

# The Jabiru Early Years Family Support Hub

*Building the Capacity of  
Children, Families, Schools & Communities*



**The Jabiru Early Years Family Support Hub**  
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A program of



[www.respec.org.au](http://www.respec.org.au)

Managed by



[www.jabiru.org.au](http://www.jabiru.org.au)

Funding provided by the  
Office for Early Childhood  
Education and Care



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## The Early Years Family Support Hub at a Glance

### Aims & Method

The Early Years Family Support Hub (The Hub) aims to support families with young children (aged 8 and under) to:

- develop positive nurturing relationships with their children;
- locate and access additional social support services when needed;
- support their children to participate in pre-formal and formal schooling.

The Hub **operates out of two primary schools** on Brisbane's North Side and is coordinated by a full-time employee with the support of two casual staff members. The Hub also partners with a number of other organisations who help to facilitate various activities on a regular or one-off basis.

The Hub applies a **community development model of practice** to achieve its aims and bases its work around the following three principles of practice:

- Build the capacity of the individuals and communities in which the service operates;
- Build relationships with, and between, stakeholders; and
- Adapt to needs and opportunities as they arise.

### What has The Hub Achieved?

Between 2008 and 2010 The Hub achieved the following successes, particularly in Zillmere State School where it has operated from for all of this time.

- **For Children**
  - Increased school attendance
  - Improved social, emotional, intellectual and physical development;
- **For Families**
  - Increased capacity to develop supportive relationships within the community;
  - Increased help-seeking behaviour

### What has The Hub Learnt?

Over the past two years, The Hub has also learnt a great deal about how programs like this could and should be run better. Some of the things that could be done to improve it (given appropriate levels of resources) are:

- Collect more data on the impact of The Hub's programs on families and children
- Establish clear relationships with schools at the outset to avoid confusion about the role of the Hub as an autonomous member of the school community.
- Expand the target age group for the program (presently 0-8) to include all children up to grade 7 (roughly 12 years of age).
- Consider including activities that would encourage the participation of more men.
- Consider linking closely with appropriate agencies to provide early intervention health services.



## Introduction to the Early Years Hub

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This report describes in some detail the Jabiru Early Years Family Support Hub (The Hub). The Hub is relatively unique in Queensland and is sometimes described as 'the service with the Youth Support Coordinator<sup>1</sup> in a primary school.'

This description of The Hub is only partly right – and thus the purpose of this report is to 'fill in the picture' and to describe in detail how The Hub operates.

The report was prepared with the assistance of a number of stakeholders – parents who have used The Hub's services, principals of the schools where The Hub is based, staff from other community services and staff of The Hub itself. All of these gave their time to the author of this report to explain their understanding of The Hub and how it works, its successes and failures and ways in which it could be improved.

### Aims

The Hub aims to support families with young children (aged 8 and under) to:

- develop positive nurturing relationships with their children;
- locate and access additional social support services when needed;

- support their children to participate in pre-formal and formal schooling.

The Hub is focused on supporting local families including low income, refugee and Indigenous families and building the capacity of the community to create safe, nurturing environments for children and families to develop.

### Location

The Hub operates out of two primary schools, Zillmere State School and Taigum State School in the outer northern suburbs of Brisbane. The service is managed by Jabiru RESpec (see Appendix A, p. 12), an arm of Jabiru Community Youth & Children's Services Association Inc, a local non-government community service based in Bracken Ridge.

### Operation

The Hub applies a community development model of practice and seeks to achieve the above aims by:

- Building the capacity of the individuals and communities in which it operates;
- Building relationships with, and between, its stakeholders; and
- Adapting to needs and opportunities as they arise.

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<sup>1</sup> Youth Support Coordinators are generally employed by community organisations and work in high schools and TAFEs in Queensland to support young people experiencing personal, social or family difficulties. For more information visit <http://www.communityservices.qld.gov.au/youth/support-services/youth-support-coordinators.html> and <http://www.qyhc.org.au/ysc>.

