



CHILDREN'S GROUND

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The document must be attributed as the Children's Ground Prospectus,

2012.



AHELHE AMPEKENHE (CHILDREN'S GROUND)

EXPLANATION OF PAINTING

This is how I see Children's Ground.

The semi-circular shape in this painting represents *ilthe/ampere* which means a home, where we live. This picture represents a home, and community.

The little curved shapes in the semi-circle represent people, the larger shapes are adults, the smaller shapes are children. They are all within that home, within that community, and in Children's Ground itself. People sitting around a fire.

The footprints leading from the outer circle to the centre are the families and communities interacting with Children's Ground. The footprints show the interaction between children, families, homes and communities and Children's Ground - Sharing, caring and togetherness. That is one of the most important things about Children's Ground – the interactions. The footprints are going two ways. People are coming and going all the time. They are interacting. It represents the building of a relationship too, between all these children, families, homes, communities, and Children's Ground.

Within Children's Ground we have two-way learning. Children are learning Indigenous language and culture and Western language and culture.

The blue circles in the corners represent graduated students from Children's Ground. The graduated students will have a good future. They will have a choice. They have had all those experiences and the knowledge they have gathered through Children's Ground. This will enable them to have real choices. They will have the opportunity to seek out jobs in different places, whether it be in their own community, or the wider Australia community, or overseas, it could be anywhere. It will be his or her choice.

Wherever they live maybe they will have their own children and begin the cycle again. This will prevent them from going back into the way of life we have now.

The little half circles are the investors and partners of Children's Ground. The footprints show the coming together, the interaction, of all the parts of Children's Ground the families, the homes and the communities. The funding and support is coming in to the community from the investors and partners. And we give back information about what is happening in our community, showing the improvement and enrichment in the health and life of the children, families and communities.

Children's Ground is school, but not as we know it today. Now children say, 'we are going to school' and they mean somewhere over there. But this school is going to be at the community, and it is not going to be in one small place, it is going to be in the home, in the community centres, out bush, anywhere where education can occur, where the child's learning can be strengthened.

Children may learn Chinese or Indian or another foreign language. We would have to take them to an environment which would strengthen that learning. You have to be in an environment where you can absorb all those things. If children are taken to an environment where they can learn those things then they can focus.

If we want the child to learn and strengthen their own language, then they have to be in an environment where they can learn and focus on their own language, like out bush, and the teacher is going to be an elder or family member who speaks that language.

The same method of teaching would be throughout.

The picture also shows the ownership. The families and communities will have ownership of Children's Ground through all that *impatya*, all those footprints. They will have input, they will have a say in everything that is happening in Children's Ground.

Jane Davis
Teacher and Community Engagement Coordinator
Children's Ground

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A word from the CEO

The vision of Children's Ground is as ambitious as it is simple:

- Families want the best for their children.
- With the right support on their terms and in their language, families and communities, experiencing the most profound disadvantage can achieve their aspiration for their children
- By extending this to all communities in Australia we can end intergenerational poverty.

Children's Ground was established to model a new approach to working with communities that are experiencing the greatest disadvantage in Australia and globally. There are too many communities, most especially First Nations communities that are in crisis. Extensive efforts made over the last two and more decades, by many people and agencies of goodwill and high endeavor, have failed to overcome this crisis; in various ways, the situation has deteriorated for many of these communities

I have worked in these communities for 20 years. I have seen how being poor can be a full time job, as people navigate a range of service systems that operate in silos, and which are often dysfunctional and chaotic. Issues of depression, social and emotional distress, burdens of disease, exposure to high levels of violence, substance abuse and stress mean that children face profound risk and breaking the cycle of poverty is nearly impossible to achieve. The ability and vision of people often gets lost underneath the struggle for survival in a system that responds to a 'problem' rather than a person. Compounding this, users are often fearful, lack confidence and many face language and cultural barriers. Where this is the experience of the majority of the community, the impact on children and families is devastating.

My overwhelming experience however is that these communities are filled with people of intelligence, inspiration, aspiration and vision. The solution lies not in people's despair but in backing their abilities, listening to their voice and trusting their solutions. It is possible to change what is happening - to re-orient our investment and funding and to approach communities with a humanity and with the resources that are the basic requirements for any child to thrive. Nobody wants to live in poverty. We know what programs work well and which parts of the system are failing. Children's Ground has been designed to scale up the successes, and redress the failings, combining leading grass roots practice with leading international evidence and practice.

In Children's Ground we bring together and have redesigned five key parts of the system: 1.Services and Approach; 2.Governance; 3.Workforce; 4.Evaluation and Research; 5.Investment/Funding. The design is underpinned by the expectation of excellence, and requirement that local people have agency to create a different future.

The program pillars of Children's Ground are: learning, wellbeing and development. Through these pillars, Children's Ground responds to the economic, social and cultural life of each child in the community, from early childhood to adulthood:

- We deliver learning in stimulating landscapes, in family and in community, taking full account of the protective factors critical to successful early childhood development, and the principles of 21st century education
- We build wellbeing by harnessing local community strength and building social capital so that communities experiencing crisis and inequity can change over the course of a generation
- We develop the community – socially, culturally, and economically – in ways that ensure that all the young people can secure agency over their social, cultural and economic futures.

The Children's Ground approach is resourced to respond to the trauma, grief, health and developmental challenges so many children living in poverty experience. Importantly, our approach celebrates and lifts up local cultural knowledge systems, and engages children, families and community, as users, leaders, deliverers, designers and evaluators.

Our approach is aligned with the work of leaders internationally. We have drawn inspiration and learning from the work and successes of programs such as the Harlem Children's Zone, the Finnish Education system and Toronto First. Our program design is informed by leading practice and global innovation in early childhood learning and development, social inclusion, maternal and family health and wellbeing, social and emotional wellbeing, and 21st century education. We have contextualised the experience and decades of wisdom and practice in Australia with the best international evidence to be appropriate for the communities living with extreme poverty in Australia.

Children's Ground is guided by the evidence and leading practice, but is not limited by it. With leading research partners in Australia, we are going into territory where the evidence points us, but is not yet proven, for effective systemic approaches to redress inequity, with whole communities.

With the right support on their terms and in their language, families and communities can achieve their vision for a different future.

Children's Ground will be accountable for achieving change with the communities in which it operates. The community will know if they are making progress. By partnering with leading researchers in Australia, we will measure our impact on the ground, and share this knowledge as we build a collective understanding of what is needed to end intergenerational poverty in Australia.

Many of you reading this document will have first-hand experience of running a program, setting policy or providing philanthropic investment. Some will have experienced the frustrations of significant investment being made with too little to show for it. Some will have funded wonderful programs and grappled with how to provide long term sustainable solutions.

We do not reference significant investment lightly. This is intensive and concentrated work at a level of excellence not commonly found in these communities. We need sustained and stable financial and other support over the long term to translate our vision to reality.

The Mirarr people living in Kakadu, West Arnhem, in the Northern Territory of Australia are the first to lead this change, for themselves and others around Australia. Through their organisation, the Gundjeihmi Aboriginal Corporation (GAC), they are committing significant amounts of their own money and resources to deliver Children's Ground in their region. They want a different future; one that allows their children to: know their land, language, culture and identity; to have the skills to access the global world; to enjoy health and wellbeing; to make the best of themselves in a strong future. More succinctly: they want their children to be 'strong both ways.' The children want this also.

It is a story of what they can achieve. It is a demonstration of what a long term, stable commitment to people, and to the vision for a different future backed by appropriate resources, can achieve.

We invite you to be part of an exciting, ambitious change. We invite you to be a part of Children's Ground.



Jane Vadeloo
Founding CEO
Children's Ground

Investment proposal at a glance

Prospective funders are invited to support a new, world class model for breaking intergenerational poverty in Australia.

About Children's Ground

Children's Ground is the first organisation of its kind in Australia. Where intergenerational poverty and inequity are devastating, we work with each child in every family in a community to realize their aspirations for the cultural, social and economic wellbeing of the next generation.

We believe in and will harness the ability of the community, responding to their cultural landscape, and social and economic environment. High quality resources, people and services, delivered over the long term, will build on local strengths and capacity to break the cycles of fractured service delivery and intergenerational poverty, to equip children for opportunities locally, nationally and globally.

Our model has been developed with reference to a robust evidence base. Global evidence supports our guiding principles that key social determinants, including education are critical to future social and economic wellbeing, and that long term change can only occur through the agency of local families and communities.

In each community it partners with, Children's Ground will create a system of programs and services that are centred on learning, development and wellbeing that respond to the main life-stages and key transition points from birth to young adulthood. We will work with existing services and deliver services and facilities where they do not exist.

Just as important as 'what' we deliver, is 'how' we deliver. We are working with communities experiencing generations of complex trauma. We will build relationships so that people have agency in Children's Ground as designers, researchers, users and deliverers.

We will be guided by, but not limited by the evidence. Our community led research (with our partner leading research organisations) will build and contribute to the evidence that is currently lacking about how we redress complex and extreme disadvantage in Australia and globally.

Children's Ground key principles:

- **Start early** and **stay for the long haul**
- Work **intensively and frequently** with each child and family
- Work with enough families to achieve a **critical mass**
- Deliver **innovative learning, wellbeing and development** platforms, and provide **a complete system** from early childhood to adulthood with interlocking services and outreach to support engagement
- **Expect and deliver excellence**
- **Genuinely engage** with children, families and communities, as designers, users, deliverers and evaluators

The investment proposal

The first Children's Ground community will be in Kakadu operating in the West Arnhem Region, NT, where we are partnering with the Mirarr people through the Gundjeihmi Aboriginal Corporation (GAC).

The budget provides for \$14.6 million for the first three years, at a unit cost of \$50,000 per family. To raise this capital, Children's Ground has adopted a collective social investment model, with funding being sought from: the local community; the Australian and Northern Territory governments; and, private and corporate philanthropy, on the following basis:

- the local community intends to provide \$7.5 million over three years - 50% of the budget - through GAC. This ground breaking initiative evidences the commitment of the local people to the future of their children and community, and their confidence in Children's Ground approach
- \$3 million over three years is being sought from governments, through specific allocations and infill of service gaps
- \$4.1 million over three years is being sought from private and corporate philanthropy.

This prospectus has been prepared for private and corporate philanthropists who:

- want a different conversation about the future for those in Australia experiencing the greatest disadvantage
- want to see their contribution and commitment achieve scale and impact in the long term
- have the courage to back ambitious change and innovation to create great value
- accept that the change required is generational, rather than a quick fix.

We ask that you consider making a three-year commitment of \$50,000 to \$100,000 p.a., for three years, with renewal in Year Two and Three subject to your being satisfied with our progress. We welcome social investor syndicates, where two or more people/organisations collaborate to make an annual commitment.

Social investments provided by 20 to 30 philanthropists, social investor syndicates, and corporations will, together with government, fully match the contribution being made by the Mirarr people, and enable Children's Ground West Arnhem to lead radical reform and achieve sustainable impact.

Australia is home to a humanitarian crisis. Your investment will contribute to collective impact and a unique sharing of intelligence, policy, resource and outcomes across the government and non-government sectors. This is a real opportunity to create dramatic, generational change that will set the benchmark for years to come.

Organisational directory

ORGANISATION

Children's Ground Limited, ACN 154 403 086

ORGANISATIONAL FORM

Company Limited by Guarantee¹

TAX STATUS

PBI, DGR, TCC

TRADING NAME

Children's Ground

COMPANY SECRETARY

Seri Renkin

DIRECTORS

William Tilmouth, Non-Executive Director, Chairperson
Josie Douglas, Non-Executive Director
Kon Karapanagiotidis OAM, Non-Executive Director
Josie Rizza, Non-Executive Director
Clive Ringler, Non-Executive Director
Adrian Appo, Non-Executive Director
Jane Vadeloo, Executive Director and CEO

REGISTERED ADDRESS

C/- Akeyulerre
3 Stuart Terrace
Alice Springs NT 0870

PRINCIPAL OFFICE

1140 Malvern Rd
Malvern
Malvern, 3144

CONTACT DETAILS

Email: admin@childrensground.org.au
Web: www.childrensground.org.au
Phone: +61 0447 903 084
Postal: PO Box 125
Malvern
Victoria 3144
Australia

BANK DETAILS:

National Australia Bank
BSB: 083004
Acct: 124853144

Important information

Children's Ground Limited, ACN 154 403 086, is the entity making the invitation to invest set out in this document. This is a fundraising document and not a prospectus for the purposes of the Corporations Act 2001.

Every effort has been made to ensure this publication is free from errors or omissions and that all of the information is current at the time of publishing.

This publication is intended to provide information about Children's Ground Limited to prospective social investors. The material in this publication is made available in good faith, but no responsibility will be taken for any loss or injury caused by reliance on the information provided.

Information contained in this document may change over time. Financial accounts and other information are current as at the date stated in those accounts and are stated in Australian dollars unless otherwise specified.

¹ Certificate of Incorporation at Appendix A

WHY CHILDREN'S GROUND

WHY CHILDREN'S GROUND

Practice and evidence tells us that conventional approaches are failing those most in need - the gap is widening as a result of social inequities that are "killing people on a grand scale".²

There are many communities, most especially First Nations communities, where extreme inequity has been pervasive, devastating, and intergenerational. The extensive efforts made over recent decades, by many people and agencies of goodwill and high endeavor, have failed to overcome this crisis; in various ways, the situation has deteriorated for many of these communities, widening the gap with the rest of Australia

The solution is as simple as it is radical. Children's Ground moves away from a history of poorly funded, short term, program-silo, crisis driven approaches, and replaces it with an integrated, locally led and designed approach combining the rigour of international evidence with deep grass roots experience, resourced at levels that enable excellence. Children's Ground looks beyond 'the problem' and sees the people. We believe in, and harness, the ability of the community, responding to their cultural landscape, and social and economic environment. Children grow, learn, and live in an environment rich in opportunity, that is relevant to them, engages their family and builds the strength of their community over the course of a generation.

The need

"As an Aboriginal man, I have lived through the most devastating policies of our nation, and watched many of my own family members die and suffer from the lack of fundamental human rights and basic respect.

I have led key organisations over the last 20 years, attempting to work within a system that has been unable to secure the change we need. I am watching my grandchildren live the consequences of the legacy of our history.

I have an absolute resolve that radical change is needed and that Children's Ground provides the model, approach and ability for that change to occur."

William Tilmouth, Arrente Nation, Central Australia
Chair of Children's Ground.

Despite significant economic growth, pockets of extreme intergenerational poverty and inequity remain across Australia. The gap between the welfare of the majority

of Australian children and those 20% of children who are experiencing the greatest disadvantage is growing. The most vulnerable children are those in care, those in detention, and Aboriginal and Torres Strait Islander children.

Leading practice and research indicates that the current suite of government and non-government programs and services have not been effective in delivering long term change for people who are entrenched in a cycle of intergenerational poverty and inequity. We are yet to effectively address the complexity and depth of issues faced by children and families caught in this cycle. This is particularly true for our First Nation communities.

For Aboriginal and Torres Strait Islander children and young people there is mounting new evidence that planned approaches have not had a major impact on child and family outcomes due to a lack of:

- resourcing and planned comprehensive interventions
- understanding of the local context and local issues
- respect for the local language and culture
- local level integration
- involvement of families and communities in planning, service and delivery evaluation
- addressing the underlying causes of the key problems. (*What works to overcome Indigenous Disadvantage*, 2011; Closing the Gap Clearing House, AIHW).

The Children's Commissioner of the Northern Territory, Howard Bath has described the overwhelming statistical evidence of need as "symptoms of a catastrophe" and a "tsunami that is overwhelming the Indigenous population." He reports a range of statistics including over 65% of remote children attending school less than 60% of the time, and Aboriginal women in the Northern Territory being 80 times more likely to be hospitalized for serious assault than other women in Australia. There is an unimaginable over representation of Aboriginal and Torres Strait Islander peoples in hospital separations and prison populations, suicide rates and child protection. These are not statistics, they are people, and families, living and dying with complex and compounded trauma, that continues as a legacy of colonization. This is one of our nations greatest humanitarian crisis, and it is one that can be redressed.

The evidence underscores the need to adopt a generational time frame; with the right approach put in place now, we will ensure that the next generation does not experience the devastation the current generation has and is enduring.

² (World Health Organisation: Closing the Gap in a Generation: health equity through action on the determinants of health).

“Finding 19

The key dimensions of disadvantage that are having a significant impact on educational performance in Australia are socioeconomic status, Indigeneity, English language proficiency, disability and school remoteness”³

Children's Ground relates directly to the recent landmark report by David Gonski, providing a practical example of the requirements and funding formula required to achieve equity across 5 key areas of disadvantage, all of which exist in our target communities and which have a compounding impact.

Children's Ground responds to the key social determinants that underpin learning, wellbeing and development. We shift expenditure to a preventative approach that builds on local economies through employment and enterprise. Children's Ground intends to build an evidence base that supports dramatic policy change towards prevention, equity and sustainability.

