometimes be difficult 8 - child care
3-no holiday care for children 5 & up
2-there needs to be Child Care for emergency & short term
Q13 Answered "Love the library and Rhyme Time"

2-Schools = great, No places in childcare til 2017/2018 3-Playgroup 4-Playgroup
1-School & Play Group 2-only one Day Care 6-Great school & teacher 13-both 14-definitely
17-dont know
12-haven't seen any disability children in Playgroup 14-Playgroup
1-1 child at school 1 child at home 17-not all areas I believe
Home environment
We are currently renting and will have to vacate if the property sells. with this in mind if it sells and we are asked to vacate we only hope that there is another rental available at our time of need. We don't want to leave town due to lack of housing..
Social environment
Q3 Answered "Very Important"
Q3 Commented "All stages are important"

Children's survey responses

If you had a friend visiting your town, where would you take them?	Why would you take them to this destination or location?
National Parks, Beaches, 4WD tracks	We would like to share with them the natural beauty in which we live. our habitat around us has so much to offer, from fishing and swimming to riding and walking.
Farmers Market	It is fun I pay with money and count it and choose my food and we talk to lots of people and I can dance to music
donelly mill	To feed the kangaroos and the emus
To the park	Cause i love parks and there always fun, i really like playing at parks
timber park	Because we have kids
Timber Park	Playground to cover all ages Cafe
Timber Park	lots of things for adults & kids
Tall Timbers, family farm, Timber Park	Tall Timbers great to show local produce Timber Park great for kids and family entertainment
Timber Park or Playgroup	both child friendly clean environments
Timber Park	kid friendly areas & BBQ facilities
Timber Park & Fontys Pool	Fun
N/A	N/A
Kids Timber Park	Nowhere else to go. Only option for outdoor play.
N/A	N/A
the Timber Park	Because its safe for the kids to go and play
the Timber Park	great playground and food nearby
Park (MFC Playgroup)	activities for children
Diamond tree, Timber Park	bush to see and run around Playground to play on
Timber Park	kids love the playground and great Cafe
Timber Park & Cafe	Cafe facilities and outdoor play facilities with BBQ, walk tracks & great atmosphere & environment
Big brook dam, Cascades, Beedelup Falls	unique natural attractions suitable for all ages
Big brook dam, Cascades, Beedelup Falls	they are beautiful places to see
Timber Park	play ground for the kids and slide for the bigger kids, picnic area
with kids or without kids???	I would take them to the Tree Top Walk - world famous icon
Windy Harbour	nice walking trails & scenery

If you had a friend visiting your town, where would you take them?	Why would you take them to this destination or location?
Timber Park - playground or Manjin Park playground	age appropriate
beach	to go 4 wheel driving
timber park	good playground
timber park playground / Top Notch Cafe	playground and family friendly café close
Timber Park, Big Brook Dam	good play equipment at Timber Park - for a range of ages, café close by Excellent pram walking track around the dam, nice beach for sand play
Big Brook Dam or Lake Unicorn	because it is nice and they probably wont have seen it
timber park playground, foresters wood, cafe	quality family friendly spot, enjoy the bush, nice new café in town
timber park	child friendly
the Park, the Sculpture walk,	lots of things to do lots of different things to look at the post office, Op Shop, the tip were also mentioned
Mt Chudlup	good view
skate park, shops, park, playgroup, maze park	to look at how I can do things so they can do them when they are older and to meet my friends
Timber & Heritage Park	wide range of things to play on for the children (with various age appropriate equipment)
cafe/restaurant	for nice lunch/dinner out
Timber Park	playground & cafe in same area. makes it easiest place to go
Timber Park	coffee & park
Timber Park	activities for kids & adults
Donnelly Mill town	all the kids love the animals
Conspicuous Cliff	to see the big sea (wish we could get to the beach closer to Walpole)
Pemberton Playgroup	because they would have fun
Timber Park	playgroup suitable for a wide range of ages
Timber Park	because it is fun
Timber Park	because I love it there and they have a new slide