Specifically the Hub operates by:

- providing information about and referral to local support services for children and families;
- providing practical support when needed to help children and families access community resources;
- conducting free social and educational and activities for children and families;
- advocating with/on behalf of children and families to schools and other services;

Some of the activities that The Hub conducts include (among others) playgroups, parenting information sessions, and literacy and numeracy courses for parents and carers.

The Hub is coordinated by one full-time staff member and two casual staff. Funding for the full-time coordinator is provided by the by the Queensland Government through the Office of Early Childhood Education and Care. Jabiru itself provides funding for the two casual positions.

Figure 1 below, depicts the Hub's operational model as a flowchart.

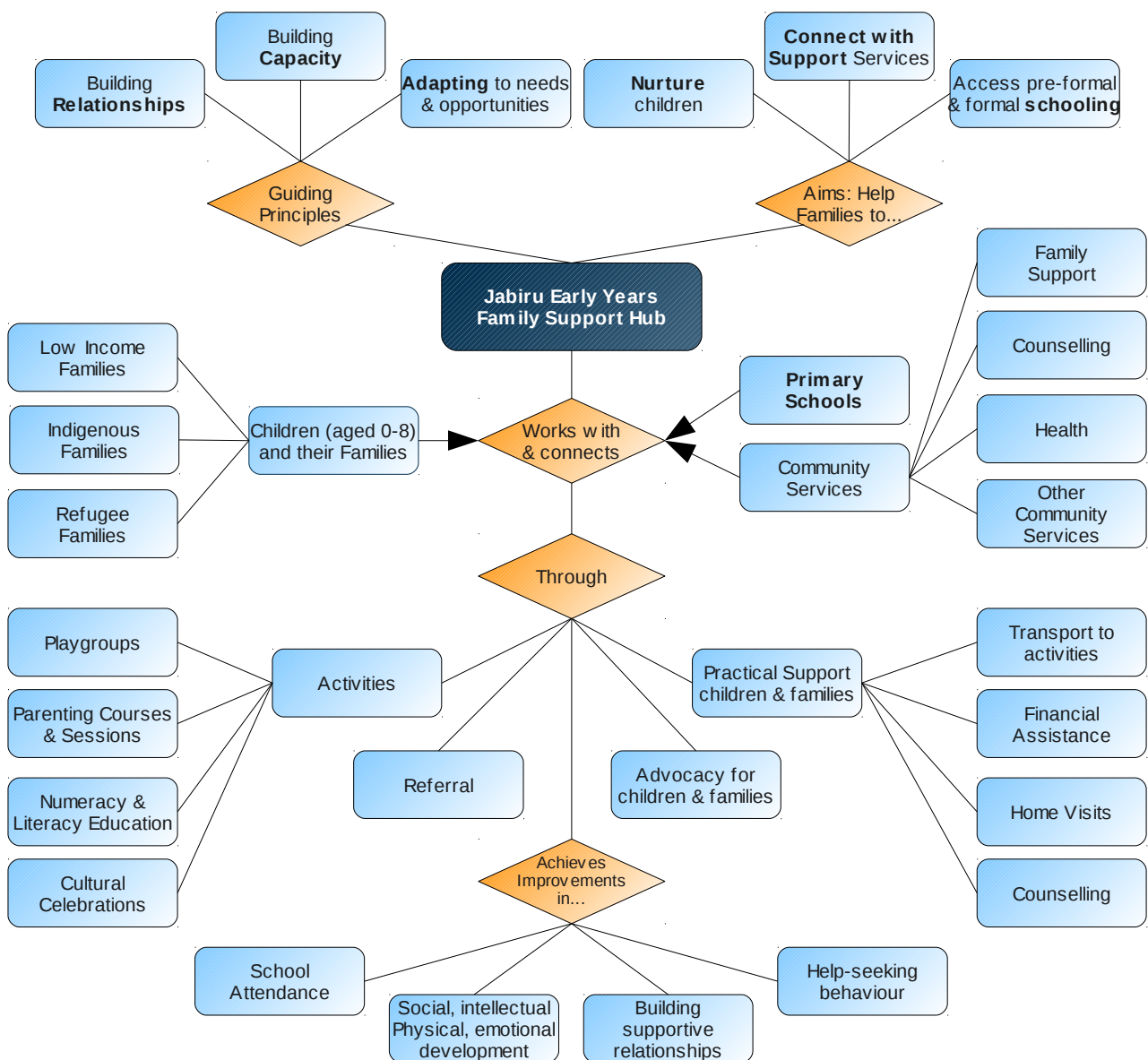


Figure 1: A diagrammatic representation of The Hub



## The Hub's Model in Detail

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The success of The Hub is based on the programs capacity to build relationships with all of its stakeholders and partners, to build the capacity of the individuals, families and communities that it works with and to adapt quickly to needs and opportunities as they arise. Underpinning this approach is a clear commitment to social justice, particularly equality.

The way The Hub works is best understood by examining the core principles under which it operates.

### 1. Building Capacity

Rather than simply offering a number of services, each delivered by specialists, The Hub instead focuses on *sharing and developing* the expertise of its own staff, clients, and other community members to build the capacity of all those involved in its programs. The way that the playgroups are conducted are a good example.

The AfriCAN Women and Children's Group began in 2008 and since then has been attended mostly by refugee women and children from Sudan. A local Sudanese woman, Faiza<sup>2</sup>, was engaged by The Hub to facilitate that playgroup. The Hub coordinator provided Faiza with administrative support for the group and also assisted her to complete training. The training included a group facilitation course and relevant TAFE studies (Certificate III level).

A similar approach was also taken with the Murri Mum's Koobara playgroup. A local Indigenous

organisation – Koobara - was invited to partner with The Hub to organise and facilitate the playgroup and similar training and support was provided to the facilitator.

This capacity building focus is also evident in The Hub's dealings with the playgroups and the school more generally.