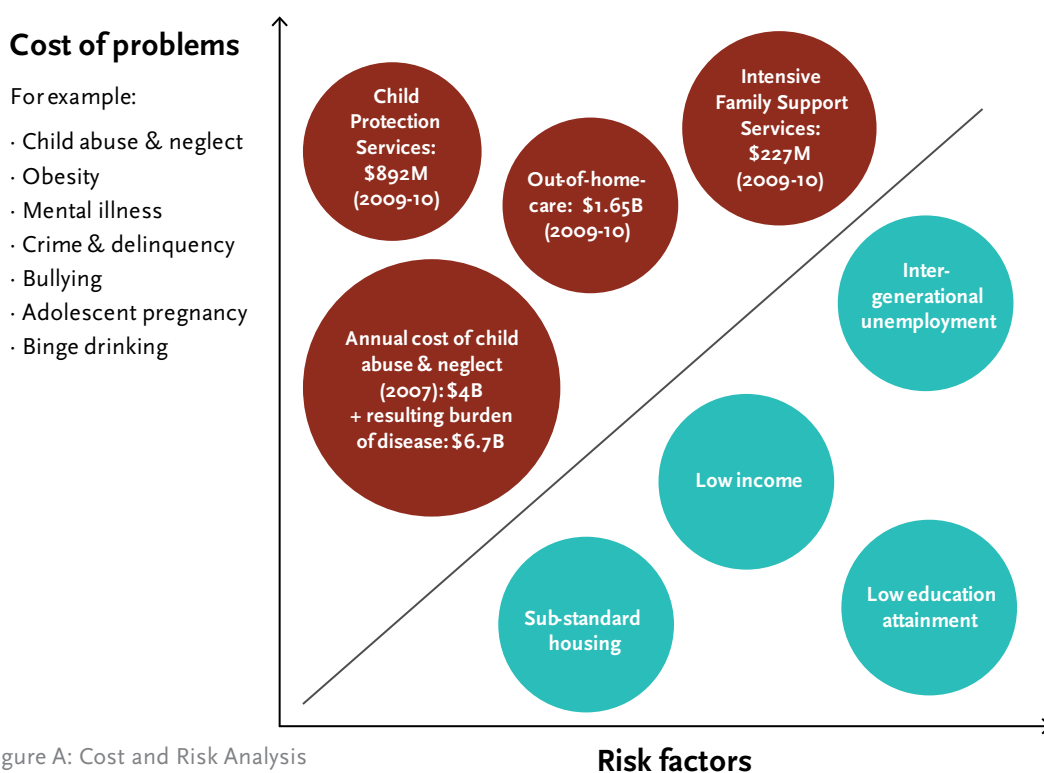
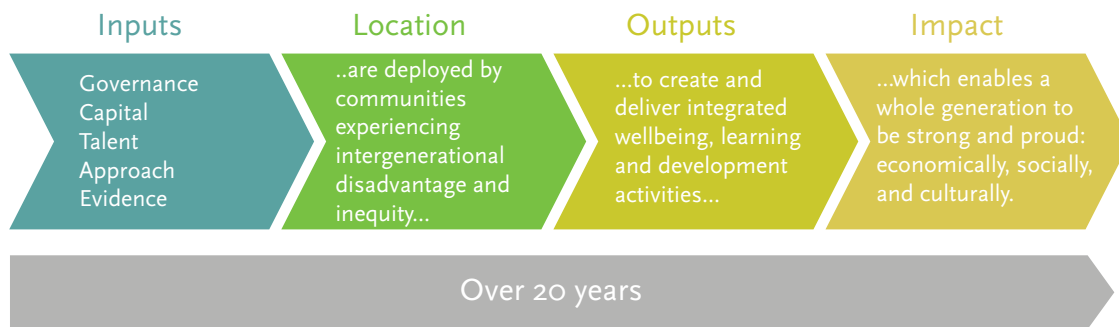


Figure A: Cost and Risk Analysis

Source: National Child Protection Clearinghouse Resource Sheet April 2011: *The Economic Costs of Child Abuse and Neglect*; ARACY Annual Forum: *Community Attitudes to Children: Helpful or Harmful?*

³ Review of School Funding-Final Report DEEWR 2012 (Chair: David Gonski)

Children's Ground Theory of Change



The theory of change expresses in high-level terms the logic which underpins the work of Children's Ground:

Governance, capital, talent, approach and evidence, are deployed in communities experiencing intergenerational disadvantage and inequity to create and deliver integrated wellbeing, learning and development activities, involving every child and family in the community, to enable a whole generation to be strong and proud, economically, socially and culturally.

This balance of the prospectus devotes a chapter to each of the four elements:

Impact: The Change We Will Create
Outputs: How We Create Change
Location: Where We Will Create Change
Inputs: Our Organisation and Your Invitation to Invest.

THE CHANGE
WE WILL
CREATE

THE CHANGE WE WILL CREATE

“We want the best for our kids. We want them to be strong both ways; strong on the Aboriginal side, strong on the non-Aboriginal side.”

Mark Djandjomerr,
West Arnhem Community Elder

The change we will create has been sought for decades by the experts: the people who are living in communities where disadvantage and inequity are entrenched.

Individuals, community leaders, parents, and practitioners, have articulated the impact and outcomes required to achieve dramatic, sustainable change. They also know there are no silver bullets or quick fixes: it will take time, measured in generations.

The change we will create starts by recognising that communities where disadvantage and inequity are entrenched are filled with people with knowledge, skill, inspiration and aspiration. By partnering with them, it is possible to change what is happening - to re-orient our investment and funding and to approach communities with humanity, humility, and with the resources that are the basic requirements for any child to thrive. Nobody wants to live in poverty, and everyone desires the very best for their children.

The change we will create

To create an environment for families and communities experiencing the greatest disadvantage, to realise their aspirations for the next generation of children - to be free from trauma and suffering, to enjoy equity and safety and be able to grow into adulthood happy and healthy, and with agency over their social, cultural and economic future.

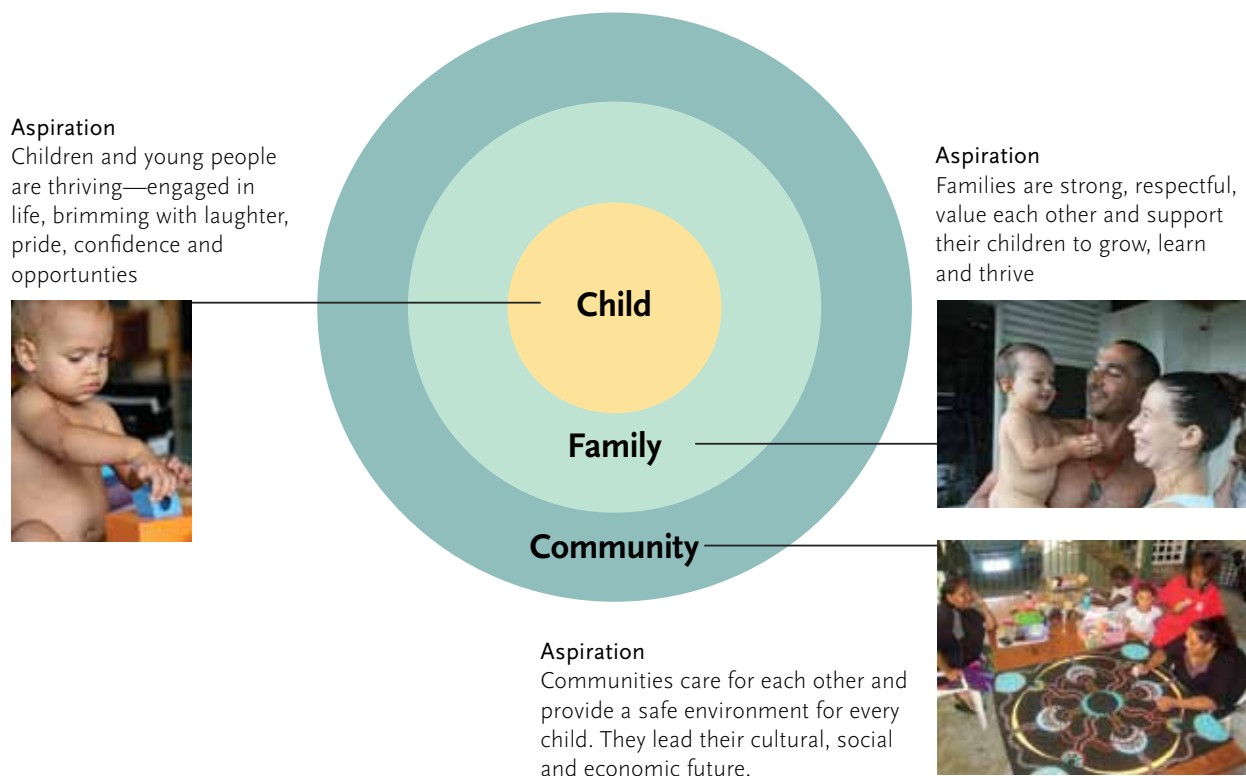


Figure B: Children's Ground Mission and Vision

Outcomes

It will take a generation of high quality opportunity across a critical mass of community to achieve dramatic shifts in learning, wellbeing and development. By year 3 of the Children's Ground implementation we expect to evidence significant tracking in eight key outcome areas, grouped under the three aspirations, as set out in the graphic below.

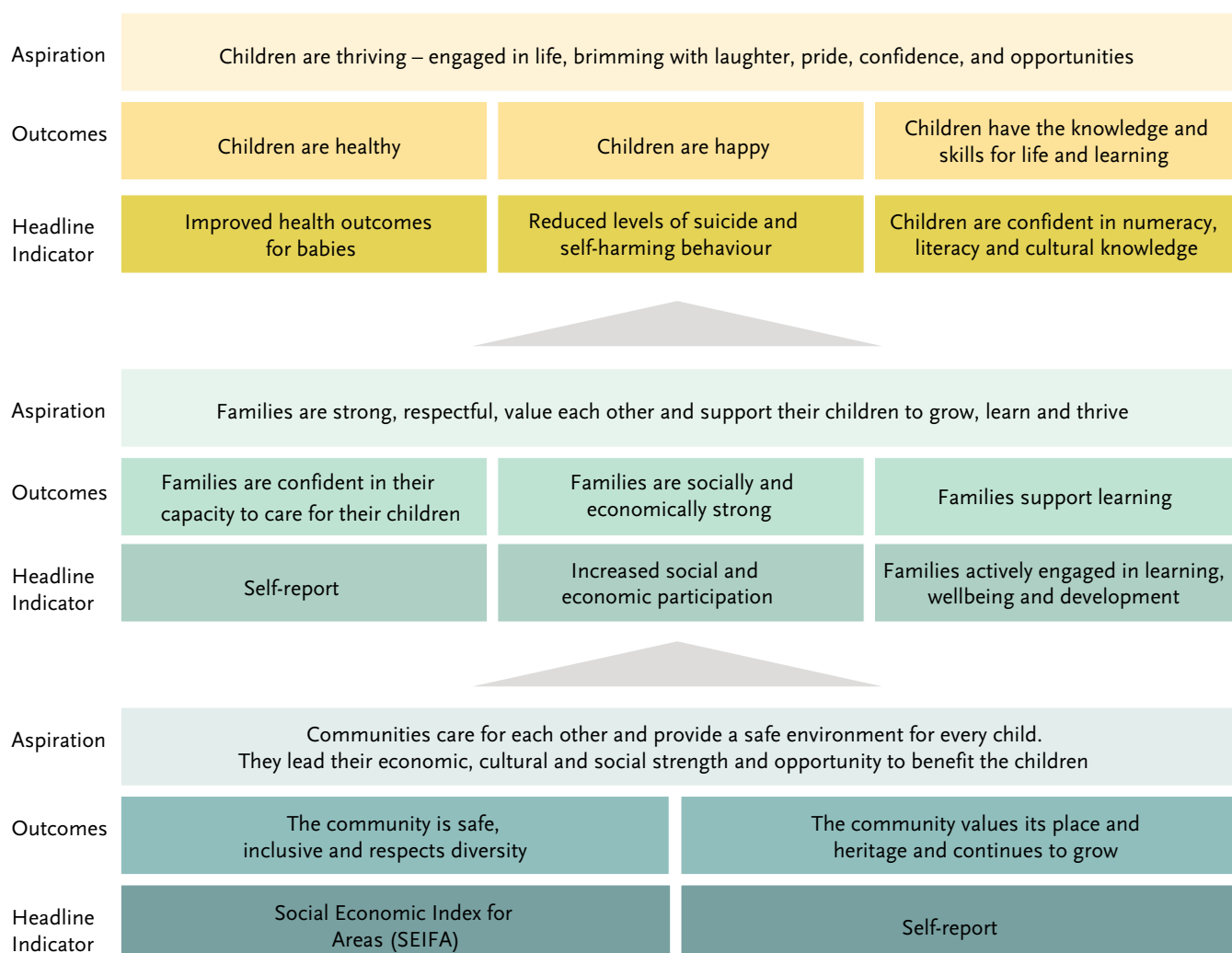


Figure C: Outcomes Framework

Measuring Impact

Children's Ground is partnering with key research organisations to undertake longitudinal research and evaluation, to measure the economic, social, health and cultural impact of our work over time, against key community, government and international benchmarks.

We are guided by, but not limited by the evidence. Our community-led research will build and contribute to the evidence base about how we redress complex and extreme disadvantage.

Children's Ground's philosophy of excellence includes accountability, measurement and evaluation from the beginning of the change process. In keeping with our governance principles, measurement and evaluation will

be carried out in collaboration with experts both within and outside of the communities we work with.

The method of evaluation will deliver valid and reliable data on key outcomes, and quality research, to benefit individual communities in which we operate, and add to the national and international body of evidence.

All measures developed by Children's Ground will follow these principles:

- Set upfront: Establish long term measures from the beginning, including 25 year horizon
- Monitor gradual progress: Use interim measures to capture the smaller steps required to reach longer term goals, celebrating successes and making changes where necessary

- Set realistic and aspirational targets: Targets reflect the community change that has been achieved in the short term, and point toward longer term aspirations
- Local agency: Research specialists work with the community to set targets, design, implement, interpret and report findings, to ensure they are meaningful and realistic.
- Identify drivers of behaviour: e.g. levels of trust, safety, confidence
- Measure holistically: develop a comprehensive picture, rather than measure items in isolation.

Community led evaluation ensures community understanding of program objectives and outcomes, and is a powerful tool in community education and agency.

The Children's Ground approach is supported by a strong rationale and program logic, as well as by a powerful confluence of various streams of evidence. For the most disadvantaged families and communities in our society, it represents the best chance of achieving a better future.⁴

⁴ Centre for Community Child Health, Murdoch Children's Research Institute, Review of the evidence base in relation to early childhood approaches to support children in highly disadvantaged communities for the Children's Ground project, October 2011, p27

HOW WE
CREATE
CHANGE

HOW WE CREATE CHANGE

“Children’s Ground has been developed as an answer to the question: how do we create lasting change?”

While our organisation is new, the wisdom which inspires it is not. Children’s Ground philosophy and approach has been informed by the aspirations of Aboriginal leaders and people from communities in Central Australia and the Top End. It builds upon over 20 years of program delivery and design. This wisdom, together with leading practice experience and evidence, distinguishes Children’s Ground from other approaches. We are redefining the way in which service providers and funders engage with communities around shared outcomes, and by providing the rigour that ensures sustainable support for a generation of children, from birth to the age of 24 years.

Our placed based approach responds to complex trauma and engages the existing social, cultural and economic strengths of the community. Our governance structure, service design, workforce, evaluation and funding frameworks have all been designed to both redress the existing limitations of the current system, and scale the services and approaches that we know work.

The delivery of high quality wellbeing and learning services is directly linked to local economies, which will be developed through training, employment and enterprise within the Children’s Ground model. Children and families will develop the confidence, skills and agency to lead their cultural, social and economic life into the future.

This chapter describes our:

- Principles,
- Operating Model
- Program Model
- Program Components.

Together, these form the architecture for how we create change in communities which have been devastated by intergenerational disadvantage.

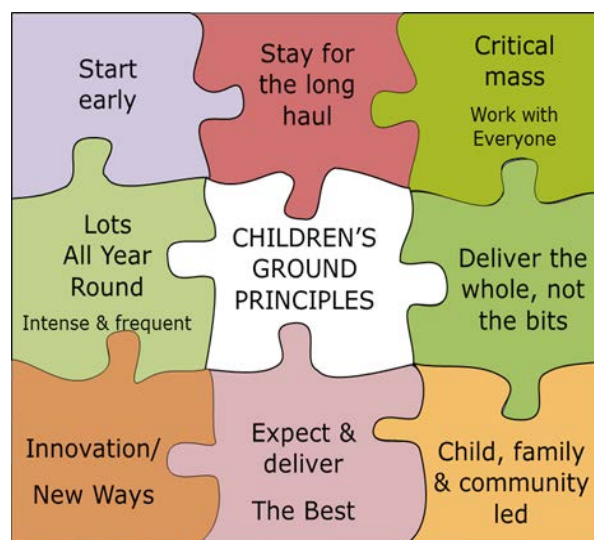


Children’s Ground Principles

We start early, working with every child, and every family across the community level, to achieve the critical mass required for sustained community change.