Services survey responses

Questions from Services survey	All answers to services survey
1 Professional isolation (nil or limited networking between services and other agencies);	Remains the same. I feel that the Early Education and Care Services in the area should network more to be able to share information and assistance with each other. This did happen very frequently about 2-3 years ago but hasn't been happening at all, I think
2 Did this Service complete the SWRCSP	unsure
3 No confidential debrief opportunities for Directors outside of the service or community (resulting in high rates of burn-out);	Remains the same
3 Professional development is limited (and very limited for contact staff) – requires travel, unpaid hours to attend, only after hours can be considered, no qualified back-fill staff and what professional development is available is not considered relevant to own circumstances or services are required to identify trainer and organise training;	Remains the same. This is still a major issue for our service, as our part-time staff have other occupations/commitments that prevent them from attending training opportunities. This has gotten worse over the last few years as we have had a decrease in qualified staff at our service and as a result there are no relief staff to cover usual work days.
4 Consistent and reliable information from Education and Care Regulatory Unit (ECRU) and informal professional support has ceased since Children's Services Officer role changed and both positions for the region became vacant (Dec 2013 and Feb 2014);	Remains the same
5 Lack of coordination for training / professional development opportunities which has seen services in the region missing out, unless willing to travel to Perth;	Remains the same. There are now more webinars available, however this does not replace good facilitated training opportunities.
6 Operational demands reduce capacity to explore funding sources to enhance program and environment development across the community managed education and care sector	Remains the same
7 An advocacy role with local (South West) representation is needed – peak bodies appear to represent only the metropolitan perspective – a culture of isolation within the sector and within the community is increasing.	Remains the same
Comments	I feel that we need to try to provided training within our own community rather than always relying on training from Perth. I have a Certificate IV in training and Assessment and would be quite happy to provide workshops on common subjects for our area (including Walpole and Nannup.) if this would help services. I have been in the industry for over 18 years and would be happy to provide assistance in a consultancy capacity for any services that needed it. It is very difficult to meet the regulation requirements for qualified staff in the country, particularly with the low award rates for these positions.

Appendix 3: Australian Early Development Census 2018

Trends in child development in this community

Figures 5.1 to 5.5 show broad trends for each domain from 2009 to 2018. Results are also presented in tabular format in Table 5.1.

Figure 5.1 – Trends in the physical health and wellbeing domain for this community.

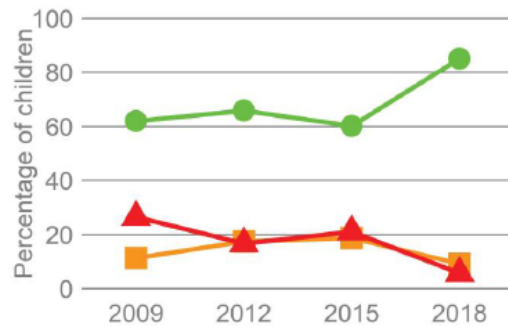


Figure 5.2 – Trends in the social competence domain for this community.

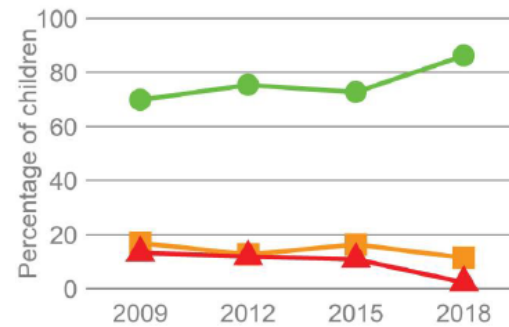


Figure 5.3 – Trends in the emotional maturity domain for this community.



Figure 5.4 – Trends in the language and cognitive skills (school-based) domain for this community.

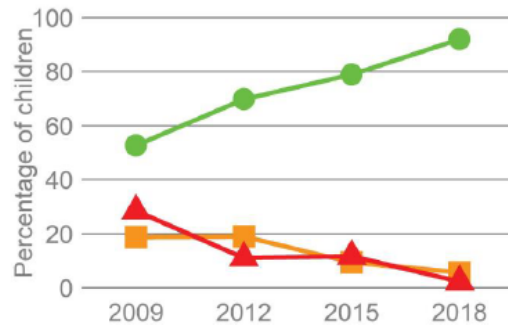
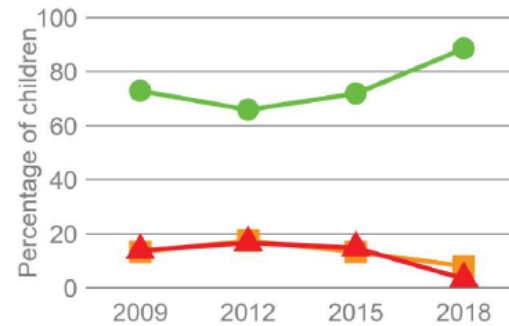







Figure 5.5 – Trends in the communication skills and general knowledge domain for this community.



● On track
■ At risk
▲ Vulnerable

Table 5.1 – AEDC domain results over time for this community.