Regarding playgroups, members are encouraged and supported to plan and organise their own activities and guest speakers. For example, members of the playgroups plan and organise their own end-of-year breakup parties.

Zillmere State School also sees The Hub as building its capacity - "value adding" to what it does in a number of ways. The previous principal of the school for example discussed how The Hub, as part of the broader school community, enabled the school "to follow through, in depth" with families who needed further support to maintain their children's connection to school. The principal also gave examples of families who had been referred to family support and other community services - services that the school would otherwise not have been aware of. The current principal also cited the community garden project (see inset p.5) that was initiated by The Hub as an example of "value adding" to the school community.

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<sup>2</sup> All names in this report have been changed to protect privacy.

## 2. Building Relationships

*“It's more about us as people, than just playing”*

The above quote, from a Sudanese member of one of The Hub's playgroups neatly summarises the focus on building relationships that is evident in the program. Other members of the playgroups have made similar comments when describing The Hub, such as:

*“... it is more about coming here to learn and to share.”*

*“I meet lots of new people in my community, I meet other helpers from places.”*

*“We can go to these events for our families, they are free and safe.”*

The Hub coordinator evidently uses a mix of practical strategies and attitudinal approaches to encourage the development of positive relationships and trust between The Hub's stakeholders. Deliberately allowing time for relationships to grow, making an effort to communicate openly and communicating assertively are all practical strategies that are evident. Being open to learning from other stakeholders (including service users) and not taking on a position as an 'expert' are the attitudinal approaches evident.

As an early intervention program, The Hub has the relative luxury of being able to allow time for its service users to develop trust in the people they meet through The Hub's activities. The Hub takes advantage of this by not asking too much of users when they initially engage with the service, or of trying to do too much with them in the early stages. The establishment of the AfriCAN Women and Children's Group is a good example of this. In its initial stages the main activity for each group session was a facilitated Sing-and-Grow music session. Due to its nature this was a safe, non-threatening way of modelling parenting skills. Additional formal activities such as guest speakers were introduced much later, and only after the group had first been consulted.