We stay for the long haul and operate all year round to deliver the whole, because individual programs even if they are outstanding are not enough.

We expect and deliver the best using new and innovative approaches. What we do is led by each child, family and community.



Research by the Murdoch Children’s Research Institute validates the program design for Children’s Ground.

Key themes from the research included:

- To thrive, children need positive, supportive and caring: families, early childhood services, schools and communities
- Children’s early experiences and environments shape their brains and have life-long effects
- Children are influenced by every interaction – positive and negative – with their families, friends, neighbours, education and their community
- Investing in the early years of children’s lives by enabling communities, families and children will break the cycle of disadvantage.

Genuine Community Engagement

Local voice and agency is critical to the success of Children's Ground. This is embedded in all aspects of the model, from an intensive community engagement and planning phase, through to system design, implementation, user engagement, workforce and evaluation.

Community Engagement and Planning

It is a fundamental principle of the Children's Ground model that investment will not proceed in a community without clear evidence of community understanding, support and cooperation.

Community engagement and planning takes time. Far too often, programs and services are imposed on communities, without community ownership. Regardless of the quality of these initiatives, without community ownership and engagement they can engender confusion, encounter resistance, undermine existing social capital, and have disappointing results.

Children's Ground engages in a multi-year, three-phase process of dialogue, engagement and planning.

In Phase 1, we explore with the local community whether there is a role for Children's Ground. Relationships are matured in Phase 2, when we engage with local governance, with a view to gaining the informed consent and a shared commitment to Children's Ground becoming part of the community. In Phase 3, we 'walk and talk' with every family, where possible, so that their aspirations shape a concrete plan about the programs and services to be deployed, and the level and sources of funds required to implement them. Subject to funds being sourced, we then proceed to Stage 1 of the plan, which will have a 25 year time horizon.

To effectively engage and empower the community, new ways of working are required from government. The community must be involved in the design, production and evaluation of initiatives to ensure that their needs are identified and responded to.⁵



Note: * Depends on existing relationships between Children's Ground and community
 ** See appendix for detailed go/no-go criteria

Figure D: Community Engagement and Planning Process

5 Centre for Community Child Health, Murdoch Children's Research Institute, *Review of the evidence base in relation to early childhood approaches to support children in highly disadvantaged communities for the Children's Ground project*, October 2011, p20

Children's Ground Operating Model

Children's Ground operates in geographically defined communities, offering a suite of services for children and young people, their families and their communities. Children's Ground will provide excellent interlocking services linking learning with wellbeing and development, and local economies, building on community strengths and addressing community needs.

Children's Ground is both a service provider and facilitator. Our overall program design will provide the system that connects the complex network of service providers and programs, and present them simply and clearly to those who need them. In some instances, we will build new infrastructure and implement alternative, best practice programs and services to meet community needs. These services may operate in parallel to, or replicate, existing programs and services.

Led by community teams, and supported by Children's Ground's strong research and quality control, our approach is generational and long term spanning from 'minus 5 to 25' years.

At the heart of Children's Ground is a multigenerational community centre, which provides a place of safety, for meetings, social interaction, and a wide range of activities, including education, events, computer hub, family nights, and learning and wellbeing services. Around this hub, an integrated range of programs are provided, addressed to each of the four life stages, being: Early Childhood (0-8); Childhood (6-11); Young people (12-16); and, Emerging Adults (16-24). These programs will be supported by individual support and mentoring plans, for every child in the community.



Figure E: Children's Ground Operating Model

Innovative Learning, Development and Wellbeing

Children's Ground tackles the social, structural and economic determinants and inequities that currently underpin the devastating life experiences of children living in communities of extreme poverty by responding to the multi-level influences on children's development from birth to the age of 5–25 years.

We know that antenatal, early childhood experience and family environment influence brain, social and physical development, which impact on future health, learning and behavior. This makes the delivery of high quality early childhood development and learning opportunities essential for all children in the communities in which we work.

Children's Ground is at the interface of local cultural knowledge systems and leading international and national evidence and practice. Our work is informed by programs such as Joseph Sparlings, Abecedarian approach, David Olds Nurse Family Partnership Program and leading approaches in Finland. These initiatives lead the way, through key principles and resources that underpin practice excellence. We bring together this evidence, contextualise it, and integrate it with cultural knowledge, to shape innovative learning opportunities that are congruent with the aspirations of parents and their community for their children.

Starting strong however is not enough. We have watched children reach equity over intensive and dedicated, personalised learning approaches across a 10 year period, only to see them drop out of the system due to lack of

continuity. Children's Ground will ensure children 'Start Strong and Stay Strong'. We will continue high quality, learning development and wellbeing so that they enter adulthood with skills, wellbeing and confidence.

Children and their families will have access to:

- quality learning, play and development opportunities
- grief, trauma and wellbeing services, including nutrition, and family health promotion
- parenting support, education and economic development opportunities
- outreach and in home support to build relationship, connection, confidence and regularity
- access to a range of high quality creative, academic, social, recreational and cultural learning opportunities

The design and use of learning spaces are fundamental to learning, wellbeing and development. The intergenerational centres will operate longer each day, and for more days and weeks, to deliver frequent, extra-curricula opportunities that most other children in Australia enjoy. We will engage contemporary multi-media as critical to a generation of self learners, who will drive innovation and connect local and global worlds and development.

By engaging the most innovative and contemporary approaches to learning and development, we intend to see children move from being the most disadvantaged children in Australia to leading the way in re-shaping learning, wellbeing and development in the 21st century.

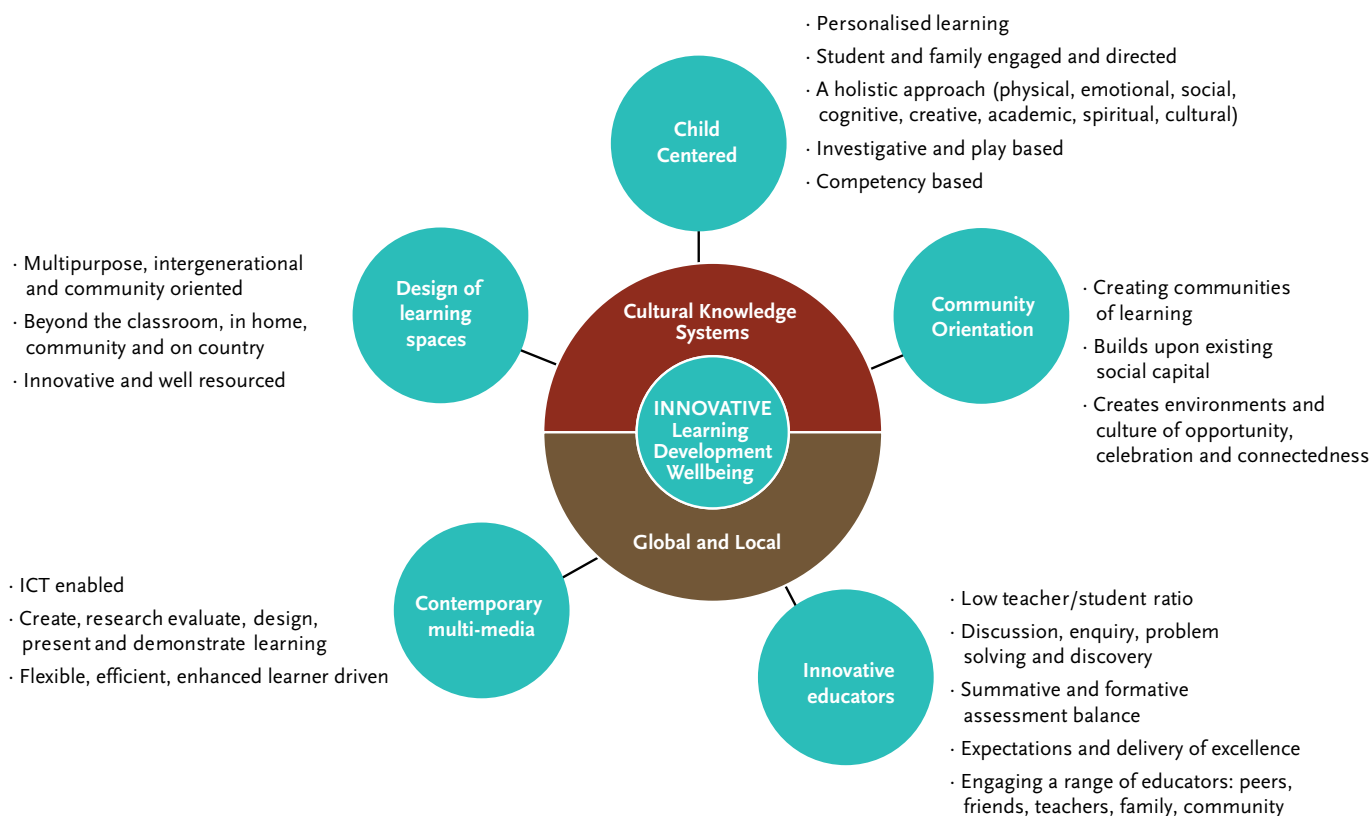


Figure F: Innovative Learning Wellbeing and Development

Children's Ground Program Model

Within each geographically defined community, there will be a specific suite of programs, designed to align to the four critical stages that mark milestones across a child's learning and development journey, providing continuity across critical transition points. Children's Ground will be responsive to the strengths, needs and aspirations of each community and grow with the children, becoming part of them and their families and community.

The programs and services offered by Children's Ground will be leading practice and draw on the very best locally, nationally and internationally.

Children's Ground activities will be tailored to each community, centering on local knowledge systems, requirements and skills, and responding to local economic development and opportunity. The implementation of this approach with our first partner community - Jabiru, Kakadu - is detailed in the next chapter.

On the ground

The Children's Ground service system has been designed by scaling up what we know works on the ground, strengthening this with international leading practice, and resourced at a level which will enable us to deliver 'all the bits' with 'excellence' over the 'long haul'.

This section should be read with an eye for innovation, where the cultural life of the community stands central to implementation and design, to create an exciting and vibrant system of services allowing children to grow into adults with an integrated sense of self, "strong both ways."

The design provides for the following on the ground services and programs:

- Community and Learning Centres
- Learning and Development Team
- Family Health and Wellbeing Team
- Specialist educators
- Extended School hours and holiday program
- Data and Research

The workforce is designed around a strong and dominant local workforce, with training and specialist staffing.

Management

Children's Ground has a Director in each location. The Director will be responsible to the CEO for establishing and operating the programs and services described below.

Community and Learning Centres

These multigenerational centres, which are the hub for Children's Ground in each community, provide a place of inclusion, respect and safety. They invite people to come and sit down, together, to have a cup of tea, and build back the social connection that has been often lost due to the demands of funerals, meetings and stress. You come not because you are sick, or in need, but because you are part of a community.

We have operated these centres over the past 15 years, in places of high disadvantage – and they become places for healing and strengthening as well as innovation and possibility. People take agency. Social enterprises emerge, and generations connect, creating a vibrant mix of energy and wisdom.

The staff complement for the Community Centre comprises:

- Centre Coordinator
- Program Officers – coordinating activities for young people and adults
- Integrated Services Referral Officers – keeping interagency collaboration alive
- Evening Workers –most services stop at 5 pm, just when families are needing the greatest support
- Extended Hours Coordinator
- Community Liaison and Development Workers.

Provision has also been made for building maintenance.

Learning and Wellbeing Team

For Stage 1, an Early Childhood Coordinator will be appointed to lead the team, which will comprise Early Childhood specialists, early childhood workers, and early childhood trainees. Special provision has been made for local training and workforce development with a view to ensuring a local, sustained workforce.

Family Health and Wellbeing Team

The Family Health and Wellbeing team is multi-disciplinary. Local Child and Family Engagement Workers, will be supported by a psychologist/counselor; a health promotions specialist with a material health focus; Aboriginal health and wellbeing practitioners; a nutritionist, cook and food security position. Together with the Learning and Wellbeing team, family based plans will be created to support each child. The family health team, led by local staff with first language, will visit each family, and create a trusting relationship with them which supports their agency in their health and wellbeing.

Specialist Educators/Workers

An exciting mix of specialist educators will bring quality, intensity and excellence into the lives of children who currently are not able to access such opportunity due to remoteness, cultural and financial barriers. While positions may vary subject to community interest, the range of resources required are:

- Cultural Program – Elders and local educators
- TESOL – Training in English for Speakers of Other Languages
- Aboriginal Languages teachers
- LOTE Asian Languages teachers
- Computer, IT specialists
- Music and Creative Arts specialists
- Physical education specialists
- Volunteer coordinators
- Trainers.

Extended School hours and Holiday program

To deliver access to enriched extra-curricula activities across the course of the year, specialist teachers will be supported by extended hour program workers. These workers provide critical continuity for children and families (covering homework sessions, afterschool hours, weekend sessions and holiday programs along with the identified teachers, and support workers to assist through school holidays).

Data and Research

Data, monitoring and evaluation can be difficult for program workers to maintain dedicated data base personnel will work with the local program staff, to ensure the data base platform is operating, being used and data is being collected. This capacity will work directly with the local Director and the Children's Ground Research Director to ensure data integrity for the 25 year longitudinal study, monitoring, and for research interests that arise with the community.

What is required are comprehensive place-based strategies that simultaneously address families' immediate needs for support (the foreground factors) and the broader conditions under which families are raising young children (the background factors).⁶

6 Centre for Community Child Health, Murdoch Children's Research Institute, *Review of the evidence base in relation to early childhood approaches to support children in highly disadvantaged communities for the Children's Ground project*, October 2011, p27

WHERE WE
CREATE
CHANGE

WHERE WE CREATE CHANGE

Children's Ground's first partnership has been established with the Mirarr people. The Mirarr are the traditional Aboriginal (Bininj) custodians of an estate covering much of the north-east of Kakadu National Park, parts of Western Arnhem Land, and the lands comprising the Ranger Project Area, Jabiluka uranium lease and the town of Jabiru, in the Northern Territory. The Mirarr speak an average of three Aboriginal languages plus English. Of these languages the Gundjeihmi language is the dominant tongue.

The Mirarr have been connected to their country since at least 40,000 B.C.E. Mirarr take two main approaches to their responsibilities: looking after country (gunred) and people (guhpleddi). Gunred encompasses control of the physical environment, including the protection of land and significant sites. It is also the recognition, assertion and promotion of cultural rights, and the carrying out of living tradition on that country. Guhpleddi is intrinsically tied to gunred because Bininj and country are considered inseparable. It encompasses an extremely complex set of relationships and cultural obligations between Mirarr, their country, and other Bininj.



Yvonne Margarula, Mirarr leader, teaching children

Yvonne Margarula (above) is the Senior Traditional Owner of the Mirarr people. Yvonne was awarded the 1998 Friends of the Earth International Environment Award. In 1999, she was awarded the U.S. Goldman Environmental Prize, along with Jacqui Katona of the Gundjeihmi Aboriginal Corporation, in recognition of efforts to protect their country and culture against proposed uranium mining at Jabiluka.



The Gundjeihmi Aboriginal Corporation is well placed to implement Children's Ground. The GAC has invested over \$10M in recent years on a range of socioeconomic development initiatives, including the development of a boarding

facility to support education, a curriculum reform program, the establishment of a youth centre, alcohol management reform, a volatile substance abuse plan, community infrastructure and business development.

The Gundjeihmi Aboriginal Corporation intends to invest significantly into the delivery of the Children's Ground model, pending finalisation of the Kakadu West Arnhem Social Trust, that is part of the re-negotiated Ranger Uranium Mine agreement currently being finalised with the Federal government and Energy Resources Australia. Over the past two years, the Directors of GAC have reviewed their social, cultural and economic approach. The Directors believe that the old royalty system has been extremely damaging to the cultural and social wellbeing of their communities and region. The Kakadu West Arnhem Social Trust intends to invest a large part of these royalties into a long term generational system for change for the region through the Children's Ground model.

Children's Ground West Arnhem

Children's Ground will provide strategic and operational capacity, bringing existing initiatives into an integrated 25 year platform, building in critical programs, standards, monitoring and systems to deliver excellence and sustainability.

The Children's Ground Community Engagement and Planning commenced in West Arnhem in September, 2012, following two years of strategic planning work involving GAC and the CEO of Children's Ground.

The Community Engagement and Planning process includes a team of local people who are engaging families, understanding aspirations, setting expectations and establishing a shared commitment. It is through this process that Children's Ground becomes a part of the community, where community assets are identified, key local staff are identified, and local ownership and decision making is embedded.