		2009		2012		2015		2018		Significant change	
		n	%	n	%	n	%	n	%	2009 vs 2018	2015 vs 2018
 Physical health and wellbeing	On track	103	62.0	83	65.9	77	60.2	74	85.1	Significant increase	Significant increase
	At risk	19	11.4	22	17.5	24	18.8	8	9.2	No significant change	Significant decrease
	Vulnerable	44	26.5	21	16.7	27	21.1	5	5.7	Significant decrease	Significant decrease
 Social competence	On track	116	69.9	95	75.4	93	72.7	75	86.2	Significant increase	Significant increase
	At risk	28	16.9	16	12.7	21	16.4	10	11.5	No significant change	No significant change
	Vulnerable	22	13.3	15	11.9	14	10.9	2	2.3	Significant decrease	Significant decrease
 Emotional maturity	On track	122	73.5	91	72.2	96	75.0	78	89.7	Significant increase	Significant increase
	At risk	23	13.9	20	15.9	21	16.4	8	9.2	No significant change	No significant change
	Vulnerable	21	12.7	15	11.9	11	8.6	1	1.1	Significant decrease	Significant decrease
 Language and cognitive skills (school-based)	On track	87	52.7	88	69.8	101	78.9	80	92.0	Significant increase	Significant increase
	At risk	31	18.8	24	19.0	12	9.4	5	5.7	Significant decrease	No significant change
	Vulnerable	47	28.5	14	11.1	15	11.7	2	2.3	Significant decrease	Significant decrease
 Communication skills and general knowledge	On track	121	72.9	83	65.9	92	71.9	77	88.5	Significant increase	Significant increase
	At risk	22	13.3	22	17.5	17	13.3	7	8.0	No significant change	No significant change
	Vulnerable	23	13.9	21	16.7	19	14.8	3	3.4	Significant decrease	Significant decrease

! Significant change has been colour coded: green text represents a positive change, red text represents a negative change. At risk has not been colour coded as any changes should be interpreted in context with changes in the percentage of children who are vulnerable and on track.

The full Community Profile published by the Australian Early Development Census can be viewed at <https://www.aedc.gov.au>.

Schools in Manjimup have jointly raised the concern that although the AEDC data is showing improvements, this is not consistent with the experiences of the school. The schools are continuing to see increased multi-factorial difficulties faced by children and families despite the AEDC findings. The findings of a preliminary investigation into the discrepancies between the AEDC results and challenges the schools are facing are included below.

Preliminary investigation into the AEDC results for the Shire of Manjimup for the period from 2009 to 2018. Investigation was carried out by the Shire of Manjimup, Community Development Officer with assistance from the AEDC Office regarding the 2018 results. No direct conclusion can be drawn as to why the Principals do not feel that what they are seeing in the classroom reflects the result of the AEDC, although some factors that may be influencing the results and opinions have been identified.

Schools that participate:

- No school is required to participate.
- Public schools are encouraged to participate, and generally do to support their funding.
- Catholic, independent and special needs schools are invited to participate but again, are not required to do so.
- Home schooling figures are not captured at all.
- In 2015, 9 schools participate compared to 2012 and 2018 where there were 8 schools participating. They AEDC will not release the data as to which schools participate or do not.

Measures

- At times the 'total number of children measured' is not the same as the total number of 'valid results'. This can be because the results for a child that is a special needs child, in a public school are included.
- If less than 75% of the instrument (questionnaire) was not filled out for a child it is not considered a valid result.

Data Breakdown

It is difficult to break down the data between towns and between schools due to data being suppressed for small samples, and only included in Marco results i.e. for the whole Shire of Manjimup rather than individual towns if;

- Fewer than fifteen children had valid AEDC scores,
- Less than two teachers had completed instruments for the children in that location, and
- Instruments were completed for less than 80% of all non-special needs children.

Statistical factors that may be indicators

- The number of children measured has decreased since 2009 by 48%.
- A smaller statistical number measured will give a greater weighted percentage to the out lying variances
- The number of children that attended a preschool program has increased since 2009. In 2018, 3 towns reported a 100% attendance to a preschool program while Manjimup had a 98.5% attendance.

Possible personal bias

- The questions are very broad and susceptible to change of perception over a period of years as well as open to being subjective to personal opinions and prejudices.
- It is possible that the use of the tool is susceptible to cognitive bias such as availability or representativeness heuristics i.e. you notice the one time a child came very inappropriately dressed more so than the rest of the week when they were appropriately dressed.