Assertive communication strategies are evident in The Hub's relationship with Zillmere State School.

When a new principal began at the school in 2009 The Hub coordinator ensured, through regular informal discussions, that the principal was fully informed of and comfortable with The Hub's activities. The Hub also encourages school staff to attend staff meetings, evidence of their assertive communication style as well as their commitment to openness and transparency.

The Hub staff - particularly the coordinator and her manager – maintain that the success of the program is based on a two-way sharing of knowledge and wisdom between themselves, service users and stakeholders. This openness to learning from others is evident in the way that The Hub structures its playgroups: a) using facilitators drawn from the target community; and b) being guided in how the playgroups operate by the families that attend. A similar attitude is evident in The Hub's relationship to the school – i.e. it regularly (formally and informally) seeks advice from the school about how the program is operating.

Finally, relationship building is also evident in the way The Hub develops partnerships with other organisations to deliver services to children and families. Many organisations have worked with The Hub to deliver different aspects of the service since 2008. The Playgroup Association of Queensland, including its *Sing & Grow* program were both involved in assisting with the playgroups. The Child and Youth Mental Health service was also involved – specifically this service's Multicultural Mental Health coordinator worked closely with the AfriCAN Women and Children's Group. And the Brisbane City Council's Visible Ink Zillmere service (a youth space) has also contributed significant support.

## 3. Adapting to needs and opportunities

Another feature of The Hub's early intervention model is its ability to respond flexibly to needs and opportunities as they arise.

As stated above, the adaptive way in which The Hub operates would not be possible without the strong network of relationships that its staff have formed.

These relationships form the basis of partnerships that The Hub forms with other services – making it possible to deliver more for children and families than it could if operating alone. Examples of how these relationships have helped The Hub to work flexibly and adapt to situations are outlined below.

Early in 2010 The Hub responded to requests from mothers of the AfriCAN Women and Children's Group for help with using computers. Staff from The Hub had long-standing and positive working relationships with the staff from the nearby youth space, Visible Ink Zillmere (VIZ), which has a small computer training facility. An agreement was reached with VIZ to use the computers and a librarian from the local Brisbane City Council Library was contracted to provide weekly training sessions.

The ability of the Hub's model to adapt as needed is also apparent in the ways in which the two playgroups operating out of Zillmere State School have operated.

With the AfriCAN Women and Children's Group The Hub staff have adopted a less prominent role, acting more as background support for the facilitator and focusing on connecting families to other resources in the community (such as the computer training). This has been possible largely due to the capacity of the facilitator and participants to take more responsibility for the week-to-week operation of the group.

In contrast, a new facilitator in 2009 for the Murri Mum's group meant that Hub staff had to take a more active role in facilitating and supporting this playgroup while the new facilitator found her feet. Nevertheless, while The Hub staff spent more time facilitating this group, the support of the local indigenous organisation ensured that group members were still made aware of and supported to access community resources, events, training and other opportunities.

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### *Community Gardens Re-establishment Project*

The re-establishment of a community garden within Zillmere State School is an excellent example of how The Hub builds capacity.

While the garden already existed, it had not been attended to for a number of years prior to this project that Jabiru carried out with the school.

Students, members of the playgroups and young people from Jabiru's REAP program (an alternative education service) were all involved at various stages in rebuilding and tending to the garden.

The garden is now a resource that the school and the community share equally as a source of learning, food and enjoyment.





## The Hub's Successes

Since 2008 The Hub's win-win model of working to build capacity with those it works with has led to a number of successes. Past and present school staff have strongly endorsed the program, referring to its impact on students and families and on the school itself. Other organisations involved have also cited a number of successes, such as the program's capacity to build bridges between different groups in communities. Parents also talk about how the program has helped them to build supportive relationships in their community and to be better parents for their children.