The process of engagement is one of planning and action, responding where possible to ideas within the community, building the belief that change is possible and establishing trust that people are being heard. Children's Ground is formulating the necessary memorandums of understanding with key service organisations, and community, and the business and operational plan for Children's Ground West Arnhem. The plan will articulate the aspirations, responsibility and commitment of local people, partner organisations, the responsibility and scope of Children's Ground, and the partnership with investors.

Children's Ground has begun work with Gundjeihmi Aboriginal Corporation to re-orient existing services and policies towards the Children's Ground model. This includes innovative education responses for children and families who are finding the local education system

Using the financial investment being sought in this prospectus, Children's Ground intends to begin Stage 1 operations in West Arnhem in 2013. Preliminary strategic planning for operations is described below.

Children's Ground West Arnhem will appoint a Children's Ground West Arnhem Director, located in Jaburi, with administrative support, to manage operations, standards, recruitment and local data and evaluation. The office, (currently the location of our Community Engagement team) is centrally located within Jabiru Town Centre, making it highly accessible to the community.

Community and Learning Centres

Djidbidjidbi Boarding College will be a key location for learning activities, supporting young people with learning and development, peer and family support, nutrition and training. GAC has an established relationship with the Jabiru Area School, which will be critical in the development of Children's Ground West Arnhem.

An Early Childhood Services Coordinator will oversee the delivery of early childhood services, operating in Jabiru, Marjinbardi as well as outreach services to the outstations.

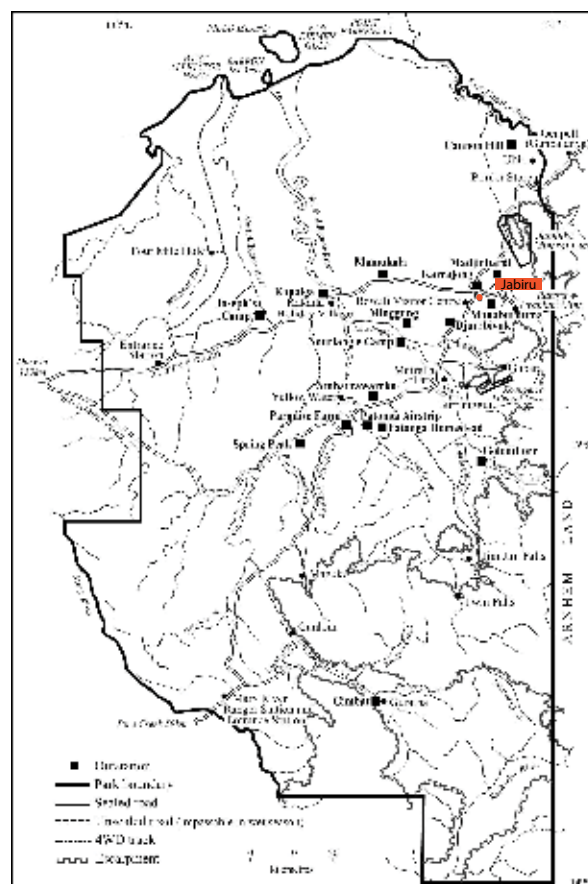
The team will work closely with the local West Arnhem Health Service, Jabiru Area School and the Children's Ground Family Health and Wellbeing team to provide a comprehensive, integrated, high quality Early Childhood initiative, that links with family and inter-generations.

The Family Health and Wellbeing Team will integrate with the Learning and Wellbeing team, so that children and families receive a seamless approach that places them at the centre. The Family Health and Wellbeing team will begin outreach visits, developing and supporting a family approach to wellbeing and through educational conversation and relationship. They will work closely with

Specialist Educators/Workers

Extended hours workers will be recruited to work with the teams, to deliver a program that extends into evenings, weekends and holidays.

A database position will work closely with the local Director and program coordinators to ensure that data collection is coordinated and aligned with the evaluation framework.



CHILDREN'S GROUND PROSPECTUS 23

Local Workforce Local Knowledge

Children's Ground West Arnhem has a strong focus on local recruitment, with local people self identifying with skills in early childhood, and other program areas. GAC has a strong local casual staff pool who will be supported by the Children's Ground training support position. This position will link with key training organisation to develop a comprehensive training platform for staff and trainees, with clear pathway to real employment opportunities within Children's Ground.

This place-based, joined-up, comprehensive service system, sustained over a generation, will yield the dramatic change required to replace a humanitarian crisis with an environment in which families and communities can realise their aspiration for the next generation of children, free from trauma and suffering, enjoying equity and safety, and able to grow into adulthood happy and healthy, and with agency over their social, cultural and economic future.

Building Children's Ground in Alice Springs

Alice Springs was original envisaged as the first location for Children's Ground, being the key site for the program's history and genesis.

Alice Springs operations target some of the most disadvantaged children living in Town Camps and Alice Springs suburbs. The children in these communities

are unlikely to receive an early childhood education, are well behind in numeracy and literacy skills, have poor health, and have inadequate access to quality learning environments. These children are less than half as likely to proceed through to year 12 as non-Indigenous children, and face a life of limited opportunity and social and economic exclusion.

Children's Ground Alice Springs undertook preliminary planning for the following operations:

- A minimum of 80 families, and 100 to 500 children, to ultimately receive services at each Children's Ground service location, depending on local needs
- 60-100 children in the Stage 1 (Early Childhood) segment in the first two years
- By Year 8 of implementation, Stages 1-3 operating, and to reach more than 350 children by Year 8.
- A Business plan for implementation and sustainability for years 1-10, with a view of 25 years operations, with each child, family and target communities.

Initial community consultations in two Town Camps revealed a compelling level of community interest, with

a request by both Town Camps for Children's Ground to operate. The learning from this process has informed our process for community engagement and planning for West Arnhem.

Unfortunately Alice Springs Town Camps, unlike the Mirarr, do not have the financial resources to implement Children's Ground, and securing Government funding and investment has proven difficult.

Akeyulerre in Alice Springs is a key partner organisation in Alice Springs. Akeyulerre is a national leader in the delivery of local knowledge systems as a key strategy to achieving community wellbeing. Children's Ground is working with Akeyulerre and Arrernte elders as they further develop culturally based learning, wellbeing and development approaches with the community.

Children's Ground is seeking funding to partner with Akeyulerre to amplify the vision of the elders who are wanting to embed a strong 'two way' knowledge system that is deeply connected to customary connections to land, language and people, as well as providing for the ability of the next generations to walk strongly in the global world.

Scaling Children's Ground

While our focus over the next 2 years will be West Arnhem, and Alice Spring, we have been invited by various interests, including internationally, to discuss scaling Children's Ground in the next 5 years.

Shared administration, process, quality standards and evaluation frameworks will provide economies of scale

for Children's Ground operations across locations, and experience gained from implementation in one community will inform service delivery in other communities.

Australia must aspire to have a schooling system that is among the best in the world for its quality and equity, and must prioritise support for its lowest performing students. Every child should access the best possible education, regardless of where they live...⁷

7 pxiv Review of School Funding-Final Report DEEWR 2012 (Chair: David Gonski)

OUR ORGANISATION

OUR ORGANISATION

Children's Ground is ambitious. The approach is as radical as it is common sense. It requires long term stable funding, superior governance and new cross sector partnerships which may challenge traditional models of program delivery and social investment. It pioneers processes and service delivery that drive collective outcomes between community, government, philanthropic and private sectors. Our robust, locally responsive governance structures support these collaborative partnerships and provide the operational framework required to deliver service excellence.

Structure

Children's Ground is incorporated as a non profit organisation limited by guarantee. Children's Ground is a Public Benefit Institution with Deductible Gift Recipient Status (DGR).

Governance and management

The governance model for Children's Ground blends strong central stewardship with local community ownership and engagement. It balances Board responsibility with financial responsibility and program integrity, with recognition of the community's voice. It incorporates best practice principles and requirements of both corporate governance and consumer governance.

The governance model has been designed to ensure the strategic vision can be successfully delivered at grass-roots level. A key consideration in developing the governance model was to mitigate the risks inherent in a Board without roots in the community of operation. The central stewardship role will include: integrity of program models, measurement and evaluation, funding and finance, sharing of best practice, and planning for future operations. At a local level, the governance structure goes beyond the operational and delivery team to include users, community, other professionals and service providers. An open approach to sharing learning and working with leaders across the fields of service delivery will enable the organisation to tap into the best available evidence and practice.

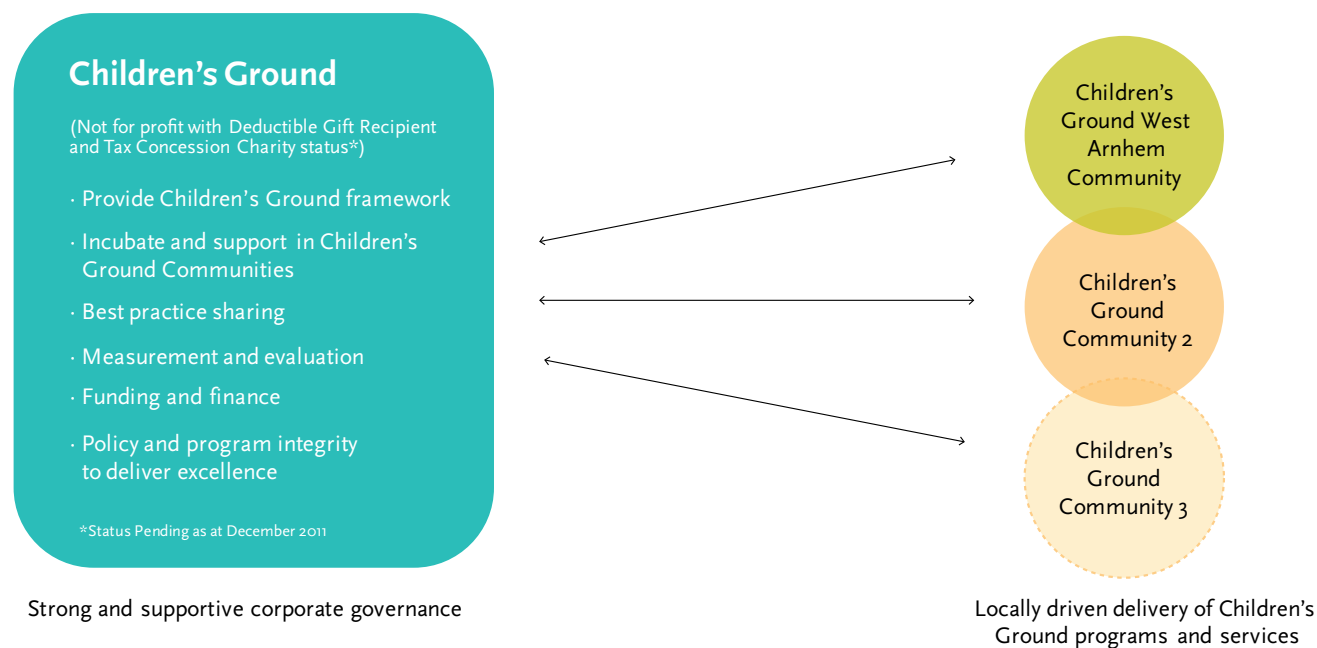


Figure H: Children's Ground Corporate and Local Governance

The Board

The Children's Ground Board of Directors is responsible for setting strategic direction, monitoring performance, risk management, policy development, high level stakeholder management, fundraising and ensuring policy and program integrity to deliver excellence. All Director positions are non-executive, with the exception of the CEO.

The founding Board members are highly skilled and qualified in their respective fields, and possess the capacity and tenacity to pioneer an ambitious change agenda. They include community leaders with expertise in child and family services, education, fundraising, financial management, human rights, research and evaluation, communications, entrepreneurship and stakeholder relations.

William Tilmouth—Non-Executive Founding Chair

William was born in Alice Springs and is of Arrernte descent. A member of the stolen generations, William was taken to Croker Island where he lived and attended school as a result of Government policy of that era. In 1967 he was moved off the mission to Darwin, and in 1969 returned to Alice Springs. He attended the Aboriginal Community College in Adelaide in 1974 and worked in many jobs in South Australia. He returned to Alice Springs in 1980. William has worked in various Government and Aboriginal organisations and was elected the Central Australian ATSIC Regional Chair in the 1980s. From 1988 to 2010 he was the Executive Director of Tangentyere Council. William believes that Aboriginal children and family and communities should have every opportunity to be empowered, and to own and control the decisions that affect them.

Josie Douglas—Non-Executive Director

Josie is an Aboriginal Research Fellow based at CSIRO, Alice Springs. Her current work and PhD studies examine how young Indigenous adults acquire Traditional Knowledge in contemporary contexts. Josie has had ministerial appointments to the Arts NT Board (with Chair responsibilities in 2010 and 2011) and the NT Board of Studies. Josie was recently appointed to the Expert Working Group on Indigenous Engagement with Sciences by the Australian Department of Innovation, Industry and Science. Josie has lived and worked in Alice Springs for 20 years; most of this time spent working for community-controlled Aboriginal organisations. Josie is descended from the Wardaman people in the Northern Territory.

Kon Karapanagiotidis OAM—Non-Executive Director

Kon is CEO and Founder of the Asylum Seeker Resource Centre. Kon is a lawyer, social worker and teacher. He was named a Finalist for Australian of the Year (Victoria) in 2007, invited to participate in the 2020 Summit in 2008, voted one of Australia's 20 Unsung Heroes as part of the launch in 2008 of the new Portrait Gallery in Canberra, and voted one of Melbourne's 100 most influential people in The Age magazine (Melbourne). Kon was awarded a Churchill Fellowship in 2010 and an Order of Australia Medal (OAM) in 2011.

Josie Rizza—Non-Executive Director

Josie is a chartered accountant with extensive experience in accounting and strategic financial management. She has worked with Arthur Andersen as a specialist in corporate and international taxation, with Clayton Utz providing advice to the Royal Commission on the collapse of the Tricontinental Bank, and with Rio Tinto as a taxation specialist in international corporate tax planning. Josie has a strong background in corporate governance and experience in the non-profit and health sectors. She is currently a Director on several boards, chairing the Finance and/or Audit Committees, and is an external member of a number of advisory committees.

Clive Ringler—Non-Executive Director

Clive Ringler is a Portfolio Manager and Financial Adviser with Morgan Stanley Smith Barney. He has over 25 years experience in the financial markets and covers both global and Australian investments across all asset classes including fixed interest and currencies. Clive holds a degree in Economics from the University of New England, and a Masters of Commerce (with a Major in Accounting & Treasury) from the University of NSW. He is an ASX Accredited Derivatives Adviser. He supports young people and Indigenous affairs through his position on a school bursary committee, his role as a youth mentor, and his active involvement in Youth Off the Streets, in their "Walk the Streets" Program and Food Van.

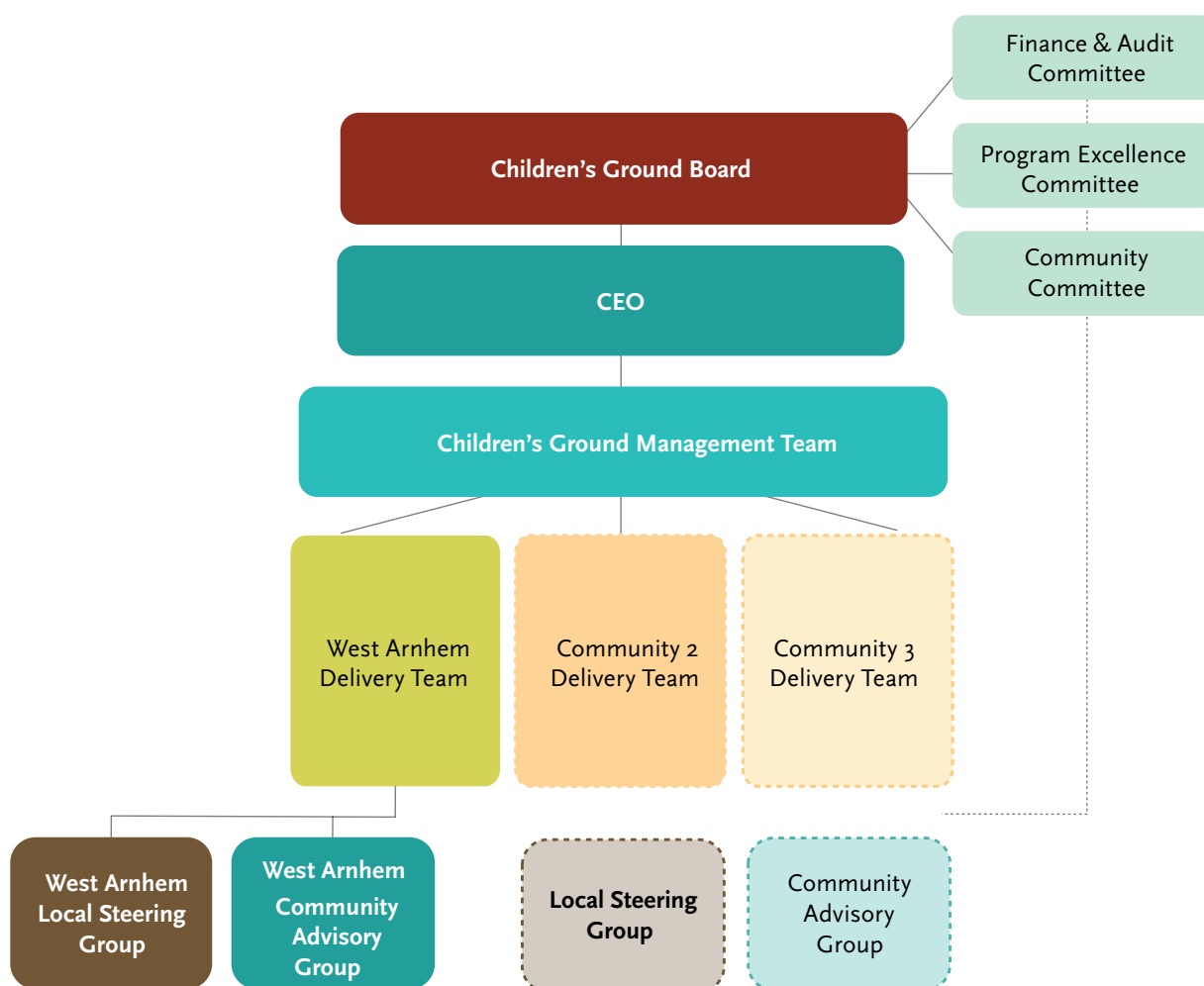
Adrian Appo—Non-Executive Director

Adrian is a Gureng Gureng man from southeast Queensland. After qualifying as an electrician, he served in the Royal Australian Air Force qualifying as a Telecommunication Technician. Adrian has a Bachelor of Teaching, is a graduate of the Fairley Goulburn Community Leadership Programme and the Williamson Community Leadership Program. In 2009 he studied at the Harvard School of Business in the Strategic Perspectives Non-Profit Leadership program. He is the recipient of a Defence Service Medal, Centenary Medal and Order of Australia Medal. Often referred to as a 'social entrepreneur', Adrian has been a cornerstone in the establishment of Ganbina and the development and implementation of its successful school to work transitions program that leads the sector at both the state and national level.

Jane Vadiveloo—Executive Director Founding CEO of Children's Ground

Jane Vadiveloo's biography is provided on page 29.

Figure I: Children's Ground Governance Structure



Board Committees

Board committees will link the Board with communities of practice that will inform and guide the implementation approach in each community. Each Board committee will be chaired by a non-executive Board member. Membership of committees will include people outside the Children's Ground organisation, who have relevant specialist industry, sector, cultural or community knowledge and networks. The Board committees are:

1. **Finance and Audit Committee:** Responsible for the oversight of finances, funding mix, governance and audit processes
2. **Program Excellence Committee:** Responsible for the oversight and stewardship of excellence, program integrity, measurement and setting the Children's Ground research agenda
3. **Community Committee:** Responsible for engagement with community and consumer voice from across Children's Ground communities, and development of the Board's relationship with specific communities

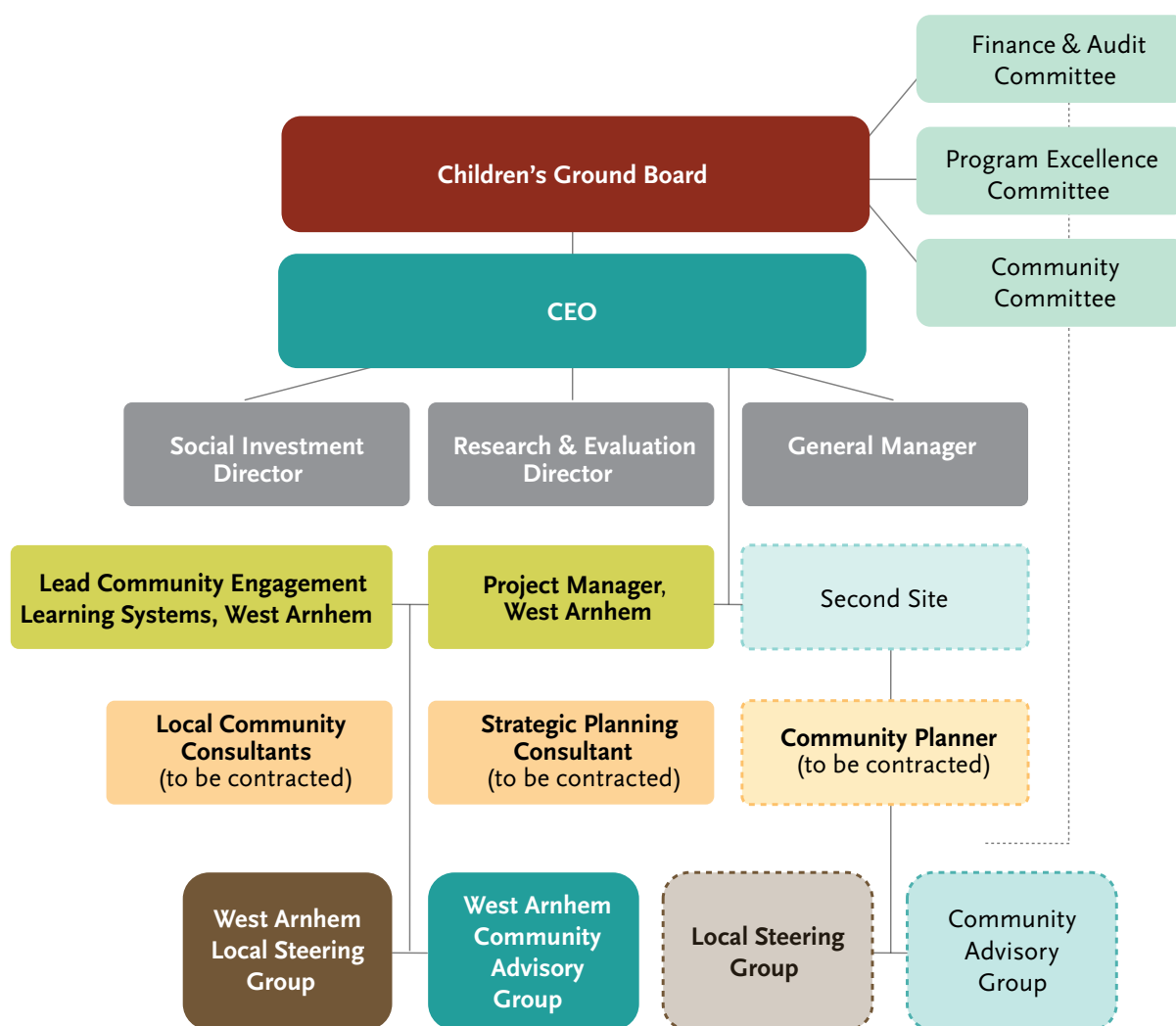
Management

CEO role

Jane Vadeloo is Children's Ground founding CEO. Jane has a Masters in Forensic Psychology and a 20 year history leading reform and services provision in communities experiencing extreme disadvantage and trauma.

Jane moved to the NT 15 years ago and has worked with children and young people at risk, people living with mental illness, Vietnam veterans, and in the forensic setting with prisoners. Jane has a long history working with Indigenous people and communities, including the Town Camps in Alice Springs, where she worked closely with Arrernte people and with them founded Akeyulerre, one of the first organisations based on Indigenous knowledge systems in the area of health and wellbeing. Jane has consulted to Virgin Unite (the international philanthropic arm of the Virgin Group), the NT and Federal Governments, and Aboriginal Organisations in the NT. Jane is currently on the board of the Northern Territory Council of Social Services

Figure J: Organisation Chart



and the Northern Territory Branch of the Australian and New Zealand Association of Psychiatry, Psychology and the Law. Jane's greatest inspiration is the strength and vision of people she works with and the importance of amplifying the voice of local people.

Jane is leading the overall design and development of the Children's Ground community engagement process, learning platforms, services and programs for each critical phase of delivery, and the research and evaluation methodology.

Management team

Jane is building a small, high functioning team of senior management to take Children's Ground forward. This team includes the positions critical to developing and executing the resourcing and finance strategies, program models, and evaluation framework. These are a General Manager, Director of Social Investment, and a Director of Research and Evaluation, along with appropriate administrative and operational support.

Human resources

Children's Ground is building a core management and delivery team of highly experienced and qualified professionals, with expertise in child and family services, early childhood development, psychology, community engagement, education, health, evaluation and cultural knowledge systems.

In-house expertise will be supplemented through engagement of professionals with skills required to deliver Children's Ground in keeping with our philosophy of excellence across all domains.

Our goal is to recruit people who are passionate about our vision, and have the experience and commitment to work with the community over a long period of time.

We are also fortunate to draw on the skills and knowledge of professionals with expertise in the areas of fundraising, strategy and business planning, marketing, governance and legal.

Our approach to human resources reflects the Children's Ground philosophy. We will strive for a meaningful local participation rate in our workforce. We will transfer knowledge and experience to the community through day-to-day work and formal development. We will recruit from and develop the local workforce where possible..

Figure K shows the planned development of the local workforce over the next 5 years in West Arnhem. Children's Ground begins with a strong local minimum workforce supporting local economies and employment from day one. The aim is to build upon this with increasing numbers of local people assuming the qualified positions over time. This will be supported by the training and development approach of Children's Ground. It is planned that over the course of a generation, the bulk of employed positions will be recruited and sustained locally.

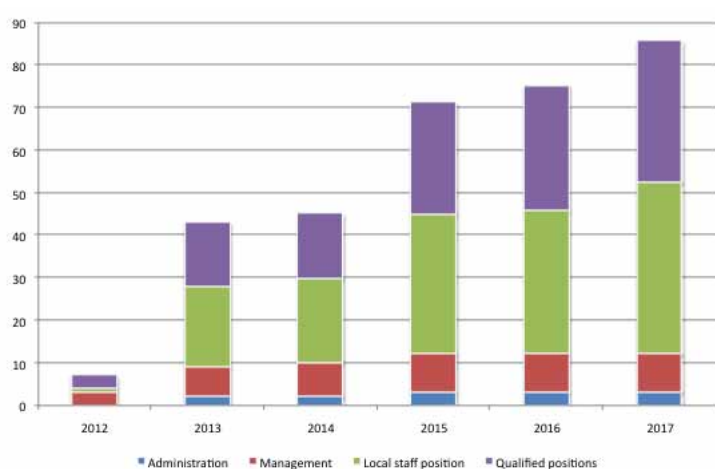


Figure K: Staff count by labour type (FTE) - West Arnhem

Key relationships

Children's Ground has already established strong relationships with a broad range of individuals and organisations across the non-government, government, corporate and philanthropic sectors. These relationships will help align program development with best practice and provide a base for ongoing support.

Children's Ground has been incubated through a unique collaboration with the Australian Department of Education Employment and Workplace Relations. Children's Ground is closely aligned with the overarching government policy frameworks and there are strong synergies between the

intended impact of Children's Ground, and the objectives and outcomes of policy agendas at Federal and State level across the early years, education and youth domains. Relevant policies include the *National Early Childhood Development Strategy*, *National Quality Agenda on Education and Care*, *Early Years Learning Framework*, the Declaration on Educational Goals for Young Australians, *National Strategy for Young Australians* and with the range of national partnership agreements including the *National Education Agreement*, *National Partnership for Early Childhood Education*, *National Partnership for Indigenous Early Childhood Development* and *National Indigenous Reform Agreement*. Children's Ground will continue to foster strong relationships with relevant areas of all levels of government.

Children's Ground is building communities of practice with stakeholders who have a contribution to make to the evidence and evaluation, practice and delivery or otherwise share common areas of focus and outcomes. Through ongoing knowledge-sharing and dialogue, we aim to secure continued support, and influence future policy development. The range of stakeholders with which dialogue has commenced includes:

- **Potential funders:** including from different levels of Government, business and philanthropic sectors
- **Early childhood:** including practitioners, local service providers, academics, researchers and policy makers
- **Innovative learning models and education:** including practitioners, local service providers, academics and policy makers
- **School to work transitional models:** including practitioners, local service providers, academics and policy makers
- **Professional service providers:** in particular legal, financial, audit and risk management services and advice. We are grateful to the Social Innovation branch of the Australian Department of Education Employment & Workplace Relations for their critical strategic work, including the consultants engaged by the department through the incubation period to facilitate our successful transition to an independent organisational structure
- **Government and policy makers:** we have established connections with different levels of Government including Federal, State, Territory and Local and relevant authorities including the Alice Springs Transformation Plan
- **Research and evaluation:** we have commenced conversations with leading research and evaluation institutions including the Murdoch Institute, University of Melbourne and the Menzies Children's Research Institute.

Critical friends

Children's Ground is fortunate to already have the support of a group of "critical friends" to our work. These experienced leaders in their respective disciplines provide critical strategic input, guidance and networks as required. These people come from Government, non profit and corporate sectors.

Funding

Children's Ground is ambitious. The scale of change we propose to deliver to children and families demands stable and sustainable operations. We are working to secure significant funding to deliver excellence over the long term.

Community Funding

There is an increasing number of communities, especially Indigenous, who have independent financial resources and who are wanting to see dramatic change in their communities so that children have a different future. These communities are ready to invest significant funds towards this change. Children's Ground provides a new approach that can support these aspirations. While not a necessary requirement for a Children's Ground partnership, where communities are able to invest their own finances, they achieve increased local agency and confidence to pursue their aspirations.

Government funding

While Children's Ground is actively exploring ongoing funding opportunities with Federal and State Governments and Government authorities, a critical factor will be securing funding on terms which allow Children's Ground to maintain program integrity and clarity of mission direction and measurement. Children's Ground and Government acknowledge the tensions in this, particularly through the early stages while a track record is being established.

Over the medium to long term, achievement of strong outcomes will provide a different basis for discussion and may open up opportunities to influence policy, or to reorient government funding in a more sustainable way. Children's Ground will continue to build its relationship with Government at all levels. The process of determining where relevant funding streams and services intersect will need to be worked through in each community.

Other sources of funding

Funding is being sought from corporate and private funders who support the goals and principles of Children's Ground, and who will work with Children's Ground, and the communities it serves, with a focus on long term outcomes. These funders will need to collaborate with a broad range of stakeholders, and to engage in a completely new way around collective outcomes. We will also seek in-kind contributions where appropriate.

Key principles underpinning our funding strategy are:

1. Long term investment at scale (preferred minimum 3 year commitment)
2. A mixed funding or private/public model, built on strong relationships with significant investors who feel deeply connected to the community and/or issues
3. Investment that supports the integrity of Children's Ground model (investing in the whole, not individual components)
4. Commitment to Children's Ground outcomes
5. Commitment to the UN Principles for Social Investment⁸, which call for social investments to be made on a basis that is purposeful, accountable, respectful and ethical.

See Section: *Investment Proposal* for details of funding sought to support Children's Ground.

⁸ www.unglobalcompact.org/docs/issues_doc/development/PSI.pdf

INVESTMENT PROPOSAL

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You are invited to support Children's Ground and pioneer a new approach to redressing extreme disadvantage in Australia.

Currently Children's Ground has funding from collective interest, led by the Community (GAC), and supported by Philanthropy, the Australian Government (DEEWR), and the Northern Territory Government.

Children's Ground is now building towards an operational corpus of \$14.6 million to fund the first 3 years of operations and secure stability and integrity. Children's Ground has adopted a collective social investment model, with funding being sought from: the local community; the Australian and Northern Territory governments; and, private and corporate philanthropy, on the following basis:

- the local community intends to provide \$7.5 million over three years - 50% of the budget - through GAC. This ground breaking initiative evidences the commitment of the local people to the future of their children and community, and their confidence in Children's Ground approach
- \$3 million over three years is being sought from governments, through specific allocations and infill of service gaps
- \$4.1 million over three years is being sought from private and corporate philanthropy.

We anticipate that Government funding for operations will increase over time as the social economies are realised, and mechanisms for funding a shared outcomes approach, over longer funding periods, become possible across the various program streams of Government.

This prospectus has been prepared for private and corporate philanthropists who:

- want a different conversation about the future for those in Australia experiencing the greatest disadvantage
- want to see their contribution and commitment achieve scale and impact in the long term

- have the courage to back ambitious change and innovation to create great value
- accept that the change required is generational, rather than a quick fix.

We ask that you to consider making a three-year commitment of \$50,000 to \$100,000 p.a., for three years, with renewal in Year Two and Three subject to your being satisfied with our progress. We welcome the opportunity to support social investor syndicates, where two or more people/organisations collaborate to make an annual commitment. Social investments provided by 20 to 30 philanthropists, and corporations will, together with government, fully match the contribution being made by the Mirarr people.