### Outcomes for Children

Many Children involved in The Hub have benefited in one of two ways. For many, they have experienced significant improvements in their emotional, intellectual, social and physical development. Others are benefiting from more consistent attendance at school. This latter outcome – increased school attendance<sup>3</sup> – is the result of a number of school-driven initiatives in combination with The Hub's programs.

The Hub's contribution to these outcomes can be attributed to the ways in which the Hub operates (discussed above) and can also be broken down into three main elements discussed below – pre-formal schooling; parental guidance and support; and increased levels of trust between families and schools.

<sup>3</sup> Cited by both the past and present Principals of Zillmere State School.

### Pre-formal Schooling

The Hub's pre-formal schooling activities – such as playgroups – promote children's emotional, physical, social and intellectual development, giving them skills that will help them cope more easily with school. The programs also encourage the involvement of parents, modelling skills and techniques that parents can use at home to encourage their child's ongoing development.

The benefits of the program for children – especially in terms of later success at school – can be clearly seen in the stories of two young children, Kyle and Sarah (names have been altered to protect privacy).

Before attending playgroups with his mum, Kyle was described as a boy with a very short attention span who was withdrawn and had difficulty engaging with other children. Nevertheless, it was clear early on that Kyle enjoyed the Sing & Grow sessions at playgroup. After several weeks of attending and with the extra support from his mum at home, Kyle gradually became much more willing to engage in other activities with children and was able to sustain his involvement for much longer (in both organised and free play). Kyle's new social skills and greater capacity to maintain attention meant he was much more prepared for formal schooling than when he first attended the program.

Sarah began attending The Hub's playgroups with her mum when she was 2 years old. Staff at the Hub noticed that Sarah was mute, and rarely made sounds. Sarah's mother seemed reticent to talk about her daughter, so the Hub staff gave them both time and

space to build trust and friendships with others in the group. After a few weeks of attending the playgroups it was clear that Sarah, like Kyle, was enjoying the Sing & Grow sessions. While she still was not talking she had begun to make more sounds. Sarah's mother then began to talk to others in the group about her daughter. Eventually she asked staff at The Hub directly if they could help with Sarah's speech development. The Hub gave Sarah and her mother a referral to a nearby speech pathologist. Over the course of the next few months, with support from her mum, the speech pathologist and The Hub, Sarah's speech developed quickly is now on par with her peers of the same age – in fact she has been described now as “a little girl who won't shut up.”

Kyle's and Sarah's parents and carers must also be acknowledged for their effort nurturing their children's development. The work of The Hub, offering guidance and support and bolstering parent's capacities to their children at home is also a contributing factor.

## Parenting Guidance

The parenting support offered at The Hub has been a contributing factor to the increased school attendance rates and developmental improvements of children in The Hub's target groups. Parenting support is offered in a variety of ways including: individual support and advice; informal group discussions and information sessions through to delivery of Triple P<sup>4</sup> programs for parents.

The benefits of this support is clear from the comments that many parents and carers themselves have made about The Hub's impact on their lives:

*“I have found out how to speak with my children better.”*

*“... it (The Hub) is more about coming here to learn and share... learn about being n Australia as a Mother.”*

*“(The Hub is) good for your families.”*

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4 Triple P is a parenting and family support strategy that aims to prevent severe behavioural, emotional and developmental problems in children by enhancing the knowledge, skills and confidence of parents. See [www.triplep.net](http://www.triplep.net).

*“These people help with children, they help with many issues.”*

Zillmere State School also recognises the benefits that flow from the Hub's ability to provide follow on support to families. For instance both the current and previous Principal referred to The Hub's expertise at providing in-depth follow-through support (either through its own staff or through referral) to families seeking support for troubles in their lives.

Finally, another major contributing factor, particularly to increased school attendance rates is The effect The Hub has had on levels of trust between families and schools.

## Building Trust Between Families and Schools

Traditionally the relationship between governmental institutions (such as schools, but also agencies like Centrelink or the Department of Child Safety) and marginalised groups in society are characterised by cynicism and suspicion. However, The Hub's focus on building relationships and capacity amongst its stakeholders – which includes governmental agencies and marginalised groups – has resulted in more positive relationships between these two groups, particularly schools and The Hub's target groups – indigenous, refugee and low income families.

For example, the current Principal cited examples of families directly approaching school staff for support – something that had been relatively rare in the past. The Principal argued that this was largely due to The Hub's involvement with the school community, in particular it's ability to “value add” to what the school does and so help both (The Hub and the School) to shine.

For families, The Hub's role as an advocate has also ensured that conflict resolution processes within schools (regarding possible suspensions for example) respect the rights of all parties to due process and to be heard fully.

For example, the current principal cited the example of a meeting between herself and the carers of a young Indigenous boy whom the school was

considering suspending due to violent behaviour. The Hub's involvement in this process ensured that the perspective of the young boy's family and other options for handling the situation were fully considered. While the boy was ultimately suspended, both the school Principal and the family felt that the process in making the decision had helped both parties come to understand each others points of view more deeply than they had before.

## Outcomes For Parents

For many parents, carers and families, their involvement with The Hub has had a positive impact on their lives. The two major outcomes for parents, carers and families are the development of supportive relationships with others in the community and an increase in help-seeking behaviour, which in turn leads to improvements in quality of life. Parents and carers also express their appreciation of the role the Hub plays in mediating between them and governmental institutions – a role that has helped build the trust discussed above.

Considering the marginalisation that typically characterises The Hub's target populations, the attendance numbers alone are a strong indicator of success. Many of the women who come to the

playgroups do not own a car and have to use of public transport to make it to playgroup meetings. The fact that many do this, some travelling for over an hour each way with small children is testament to their commitment as well as the benefits that flow from their involvement with The Hub.

In terms of The Hub's role in helping families to build positive relationships with the wider community, the comments of carers and parents are indicative. In response to a question about the effect of The Hub in their lives, members of one of the playgroups made the following comments:

*“Now I speak with my neighbours and people in the streets. I feel like it is OK to be here in Brisbane.”*

*“I meet lots of new people in my community, I meet helpers from other places.”*

*“... (inaudible) bringing new friends and making new friends.”*

For many parents from the AfriCAN Women & Children's Group, their involvement in The Hub provided them with opportunities to contribute to other community activities. For example, women and children from that playgroup contributed to a community mural that was built to mark the opening

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## School at Night Time?! To Dance!? No Teachers?!

For some of the parents in The Hub's playgroups that were new to Australia, the news that their children wanted to attend a Blue Light Disco at their school came as a bit of a surprise. Some of them wondered - 'what sort of school is this that lets the children come back, at night, with no teachers, to dance.'

However, other parents who had been in Australia for longer were aware able to explain that a Blue Light Disco was a safe event for their children to attend and that it was alcohol and drug-free and supervised by police.



Photo: *School Dance*, courtesy of [adwriter](#) at Flickr. [Some rights reserved.](#)

of a new community mental health service in Nundah, a nearby suburb.

For others in this playgroup, The Hub has acted as a bridge of understanding between their own culture and Australia's predominantly western culture. The story regarding some parents concerns about Blue Light Discos and how these were dealt with is a good example (see below).

The Hub's bridging role extends to assisting parents and carers to understand and communicate more easily with the institutions in their lives - whether it be schools or the Department of Child Safety. The following comments are indicative of this:

*“(The Hub) helps to explain what the suits from DOCS, school and stuff say.”*

*“Its good to have (a) lady to help (us talk) with the principal.”*

*“I got help to talk with my kids' school about their behaviour and their lessons.”*

*“(The Hub helps make it) easier to deal with the school stuff.”*

The other significant outcome that The Hub contributes to is promoting help-seeking behaviour amongst parents and carers.