Australia is home to a humanitarian crisis. Your investment will contribute to collective impact and a unique sharing of intelligence, policy, resource and outcomes across the government and non-government sectors. This is a real opportunity to create dramatic, generational change that will set the benchmark for years to come.

This is a unique opportunity to pioneer long term change. Your investment will ensure that the next generation of children living in communities of high disadvantage and distress can build a strong cultural, social and economic future, celebrating equity in Australia.

Funding requirements

PERIOD	AMOUNT	PURPOSE
Short to Medium Term Funding Requirements (2013-16)	\$14,621,787	First 3 years of operation to support our work in West Arnhem and the second community.
Longer Term Funding (2017-21)	\$14,295,843 (West Arnhem)	<p>This investment would underpin stable long term funding and facilitate capital leverage. Funds would be structured and used to:</p> <ul style="list-style-type: none">• fund our core infrastructure and community engagement processes• invest in specific innovative service and program delivery in one community (West Arnhem) and potentially a second community• Generate revenue through investment.

Children's Ground is a new organisation. The initial corporate accounts are being developed. It has limited assets and revenues, limited current liabilities and an immediate requirement to raise significant funds if it is to operate as intended.

A robust budget has been developed to identify the operational requirements to implement Children's Ground.

CHILDREN'S GROUND: BUDGET FORECAST: 2012-2017

Summary

	CEP*	Stage 1	Stage 1	Stage 1+2	Stage 1+2	Stage 1+2	Total
	2012	2013	2014	2015	2016	2017	2012-2017
By expense type (\$)							
Personnel	388,709	3,081,033	3,419,253	5,166,704	5,736,140	6,547,923	24,339,761
Operational	91,500	885,388	640,784	798,783	782,791	845,111	4,044,357
Other	0	0	0	0	0	0	0
Buildings	0	49,852	30,660	31,580	32,527	33,503	178,122
Vehicles & Fuel	0	195,855	42,436	120,255	105,291	216,610	680,447
Evaluation	0	77,250	0	81,955	0	86,946	246,150
Sub total	0	322,957	73,096	233,789	137,819	337,059	1,104,719
Total	480,209	4,289,378	4,133,132	6,199,277	6,656,750	7,730,093	29,488,838
By stage (\$)							
Project Development (CEP)	193,926	0	0	0	0	0	193,926
Governance & Standards	286,283	1,300,532	1,158,327	1,299,836	1,345,583	1,484,199	6,874,760
Program Operations (Stage 1)	0	2,988,845	2,974,805	3,397,838	3,554,982	4,136,800	17,053,271
Program Operations (Stage 2)	0	0	0	1,501,602	1,756,185	2,109,093	5,366,881
Total	480,209	4,289,378	4,133,132	6,199,277	6,656,750	7,730,093	29,488,838
Projected Operations							
		CEP	Stage 1	Stage 1	Stage 1+2	Stage 1+2	Total
Alice Springs	0	516,275	5,179,057	6,237,196	9,401,836	9,763,914	31,098,279
Site 3	0	0	0	0	0	0	0
Total	0	516,275	5,179,057	6,237,196	9,401,836	9,763,914	31,098,279

*CEP = Community Engagement and Planning

Description:

- * Includes all staff-related costs, including wages, superannuation, penalty rates and other compensation, and employee on-costs
- ** Includes equipment and resources in the day-to-day operations of Children's Ground, such as furniture, books and other resources
- *** Includes rent, fit-out costs and other building related expenses

Please refer to Appendix G for detailed financial information. Children's Ground has been incubated with the support of the Social Innovation Branch of the Australian Department of Education, Employment and Workplace Relations over a period of 18 months from 2010.

Government has been instrumental in supporting the start up of Children's Ground and remains an important strategic partner in our work. Children's Ground has a Government based Community of Practice to share learning and promote best practice, fostering integrated approaches to policy design across government and between government and the non profit sector. We will continue to investigate how available services and funding streams intersect with our work in each community and, where possible, seek efficiencies, economies of scale or additional leverage from existing Government funds.



Mirarr young people

RISKS AND RISK MANAGEMENT

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Operational risk

RISK	LEVEL OF RISK	MITIGATION APPROACH
Recruiting the quality workforce and resources required to achieve the outcomes of Children's Ground for a community and also support our growth to other geographic locations is slow or cannot be achieved.	M-H	<p>Explore partnership opportunities with other non-profit and service delivery organisations aligned with Children's Ground principles.</p> <p>Leverage local community resources and ensure workforce development has been detailed adequately in a community Strategic Plan.</p> <p>Provide community with skills development, mentoring and volunteering opportunities to build a workforce for the longer term.</p>
Communities are not willing to engage with the long term nature and expectations of Children's Ground.	L	Ensure appropriate community selection criteria and engagement process is in place to identify issues early.
Buildings/Infrastructure in well located physical sites to ensure delivery of Children's Ground within the geographical boundary of a community is not able to be sourced.	L-M	<p>Explore opportunities to share and/or co-locate programs and services if required.</p> <p>Factor in costs to build new physical infrastructure as part of community Strategic Planning process.</p>
Adequately capturing outcomes or base lining a community, compromises evaluation tracking and monitoring	M	Document research and evaluation requirements early so that what needs to be collected, when and by whom is in place for base lining and impact tracking.
Population movement within a community compromises the target population for our programs and services over the longer term.	M	<p>Anticipate where movement may be an issue and address as part of the strategic planning process.</p> <p>Track children and families who move and document where they go and what happens to them in terms of the Children's Ground outcomes.</p>

Financial risk

RISK	LEVEL OF RISK	MITIGATION APPROACH
Levels of investment being sought for 2013-16 fall short of the target of \$14.6m over three years.	M-H	Children's Ground's approach replaces short-term, inadequate, silo funding, with a joined-up, place-based service system funded to achieve excellence. For this reason, we will not proceed with service implementation of Children's Ground West Arnhem until we have secured a minimum of 75% (\$11 million over three years) of target.
Funding shortages during the lifetime of Children's Ground implementation impact our capacity to deliver the model over the longer term (i.e. the 4 stages over a generation of children and families).	M	Ensure sufficient fundraising strategies are in place for the long term.
Funders want to cherry pick the different Children's Ground programs and services they support.	M-H	Children's Ground will require investment to be aligned to the objectives and outcomes defined within the Children's Ground model. Long term outcomes are set with measurable and progressive program frameworks. Investors will be provided with regular evaluation and longitudinal study outcomes during the course of Children's Ground that will allow them to respond to their particular areas of interest.
Funders and/or community needs around collective outcomes are not achieved.	M	Children's Ground requires Government and philanthropy to work towards common outcomes with community rather than individual program or portfolio interests. This requires detailed negotiations and stakeholder management by Children's Ground, in addition to a sophisticated influencing strategy for Government and Philanthropic investors.

Community risk

RISK	LEVEL OF RISK	MITIGATION APPROACH
Community's expectations are raised by the Community Engagement Process however funding is not secured in a manner that enables Children's Ground to deliver on the Strategic Plan and Children's Ground has to pull out. Risk of Community disappointment and fallout from this process.	M-H	<p>Ensure that the community is educated on the risk associated with raising funds and is updated on all fundraising activities as required in a timely manner.</p> <p>Evaluate the positive changes and impacts occurring as part of the Community Engagement Process so that outcomes associated with this aspect of Children's Ground can be celebrated and seen as wins in themselves.</p>
Inadequate buy-in from key community stakeholders during the community engagement process and Children's Ground impact our ability to progress in a community.	M	<p>Actively manage expectations around the delivery of Children's Ground. Where there are multiple levels of disadvantage there will be a complex set of issues and politics. At all stages informed consent must be achieved with the community before progress can be made and goals achieved.</p> <p>Determine when it is too risky to proceed in a community as part of the Community Engagement Process.</p>

Sector risk

RISK	LEVEL OF RISK	MITIGATION APPROACH
Adequate support is not received from critical local sector Stakeholders resulting in compromised outcomes for a community.	L-M	Children's Ground must continue to foster relationships with key senior members of government (as critical friends) and utilise their knowledge of Government policy, process and logistics.
Effective engagement of a community of practice which supports the design and development of best practice programs and services fails.	L	Conduct our own research and development and/or consult more broadly overseas for support.

APPENDICES

Appendix A

Certificate of Incorporation

	Certificate of Registration of a Company	
	This is to certify that	
	CHILDREN'S GROUND LIMITED	
	Australian Company Number 154 403 086	
	is a registered company under the Corporations Act 2001 and is taken to be registered in Victoria.	
	The company is limited by guarantee .	
	The company is a public company .	
	The day of commencement of registration is the twenty-second day of November 2011 .	
	Issued by the Australian Securities and Investments Commission on this twenty-second day of November, 2011.	
		
	Greg Medcraft Chairman	
		CERTIFICATE

Appendix B

Progress has been made in developing the steps that underpin delivery in West Arnhem.

Phase 1: Does Children's Ground belong?	Phase 2: Is there a shared commitment?	Phase 3 What's the plan?	Stage 1: Let's go!
<p>Degree to which go/no-go questions have been answered:</p> <ul style="list-style-type: none"> ✓ Is there extreme intergenerational poverty? ✓ Is there a defined geographic boundary? ✓ Do the majority of key community members understand the Children's Ground model? Is there community willingness and excitement about it? Are there potential local leaders? ✓ Are the critical stakeholders more likely to cooperate or be hostile? ✓ Is there a fit with Children's Ground (approach, aspiration, values, infrastructure/ services etc.) 	<p>Degree to which go/no-go questions have been answered:</p> <ul style="list-style-type: none"> ✓ Is there a formalised shared commitment/ informed consent? ✓ Has an advisory group/process been established? ✓ Have relationships with delivery partners been formalised (to work within Children's Ground approach)? ✓ Are key stakeholders cooperating? ✓ Is there confidence the necessary workforce can be put in place? ✓ Do the needs identified fit with Children's Ground approach and strengths? 	<p>Degree to which go/no-go questions have been answered:</p> <ul style="list-style-type: none"> ✓ Is the required funding available and secured? ✓ Is the community engagement still there? ✓ Are the community advisory and steering groups functioning well /seen some development? ? Has the potential Director been identified? ? Have the minimum workforce requirements been identified, with a plan for sourcing them? ✓ Is the strategic plan complete and "Children's Ground Standard"? 	
100% complete	70% complete	40% complete	

Appendix C

West Arnhem Detailed Work Plan



Key activities to be completed	Output
<ul style="list-style-type: none">· Recruit local Project Development Team as Children's Ground representatives on the ground (candidates identified)· Build community relationships, and their understanding of, and commitment to the model<ul style="list-style-type: none">- Conduct a more thorough community engagement process, by visiting each family to develop a shared commitment and formalise relationships with Children's Ground· Refine current understanding of needs· Refine current understanding of community assets and services currently available· Detailed infrastructure planning (including community consultation)· Outline the established advisory groups and local steering groups· Continue to strengthen relationships with key stakeholders and refine detailed stakeholder map· Formalise relationship between key partners ensuring there is a shared commitment for the long-term, and that partners agree to maintain the integrity of the Children's Ground model· Conduct assessment of workforce availability and sourcing options	<ul style="list-style-type: none">· Broad assessment of need· Detailed mapping of community assets and services· Broad assessment of workforce availability and sourcing options· Detailed stakeholder map· Shared commitment for the long-term with community and key delivery partners· Formal contract between Children's Ground and key partners



Key activities to be completed

Program development and community engagement

- Detailed assessment of current situation
– including strengths and needs
- Continued community engagement and consultation with established advisory and steering groups
- Talk to existing service providers to understand in detail what is currently offered, how it is delivered and who uses it
- Begin testing program model and content with experts from within and outside of the community

Workforce planning

- Identify local staff
- Identify quality trained staff in relevant areas
- Engage HR Manager to establish employment, policy, recruitment, induction, and performance management systems

Evaluation framework

- Develop detailed evaluation framework, process, and targets in consultation with experts from within and outside the community
- Gather data for tracking measures from existing sources where available
- Engage a local research team (with guidance from a Children's Ground evaluation specialist) to test external data sources and conduct surveys to gather missing information

Infrastructure planning

- Detailed infrastructure planning (including community consultation)

Implementation plan

- Develop detailed implementation plan and timelines

Funding strategy and proposal

- Continue Collective investment strategy
- Determine relevant Government funding opportunities that align with Children's Ground operations and approach

Output

- 10 year strategic plan
- Submission to the Board for implementation Go/No-go decision

Appendix D

Staff Positions

SENIOR MANAGEMENT:

- Director, Children's Ground, West Arnhem
- Administrative Support Officer
- Local Training and Workforce Development Officer
- Database manager

INTERGENERATIONAL LEARNING & COMMUNITY CENTRES:

- Coordinators
- Adult Program staff
- Enterprise Development Coordinator
- Integrated Services and Referral Officer
- Maintenance Staff
- Community Liaison and Development workers

EDUCATION AND WELLBEING:

- Early Childhood Program Coordinator
- Early Childhood Education Specialists
- Local Early Childhood Support Workers
- Early Childhood Trainees

FAMILY HEALTH AND WELLBEING:

- Child and Family Education Engagement Workers
- Educational Psychologist
- Social and Emotional Wellbeing Counsellor
- Family and Individual Counsellor
- Health Promotion Specialist
- (Aboriginal) Health Promotion Workers
- Food Security
- Nutritionist
- Cook

SPECIALIST AND EXTENDED SCHOOL HOURS:

- Cultural Program Workers
- TESOL Trained Teacher
- Aboriginal Language Teacher
- LOTE Asian Languages Teacher
- Specialist Teachers including Computers and IT, Music, Creative Arts, Physical Education
- Volunteer Coordinators
- After School Program and Support Workers

Appendix E

Evidence Sources

Children's Ground commissioned the Centre for Community Child Health, Murdoch Children's Research Institute in collaboration with the Royal Children's Hospital Education Institute to undertake a review of the literature on contemporary Australian and international evidence-based interventions and approaches that support children aged 0-8 years in highly disadvantaged communities.

Evidence and research from the review has informed the development of the Children's Ground project, which aims to support children's learning, development and wellbeing in highly disadvantaged communities.

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Appendix F

Letters of Support

The Royal Children's Hospital Melbourne
50 Flemington Road
Parkville Victoria 3052 Australia
TELEPHONE +61 3 9345 5522
www.rch.org.au



To whom it may concern

I am delighted that our Centre has had the opportunity to contribute to the research underpinning this important and innovative work. Our review of the evidence for the early stages of the Children's Ground approach found it is supported by a strong rationale and program logic, as well as a powerful confluence of various streams of evidence.

Our work recognises a range of factors which contribute to existing service systems not servicing communities as well as they could. Poor coordination of services, professionals working in narrow program silos, a lack of access for high-need families and lack of quality local data are all issues, ironically, often most for the families and communities which need help the most.

Refocussing service systems to better serve the children is essential. All the evidence points to a clear need for comprehensive, place-based strategies that simultaneously address families' immediate needs for support and the broader conditions in which families are raising young children. Genuine engagement with community and building relationships with the families is a vital ingredient in the mix.

Initiatives like Children's Ground which have these principles at their heart represent the best chance of achieving a better future for the most children, families and communities experiencing the greatest disadvantage.

Warm regards,

*Professor Frank Oberklaid
Director, Centre for Community Child Health*

*The Royal Children's Hospital Melbourne
University of Melbourne
Murdoch Childrens Research Institute
Parkville, Victoria 3052
AUSTRALIA*

Our Values Unity, Respect, Integrity, Excellence



March 15 2012

To whom it may concern

Menzies School of Health Research supports the innovation and design of Children's Ground and looks forward to working in partnership to further both the practice and evidence base needed to redress the extreme disadvantage facing communities within the Northern Territory.

Menzies School of Health Research is a leader in research, policy and training. Our work which combines evidence with practice provides us with a unique experience and understanding of the range of factors which are affecting and are able to influence the future wellbeing, development and care of children, young people and families, living in the Northern Territory.

Our research over many years has demonstrated that the existing system of services is struggling to redress the profound health and social distress being experienced by many Indigenous people living in the Northern Territory.

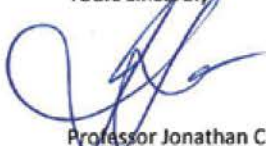
Children's Ground has strong rationale and program design and presents an exciting and ambitious approach to develop an innovative and place-based approach which brings together various streams of evidence and practice in a complete system with key principles and approaches that we believe are needed to create long term change.

The operating principles of Children's Ground; to start early; to stay through the life course of the child and the family; provide excellence and innovation in the areas of learning, development and wellbeing; ensuring that the voice and ownership of the community are central; and to work intensively with a community to create the critical mass for change across a generation; are key drivers for change. The intent to bring these principles together and to implement them on the scale and with the type of relationship with community that Children's Ground proposes, is what makes this approach exciting.

Our recent Early Childhood Series identifies key areas of learning and practice needed to secure long term wellbeing for children. Children's Ground is both informed by and responds to key recommendation of this work and provides the practical systemic response to what we know to be both creating and sustaining disadvantage.

We look forward to working with Children's Ground and other key research institutes to participate in both a longitudinal and evaluation framework as Children's Ground unfolds.

Yours sincerely,



Professor Jonathan Carapetis
Director

GUNDJEIHMI

ABORIGINAL CORPORATION



William Tilmouth
Chairperson
Children's Ground
3 Stuart Terrace
Alice Springs NT 0871

Dear Mr Tilmouth,

**RE: PARTNERSHIP BETWEEN THE GUNDJEIHMI ABORIGINAL CORPORATION (GAC)
AND CHILDREN'S GROUND**

Thank you for your letter accepting our invitation to make West Arnhem a Children's Ground site, and confirming your commitment to a partnership with the GAC.

The Gundjeihmi Corporation is very excited to be partnering with Children's Ground, to deliver the Children's Ground approach in West Arnhem in our effort to realise the vision of the Mirarr and other Bininj families in our region, for a future that celebrates their strength, and delivers wellbeing and opportunities to all families and children.

We thank you for your commitment to a joint partnership over the long term. Together we will deliver the changes that will see local people healthy and strong in culture, land and language as well as enjoying the economic opportunities that surround us.

The Children's Ground approach provides us with the rigorous strategic platform to implement and bring together the social and economic reforms that we have been working towards over recent years. The model of learning, development and wellbeing supports the values and life of Bininj people and will protect their agency in design, delivery and participation, ensuring a system of integrated services that will close the gap.

As you are aware our partnership has already begun in real terms, with Children's Ground and GAC staff working together, to begin this exciting change.

With respect, yours truly,



Justin O'Brien
Executive Officer

• Ph: 08 8979 2200 • PO BOX 245 JABIRU NT 0886 • Fax: 08 8979 2299 •
Email: gundjeihmi@mirarr.net Internet: www.mirarr.net
ABN: 55 881 818 247 ICN: 2458

Daniel Forrester
President
Yarrenyty Arltere - Larapinta Valley Housing Association
PO Box 8070
Alice Springs NT 0871

William Tilmouth
Acting Chairperson
Children's Ground
PO Box 3194
Alice Springs NT 0871

Dear William

Thank you for meeting with the Yarrenyty-Arltere - Larapinta Valley Housing Association to tell us about the Children's Ground model.

We are pleased that you are considering Larapinta Valley as one of the first sites for Children's Ground.

We invite you to talk further with the residents of Larapinta Valley to seek their views about Children's Ground as part of your community engagement process. We understand that you now need to seek the funding so that you can come back and walk and talk with each of the families.

We look forward to hearing more about Children's Ground and see the potential for a program of this kind to benefit the residents of our community.

I look forward to the possibility of working in partnership with you to make our children, families and community stronger.

Yours sincerely



Daniel Forrester
President
Yarrenyty-Arltere - Larapinta Valley Housing Association

12 December 2011

Nigel Lockyer
President
Hidden Valley Housing Association
PO Box 8070
Alice Springs NT 0871

William Tilmouth
Acting Chairperson
Children's Ground
PO Box 3194
Alice Springs NT 0871

Dear William

Thank you for talking with us about the Children's Ground.

We would like you to come back and talk to families who live at Hidden Valley and get their thoughts and ideas so that they understand Children's Ground and they can be part of it. We invite you to come and undertake your Community Engagement and Planning Phase with us.

We understand that this is the first step and that you now need to seek funding to enable the Community Engagement and Planning Phase to occur.

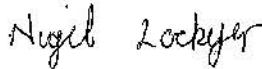
We are pleased that you are considering Hidden Valley as one of the first sites for Children's Ground.

We look forward to hearing more about Children's Ground and see the potential for a program of this kind to benefit us.

I look forward to the possibility of working in partnership with you to make our children, families and community stronger.

Yours sincerely

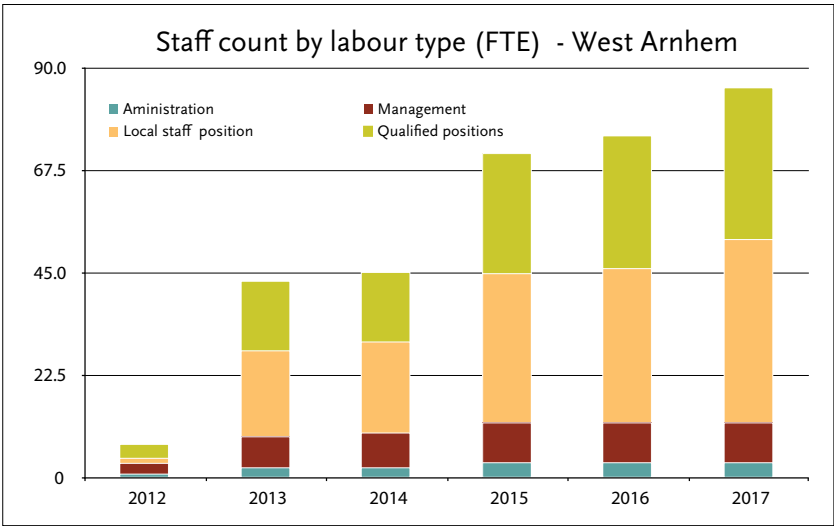
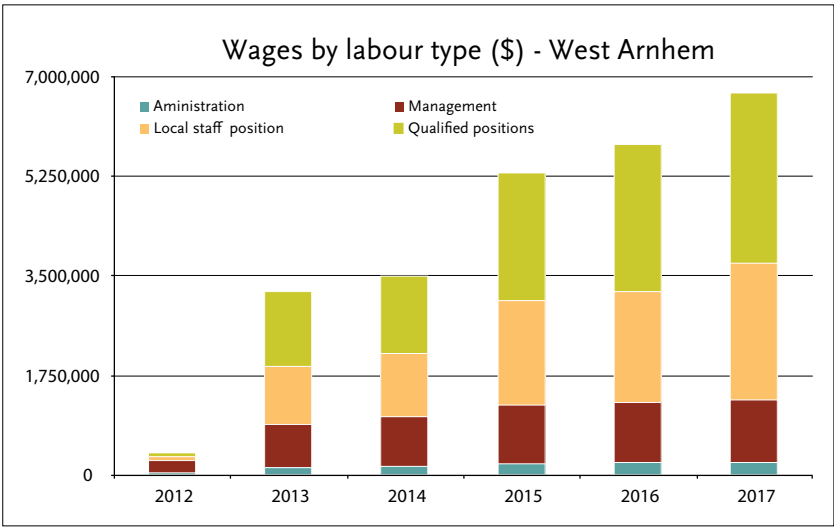
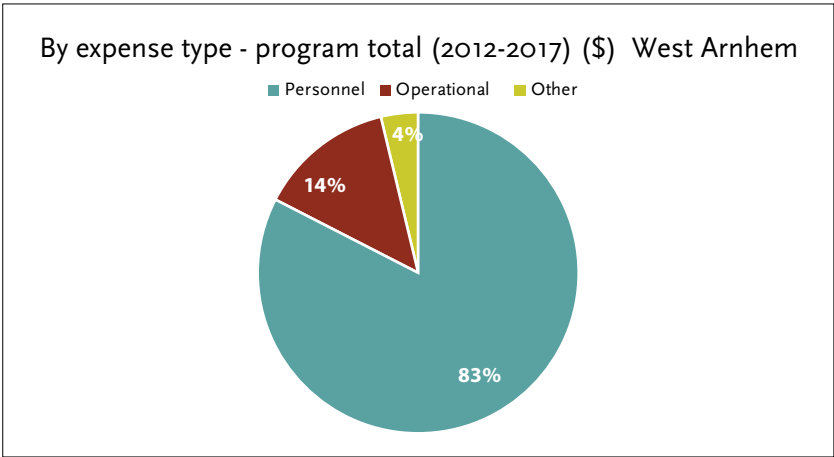
Nigel Lockyer
President
Hidden Valley Housing Association

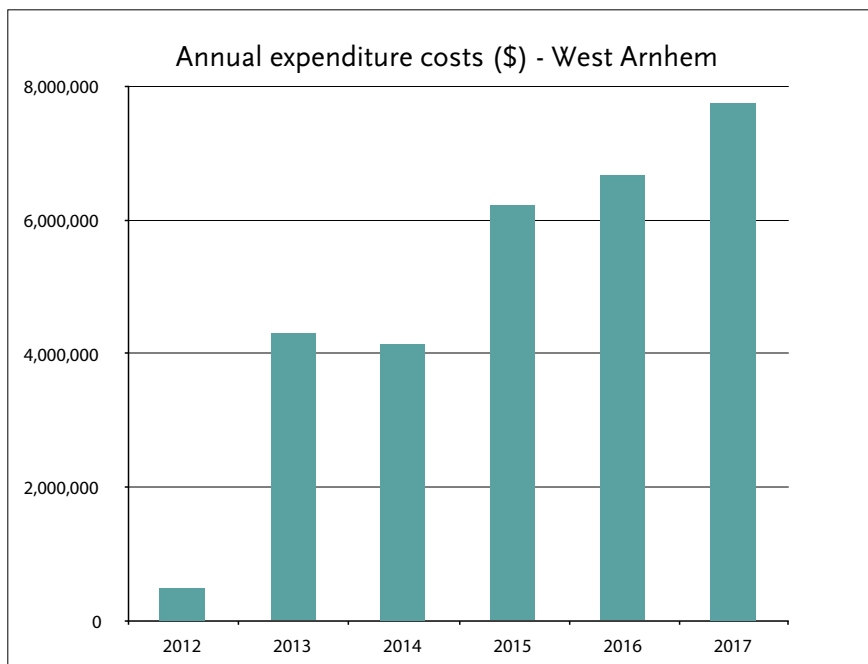
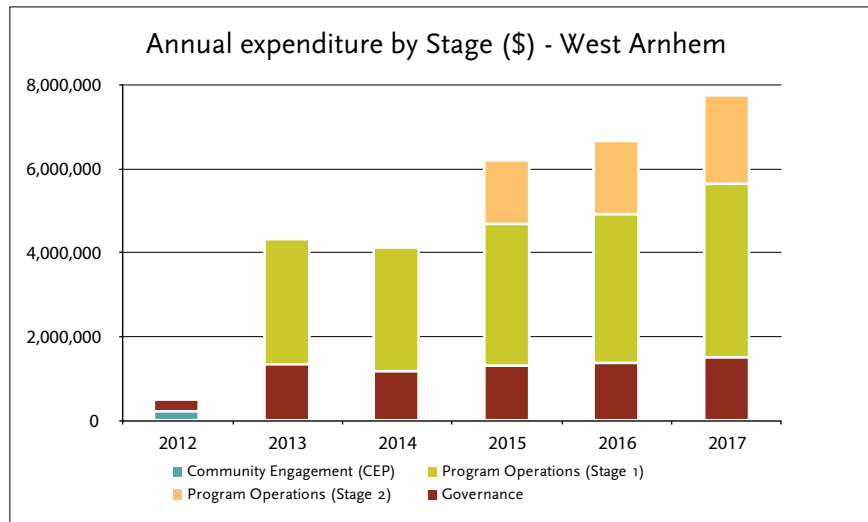
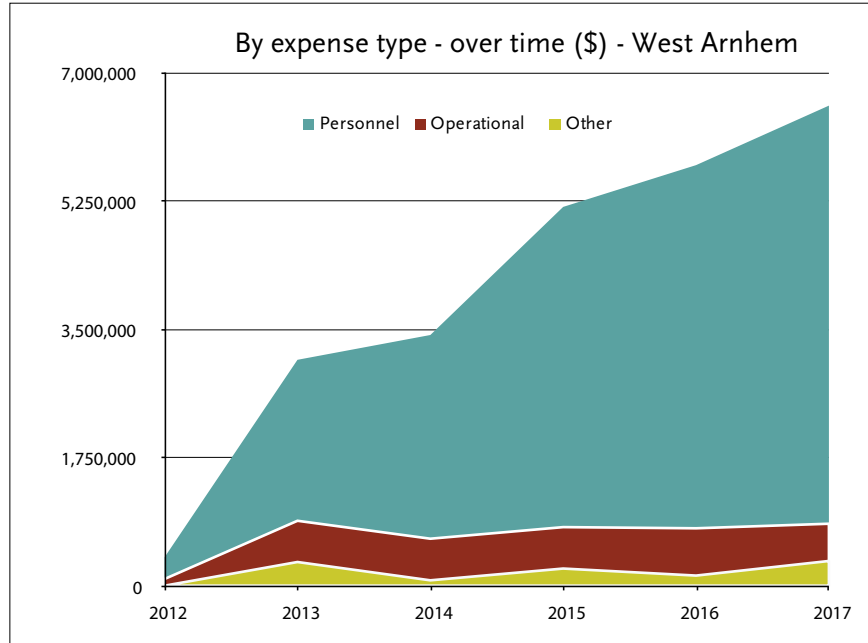


12 December 2011

Appendix G

Detailed Financials





Children's Ground: Budget Forecast: 2012-2017

NOTE: This financial table is read across the double-page spread and continues over several pages.

West Arnhem (Jabiru)

Inflation	0.03
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Operations beginning 2013

TOTAL

	Cost type	Labour type	Stage
COMMUNITY ENGAGEMENT AND PLANNING - WEST ARNHEM (JABIRU)			
PERSONNEL			
Local Community Consultant	Personnel	Local staff position	Project Development (CEP)
Head of Community Engagement and Learning Systems	Personnel	Local staff position	Project Development (CEP)
Project Manager	Personnel	Management	Project Development (CEP)
Community Meeting costs	Personnel		Project Development (CEP)
Infrastructure Assessment and Planning	Personnel	Qualified positions	Project Development (CEP)
Business Plan	Personnel	Qualified positions	Project Development (CEP)
Travel	Personnel		Project Development (CEP)
SUB TOTAL (PROJECT DEVELOPMENT PERSONNEL)			
OPERATIONAL			
Office – lease	Buildings		Project Development (CEP)
Resources	Operational		Project Development (CEP)
SUB TOTAL (PROJECT DEVELOPMENT OPERATIONAL COSTS)			
TOTAL COMMUNITY ENGAGEMENT AND PLANNING			

PROGRAM OPERATIONS - WEST ARNHEM (JABIRU)

STAGE 1

PERSONNEL

Management & Admin

Children's Ground director	Personnel	Management	Program Operations (Stage 1)
Administrative Support Officer	Personnel	Administration	Program Operations (Stage 1)
DataBase/evaluation	Personnel	Qualified positions	Program Operations (Stage 1)
SUB TOTAL (STAGE 1 MANAGEMENT AND ADMIN PERSONNEL)			

Community & Learning Centres

Coordinator - Jabiru Community Centre	Personnel	Qualified positions	Program Operations (Stage 1)
Coordinator - Mudginberri Community Centre	Personnel	Local staff position	Program Operations (Stage 1)
Enterprise Development & Programs	Personnel	Qualified positions	Program Operations (Stage 1)
Programs Officers	Personnel	Local staff position	Program Operations (Stage 1)
Integrated Services & Referral Officers	Personnel	Qualified positions	Program Operations (Stage 1)
Evening Workers Learning Centre Boarding	Personnel	Local staff position	Program Operations (Stage 1)
Extended Hours Coordinator	Personnel	Qualified positions	Program Operations (Stage 1)
Centre Support - Maintenance	Personnel	Local staff position	Program Operations (Stage 1)
Head of Campus - Learning Centre Boarding	Personnel	Qualified positions	Program Operations (Stage 1)
Community Liaison & Devt workers	Personnel	Local staff position	Program Operations (Stage 1)
SUB TOTAL (STAGE 1 COMMUNITY AND LEARNING CENTRE PERSONNEL)			

CEP	Stage 1	Stage 1	Stage 1+2	Stage 1+2	Stage 1+2
2012	2013	2014	2015	2016	2017
480209	4289378	4133132	6199277	6656750	7730093

29,953	o	o	o	o	o
38,833	o	o	o	o	o
45,864	o	o	o	o	o
5,000	o	o	o	o	o
10,000	o	o	o	o	o
50,000	o	o	o	o	o
5,277	o	o	o	o	o
184,926	o	o	o	o	o

o	o	o	o	o	o
9,000	o	o	o	o	o
9,000	o	o	o	o	o
193,926	o	o	o	o	o

o	126,892	130,699	134,620	138,658	142,818
o	54,066	55,688	57,358	59,079	60,851
o	32,864	67,700	69,731	71,823	73,978
o	213,822	254,087	261,709	269,560	277,647

o	87,631	90,260	92,968	95,757	98,630
o	57,430	59,152	60,927	62,755	64,637
o	87,631	90,260	92,968	95,757	98,630
o	54,066	55,688	57,358	59,079	60,851
o	78,639	80,999	83,429	85,931	88,509
o	o	o	172,075	177,237	182,554
o	62,912	64,799	66,743	68,745	70,808
o	51,765	53,318	54,917	56,565	58,262
o	49,440	63,654	131,127	135,061	139,113
o	82,824	85,308	87,867	90,504	93,219
o	612,337	643,438	900,380	927,391	955,213