As discussed above, a lack of trust between marginalised groups and government services often means that people in those groups are reticent to ask for help from services for fear of being judged or treated harshly. Nevertheless, many parents involved in The Hub's activities have come forward and asked for help when needed.

The school has noticed this, as stated above, with more parents approaching school staff for advice on family matters. The Hub staff also recognise the significance of parents and carers approaching them and asking for advice about difficulties in their lives. This is testament to The Hub's capacity for creating a safe space for parents and carers to open up and seek advice from and talk to their peers and Hub staff without feeling threatened.



## What has The Hub Learnt?

Over the last two years, from 2008 to 2010, The Hub has learnt a great deal about running an early intervention family support service for families with young children. Much of what The Hub has learnt is documented above – and most of this, funding permitting, will continue to be refined and improved upon over time.

In addition to what has been described above, The Hub has also learnt that there is strong demand for its services, with many in the community – families, schools and other service providers – keen for it to continue and expand.

Nevertheless, in calling for the program to be expanded, stakeholders have also made a number of recommendations regarding ways that The Hub's services could be improved upon. These are as follows:

- 1. Collect and Share Data:** Collect more qualitative and quantitative data on the impact of The Hub's programs on families and children, for example:
  - School attendance rates amongst children living in families that participate in Hub activities;
  - Instances of help seeking behaviour amongst parents or carers involved in Hub activities;
  - Consider conducting 'pre' and 'post' assessments of the social, emotional, intellectual and physical development of children who participate in The Hub's programs;
- 2. Secure Funding & Resources:** Seek out further funding to expand The Hub's capacity. Presently funding only provides for 1 full-time coordinator to cover two schools. Ideally a Hub Coordinator would be responsible for just the one school. Extra funding would also be beneficial to allow The Hub to buy-in additional specialist services or staff as required.
- 3. Build Clear Relationships with Schools:** Establish clearer guidelines with schools to maintain autonomy of the program and ensure that the needs of families and children are prioritised over those of the school generally.
- 4. Share the Model:** Document The Hub model so that it may be replicated in other communities - with the caveat that the model would differ depending on a range of factors unique to each community in which it was implemented. Factors that would determine the shape of the model include: community strengths and needs, demographic make-up, existing service mix and so on.
- 5. Expand Services:** Expand the service so that it can support a wider range of needs and demographic groups. For example:
  - expand the target age group for the program (presently 0-8) to include all children up to grade 7 (roughly 12 years of age);
  - consider including activities that would engage men in Hub activities and provide them with positive support around parenting and other family issues.
  - Provide health services - directly or through partnership with existing health services.



## Appendix A: About Jabiru REspec

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Jabiru REspec is a program for young people and their communities which provides community services and support for children, young people, and families.

### Jabiru REspec offers:

- Information, support and resources for families.
- Information, support and resources around finding employment.
- Recreation activities in the community.
- Connections to schooling.
- Alternate education options.
- Building school communities.

Jabiru REspec connects with young people and their families on Brisbane's North side, in the communities around Wavell Heights through to Bald Hills.

### About the Name

The name **REspec** is an acronym that stands for:

**Relationships**

**Safe Places**

**Engaging Communities**

### Relationships

Relationships are core to the work we do. We spend a considerable amount of energy building and maintaining relationships to ensure that the work we do is useful and sustainable.

### Safe Places

It is incredibly important for young people and their families to feel safe and have ownership over places in their lives. We endeavour to ensure that all Jabiru REspec spaces are safe for young people and, where appropriate, their families.

### Engaging Communities

No one person exists alone, nor should one piece of work be done in a silo. Jabiru REspec acknowledges that working WITH the community is the most sustainable and positive way of interacting. Engaging young people and their families to the community they connect with is a highly valued practice, whether it be a suburban community, school community, sporting community, or cultural community.

## Appendix B: Partners

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The Jabiru Early Years Family Support Hub achieves successful outcomes for children and families thanks to the support of the host schools and the following organisations that have partnered with The Hub.

### Playgroup Queensland

Playgroup Queensland is the peak body for playgroups throughout Queensland that offers a diverse suite of services including playgroup, parenting and therapy activities, early intervention and care programs.

Playgroup Queensland is one of the State's largest providers of services to families with over 1370 community playgroups registered supporting in excess of 19,000 families and 27,000 children under 5 years.

See <http://www.playgroupaustralia.com.au/qld/> for more information.

### Sing & Grow Music Therapy Program

Sing & Grow is a national music therapy project that aims to improve outcomes for young children, through prevention and early intervention work with families identified as at risk of marginalisation.

Sing & Grow programs are held in community venues for families with children aged birth to three years. Music sessions allow families to participate in hands-on activities that assist children with developmental skills, and extend the repertoire of parenting skills in relating to children through interactive play.

Sing & Grow is a [Playgroup Queensland](#) initiative, and is funded by the Australian Government Department of Families, Housing, Community Services and Indigenous Affairs.

More information is available at <http://www.playgroupaustralia.com.au/qld/index.cfm?objectid=D98EE6B3-0AF0-5E4B-6CEED71234457DAD>

### Multicultural Mental Health District Partnership Program

The Multicultural Mental Health District Partnership Program is a state-wide program coordinated by the Queensland Transcultural Mental Health Centre (QTMHC). The program consists of a number of Multicultural Mental Health Co-ordinators employed within District Mental Health Services and a central Co-ordinator located at QTMHC.

The overarching role of the position is to enhance the capacity of the District Mental Health Service to respond to the mental health issues of people from CALD backgrounds.

For further information on the program visit <http://www.health.qld.gov.au/pahospital/qtmhc/partnership.asp>.

### Koobara Indigenous Children's Programs

Koobara is an Aboriginal and Torres Strait Islander community controlled Kindergarten which has been operating for well over 30 years. Koobara's Indigenous Children's Program (ICP) aims to strengthen Aboriginal and Torres Strait Islander children, families and communities and build their resilience and support networks.

The ICP program offers playgroups that focus on providing cultural craft activities, outings, friendship and learning to play and morning teas. The ICP program also offers workshops and training in parenting skills, first aid, healthy eating and budgeting (among others).

For more information phone the Koobara ICP on 07 3865 4044.

## The Australian Red Cross - Intensive Family Support Program

The Intensive Family Support program provides medium to moderately high level support to families in their own homes. The program works with families for three months on issues such as setting routines, behavioural problems, bonding and attachment, childhood development, and connecting with their community and other service supports.

The service operates from Zillmere, Taigum and surrounding areas and is for families with a child aged 0 to 8 years.

For more information about the service visit [http://www.redcross.org.au/QLD/fsp\\_intensive.htm](http://www.redcross.org.au/QLD/fsp_intensive.htm).

## Triple P

The Triple P-Positive Parenting Program® is a multi-level, parenting and family support strategy. Triple P aims to prevent behavioural, emotional and developmental problems in children by enhancing the knowledge, skills and confidence of parents. The system was developed by Professor Matt Sanders and colleagues from the Parenting and Family Support Centre in the School of Psychology at The University of Queensland.

With the support of training provided to The Hub's Staff, Triple P has enabled The Hub to deliver the following programs:

- Primary Care Triple P
- Group Triple P
- Group Indigenous Triple P
- Stepping Stones Triple P – for families with a child who has a disability.

For more information about Triple P visit [www.triple.net](http://www.triple.net).

## Let's Read

Let's Read is an initiative to promote reading with young children 0-5 years.

Let's Read was developed by the Centre for Community Child Health, a key research centre of Murdoch Childrens Research Institute, in partnership with The Smith Family.

This initiative has been designed to support and empower parents/carers to read with their child, and develop the building blocks that are needed to make the transition to school as easy as possible.

See <http://www.letsread.com.au/> for more information.