Operations beginning 2013

TOTAL

	Cost type	Labour type	Stage
Education and Wellbeing			
The Early Childhood Program Coordinator	Personnel	Qualified positions	Program Operations (Stage 1)
Local Training and Workforce Development	Personnel	Qualified positions	Program Operations (Stage 1)
Early Childhood Education Specialists	Personnel	Qualified positions	Program Operations (Stage 1)
Local Early Childhood support workers	Personnel	Local staff position	Program Operations (Stage 1)
Early Childhood Trainees	Personnel	Local staff position	Program Operations (Stage 1)
Family Health and WellBeing Team			
Child and Family Education Workers	Personnel	Local staff position	Program Operations (Stage 1)
Educational psychologist	Personnel	Qualified positions	Program Operations (Stage 1)
Social and Emotional WellBeing counsellor	Personnel	Qualified positions	Program Operations (Stage 1)
Health Promotion (Specialist in Maternal and family Health)	Personnel	Qualified positions	Program Operations (Stage 1)
Aboriginal Health promotion workers	Personnel	Local staff position	Program Operations (Stage 1)
Food Security (incl. local food production)	Personnel	Local staff position	Program Operations (Stage 1)
Nutritionist	Personnel	Qualified positions	Program Operations (Stage 1)
Nutrition workers/cook (centre based)	Personnel	Local staff position	Program Operations (Stage 1)
Specialist/Extended School hours and Holiday program			
Cultural Program – Elders	Personnel	Local staff position	Program Operations (Stage 1)
Cultural Program – Educationalists	Personnel	Local staff position	Program Operations (Stage 1)
TESOL - trained teacher	Personnel	Qualified positions	Program Operations (Stage 1)
Aboriginal Language Teacher	Personnel	Local staff position	Program Operations (Stage 1)
LOTE Asian Languages teacher	Personnel	Qualified positions	Program Operations (Stage 1)
Specialist teachers/Extended School hours and Holiday program			
1 Computer and IT teacher	Personnel	Qualified positions	Program Operations (Stage 1)
1 Music teacher	Personnel	Qualified positions	Program Operations (Stage 1)
1 Creative Arts teacher	Personnel	Qualified positions	Program Operations (Stage 1)
1 Physical education teacher	Personnel	Qualified positions	Program Operations (Stage 1)
1 Volunteer coordinator	Personnel	Local staff position	Program Operations (Stage 1)
Afterschool program workers (covering homework sessions, afterschool hours, weekend sessions and holiday programs along with the identified teachers, and support workers to also assist through school holidays)	Personnel	Local staff position	Program Operations (Stage 1)
Penalty rates provision	Personnel	Local staff position	Program Operations (Stage 1)
SUB TOTAL (STAGE 1 EDUCATION AND WELLBEING PERSONNEL)			
SUB TOTAL (STAGE 1 PERSONNEL)			

PROGRAM COSTS

Community and Learning Centres

Operational - Jabiru & Mudginberri	Operational		Program Operations (Stage 1)
Operational - Learning Centre-Boarding	Operational		Program Operations (Stage 1)
Fit out; upgrade - minor capital	Buildings		Program Operations (Stage 1)
Vehicles	Vehicles & Fuel		Program Operations (Stage 1)

CEP	Stage 1	Stage 1	Stage 1+2	Stage 1+2	Stage 1+2
2012	2013	2014	2015	2016	2017
480209	4289378	4133132	6199277	6656750	7730093

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o	87,631	90,260	92,968	95,757	98,630
o	35,893	36,970	38,079	39,222	80,797
o	78,639	80,999	83,429	85,931	88,509
o	108,131	167,063	229,433	236,316	243,406
o	54,066	55,688	57,358	59,079	60,851

o	108,131	111,375	114,717	118,158	304,257
o	51,142	52,676	54,257	55,884	57,561
o	51,142	52,676	54,257	55,884	57,561
o	123,600	127,308	131,127	135,061	139,113
o	63,864	65,780	67,753	104,679	107,819
o	57,430	59,152	60,927	62,755	64,637
o	43,815	45,130	46,484	47,878	49,314
o	51,765	53,318	54,917	56,565	174,785

o	78,639	80,999	83,429	85,931	88,509
o	78,639	80,999	83,429	85,931	88,509
o	78,639	80,999	83,429	85,931	88,509
o	39,320	40,499	41,714	42,966	44,255
o	39,320	40,499	41,714	42,966	44,255

o	78,639	80,999	83,429	85,931	88,509
o	39,320	40,499	41,714	42,966	44,255
o	39,320	40,499	41,714	42,966	44,255
o	39,320	40,499	41,714	42,966	44,255
o	15,728	16,200	16,686	17,186	17,702
o	103,529	106,635	109,834	113,129	116,523
o	20,600	21,218	21,855	22,510	23,185
o	1,566,264	1,668,940	1,776,367	1,864,551	2,259,963
o	2,392,424	2,566,465	2,938,456	3,061,502	3,492,824

o	61,800	63,654	65,564	67,531	69,556
o	154,500	159,135	163,909	168,826	173,891
o	20,600	10,609	10,927	11,255	11,593
o	72,770	0	0	26,506	54,602

Operations beginning 2013

TOTAL

	Cost type	Labour type	Stage
EARLY YEARS CENTRES AND OFFICE			
Capital			
IT Workstations	Operational		Program Operations (Stage 1)
Vehicles	Vehicles & Fuel		Program Operations (Stage 1)
Office/Class room furniture & Equipment	Operational		Program Operations (Stage 1)
Extended School Hours program equip	Operational		Program Operations (Stage 1)
Operations - EY and Office			
Office Rent	Buildings		Program Operations (Stage 1)
Power and water	Operational		Program Operations (Stage 1)
MV fuel/oil	Vehicles & Fuel		Program Operations (Stage 1)
MV reg; R&M	Vehicles & Fuel		Program Operations (Stage 1)
Teleph	Operational		Program Operations (Stage 1)
Office Supplies	Operational		Program Operations (Stage 1)
EY books and teaching & program resources	Operational		Program Operations (Stage 1)
Allied Health Screening and Educational Materials	Operational		Program Operations (Stage 1)
Specialist educators & EH materials	Operational		Program Operations (Stage 1)
Nutrition Program	Operational		Program Operations (Stage 1)
Travel allowance	Operational		Program Operations (Stage 1)
Professional Development	Operational		Program Operations (Stage 1)
Contingency	Operational		Program Operations (Stage 1)
SUB TOTAL (STAGE 1 OPERATIONS AND CAPITAL)			
TOTAL COSTS: STAGE 1			

STAGE 2

PERSONNEL

Age 6> Learning & Wellbeing Centre

Head of Learning and Wellbeing Centre	Personnel	Management	Program Operations (Stage 2)
Deputy Head (o.8 teaching load)	Personnel	Qualified positions	Program Operations (Stage 2)
Teaching staff (estimated snr)	Personnel	Qualified positions	Program Operations (Stage 2)
Teaching staff (estimated jnr)	Personnel	Qualified positions	Program Operations (Stage 2)
Administration	Personnel	Administration	Program Operations (Stage 2)
Education Assistants	Personnel	Local staff position	Program Operations (Stage 2)
Library Officer p/t	Personnel	Qualified positions	Program Operations (Stage 2)

Family Health and WellBeing Team

Child and Family Education Workers	Personnel	Local staff position	Program Operations (Stage 2)
Educational psychologist	Personnel	Qualified positions	Program Operations (Stage 2)
Social and Emotional WellBeing counsellor	Personnel	Qualified positions	Program Operations (Stage 2)
Family & Individual counsellor	Personnel	Qualified positions	Program Operations (Stage 2)
Health Promotion (Specialist in Maternal and family Health)	Personnel	Qualified positions	Program Operations (Stage 2)

Specialist/Extended School hours and Holiday program

Cultural Program – Elders & educationalists	Personnel	Local staff position	Program Operations (Stage 2)
TESOL - trained teacher	Personnel	Qualified positions	Program Operations (Stage 2)
Aboriginal Language Teacher	Personnel	Local staff position	Program Operations (Stage 2)
LOTE Asian Languages teacher	Personnel	Qualified positions	Program Operations (Stage 2)

CEP	Stage 1	Stage 1	Stage 1+2	Stage 1+2	Stage 1+2
2012	2013	2014	2015	2016	2017
480209	4289378	4133132	6199277	6656750	7730093

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o	o	o	o	o	o
o	6,180	o	3,278	o	3,478
o	61,800	o	o	33,765	104,335
o	10,300	5,305	10,927	5,628	11,593
o	2,060	2,122	2,185	2,251	2,319
o	o	o	o	o	o
o	o	o	o	o	o
o	8,240	8,487	8,742	9,004	6,956
o	24,720	25,462	26,225	27,012	27,823
o	16,480	16,974	17,484	18,008	18,548
o	3,090	3,183	3,278	3,377	3,478
o	10,300	10,609	10,927	11,255	11,593
o	30,900	15,914	16,391	16,883	17,389
o	15,450	7,957	16,391	8,441	17,389
o	15,450	7,957	16,391	8,441	17,389
o	37,492	38,617	39,775	40,969	42,198
o	9,270	9,548	9,835	10,130	10,433
o	9,270	9,548	9,835	10,130	10,433
o	25,750	13,261	27,318	14,069	28,982
o	596,422	408,340	459,382	493,479	643,977
o	2,988,845	2,974,805	3,397,838	3,554,982	4,136,800

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o	o	o	112,565	115,942	119,420
o	o	o	90,260	92,968	95,757
o	o	o	161,999	250,288	343,729
o	o	o	131,562	203,264	279,149
o	o	o	59,999	61,799	63,653
o	o	o	111,375	114,716	177,237
o	o	o	30,000	30,900	31,827

o	o	o	55,688	86,037	118,158
o	o	o	o	54,257	55,885
o	o	o	o	54,257	55,885
o	o	o	o	o	o
o	o	o	o	o	55,885

o	o	o	80,999	83,429	85,932
o	o	o	40,500	41,715	42,966
o	o	o	80,999	83,429	85,932
o	o	o	40,500	41,715	42,966

Operations beginning 2013

TOTAL

Specialist teachers/Extended School hours and Holiday program

1 Computer and IT teacher	Personnel	Qualified positions	Program Operations (Stage 2)
1 Music teacher	Personnel	Qualified positions	Program Operations (Stage 2)
1 Creative Arts teacher	Personnel	Qualified positions	Program Operations (Stage 2)
1 physical education teacher	Personnel	Qualified positions	Program Operations (Stage 2)
Afterschool program workers (covering homework sessions, afterschool hours, weekend sessions and holiday programs along with the identified teachers, and support workers to also assist through school holidays)	Personnel	Local staff position	Program Operations (Stage 2)
Penalty rates provision	Personnel	Local staff position	Program Operations (Stage 2)

SUB TOTAL (STAGE 2 PERSONNEL)

PROGRAM COSTS

6-12 learning centre

Operations	Operational		Program Operations (Stage 2)
Fit out	Buildings		Program Operations (Stage 2)
Vehicles capital	Vehicles & Fuel		Program Operations (Stage 2)
Sub Total (Stage 2 Operations and Capital)			

TOTAL COSTS: STAGE 2

TOTAL COSTS

GOVERNANCE, STANDARDS AND SHARED OPERATIONS

COMMUNITY ENGAGEMENT AND PLANNING (CEP)

Children's Ground Director	Personnel	Management	Governance & Standards
EA/Admin Officer	Personnel	Administration	Governance & Standards
Investment Director	Personnel	Management	Governance & Standards
Director Research & Development & Evaluation	Personnel	Management	Governance & Standards
Accounting/Finance	Personnel	Qualified positions	Governance & Standards
Legal	Personnel	Qualified positions	Governance & Standards
Insurance	Operational		Governance & Standards
Office Rental	Operational		Governance & Standards
Supplies	Operational		Governance & Standards
Board and Advisory Costs	Operational	Management	Governance & Standards
Travel	Operational		Governance & Standards
Operational Costs	Operational		Governance & Standards
Communications	Operational		Governance & Standards
Director Human Resources	Personnel	Management	Governance & Standards

SUB TOTAL (CEP GOVERNANCE AND STANDARDS)

STAGE 1 AND 2 OPERATIONS

PERSONNEL

Children's Ground Director	Personnel	Management	Governance & Standards
EA/Admin Officer	Personnel	Administration	Governance & Standards
Investment Director	Personnel	Management	Governance & Standards

CEP	Stage 1	Stage 1	Stage 1+2	Stage 1+2	Stage 1+2
2012	2013	2014	2015	2016	2017
480209	4289378	4133132	6199277	6656750	7730093

o	o	o	80,999	83,429	85,932
o	o	o	40,500	41,715	42,966
o	o	o	40,500	41,715	42,966
o	o	o	40,500	41,715	42,966
o	o	o	111,375	114,716	118,158
o	o	o	21,855	22,510	23,185
o	o	o	1,332,175	1,660,517	2,010,555

o	o	o	92,882	95,668	98,538
o	o	o	o	o	o
o	o	o	76,546	o	o
o	o	o	169,427	95,668	98,538
o	o	o	1,501,602	1,756,185	2,109,093
193,926	2,988,845	2,974,805	4,899,441	5,311,167	6,245,894

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56,283	o	o	o	o	o
30,000	o	o	o	o	o
42,000	o	o	o	o	o
42,000	o	o	o	o	o
7,500	o	o	o	o	o
5,000	o	o	o	o	o
5,000	o	o	o	o	o
10,000	o	o	o	o	o
2,500	o	o	o	o	o
25,000	o	o	o	o	o
10,000	o	o	o	o	o
5,000	o	o	o	o	o
25,000	o	o	o	o	o
21,000	o	o	o	o	o
286,283	o	o	o	o	o

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o	131,626	150,638	155,157	159,812	164,606
o	67,754	69,787	71,881	74,037	76,258
o	92,754	119,421	123,004	126,694	130,495

Operations beginning 2013

TOTAL

	Cost type	Labour type	Stage
SITE RESOURCES			
Finance Manager	Personnel	Management	Governance & Standards
PR & Communications	Personnel	Management	Governance & Standards
Director Research & Development & Evaluation	Personnel	Management	Governance & Standards
Director Human Resources & Policy	Personnel	Management	Governance & Standards
Community Engagement	Personnel	Qualified positions	Governance & Standards
Evaluation - External	Evaluation	Qualified positions	Governance & Standards

OPERATIONAL COSTS

Insurance	Operational		Governance & Standards
Account/audit	Operational		Governance & Standards
Accreditation and compliance	Operational		Governance & Standards
Legal	Operational		Governance & Standards
Office materials	Operational		Governance & Standards
Print and media	Operational		Governance & Standards
Travel allowance	Operational		Governance & Standards
Board & Advisory Costs	Operational	Management	Governance & Standards
Communications & IT	Operational		Governance & Standards
Database Development	Operational		Governance & Standards
Operational expenses - fuel, R&M, IT & Phones,	Operational		Governance & Standards
Rent (Melbourne)	Buildings		Governance & Standards

MINOR CAPITAL

Vehicles	Vehicles & Fuel		Governance & Standards
Office set up	Buildings		Governance & Standards

SUB TOTAL - GOVERNANCE AND STANDARDS STAGE 1 AND 2

TOTAL GOVERNANCE, STANDARDS AND SHARED OPERATIONS COSTS

CEP	Stage 1	Stage 1	Stage 1+2	Stage 1+2	Stage 1+2
2012	2013	2014	2015	2016	2017
480209	4289378	4133132	6199277	6656750	7730093

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o	104,349	119,421	123,004	126,694	130,495
o	41,714	68,745	88,510	91,165	93,900
o	104,349	119,421	123,004	126,694	130,495
o	104,349	119,421	123,004	126,694	130,495
o	41,714	85,932	88,510	182,330	187,800
o	77,250	0	81,955	0	86,946

o	13,390	20,688	28,411	29,263	30,141
o	33,990	35,010	36,060	37,142	38,256
o	97,850	0	0	0	0
o	9,785	10,079	10,381	10,692	11,013
o	6,180	6,365	6,556	6,753	6,956
o	41,200	42,436	43,709	45,020	46,371
o	48,410	49,862	51,358	52,899	54,486
o	58,195	59,941	61,739	63,591	65,499
o	15,450	15,914	16,391	16,883	17,389
o	146,260	30,130	31,033	31,964	32,923
o	14,626	15,065	15,517	15,982	16,462
o	19,467	20,051	20,653	21,272	21,910

o	20,085	0	0	0	11,303
o	9,785	0	0	0	0
o	1,300,532	1,158,327	1,299,836	1,345,583	1,484,199

286,283	1,300,532	1,158,327	1,299,836	1,345,583	1,484,199
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