*\*this plan is currently a pre-designed draft document, once finalised it will be sent to City’s Marketing Department to be City-branded.*

**Our MEYP Themes 2022-2025**

**Strategic Direction 1 -Healthy Caring and Inclusive Community**

*1.2- Deliver health and community initiatives that are culturally sensitive and accessible across life stages*

*1.3- Foster and embrace community connectedness*

Health and Wellbeing priority: Increasing healthy eating, increase active living and improving mental wellbeing and social connectedness

**Strategic Direction 4 – High Performance Council and organisation**

*4.2- Communicate and engage effectively with our community to understand their needs and advocate on their behalf*

Health and Wellbeing Priority: Improving mental wellbeing and social connection

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**Demographic profile**

**TOTAL POPULATION – FROM 2016 TO 2036:**

• 274 647 in 2022

• 298 716 in 2026

• 361,014 in 2036

**IN 2022:**

* 17260 children aged 0 to 4 years, 6.28 per cent of Greater Geelong’s population – which is the fourth largest municipality of children in Victoria, – expect 5522 more children by 2036

• 17 541 children aged 5 to 9 years, 6.39 per cent of Greater Geelong’s population – expect 5335 more children by 2036

• Suburbs which are expected to increase by more than 100 children of 0–4yrs by 2036 are:

* Armstrong Creek
* Marshall and Charlemont
* Lovely Banks and Batesford
* Bell Post Hill
* Mt Duneed
* Curlewis
* Leopold
* Lara
* Geelong South (Drumcondra)
* Herne Hill and
* Fyansford.

NB: The following data will be updated when current 2021 Census data becomes available.

**Aboriginal and Torres Strait Islander population**

One percent of the municipal population identify as Aboriginal and Torres Strait Islander through the Australian Bureau of Statistics census.

The census is usually regarded as showing less than the numbers who live in the municipality. There has been a significant increase from 1,789 in 2011 to 2,411 in 2016.

(Source: <https://profile.id.com.au/geelong/assistance>)

**Culture and Language Diversity**

There is a lot of variation in the social and economic circumstances of people living in Greater Geelong. We need to consider these differences when planning for services.

Almost 80 per cent of the community are Australian born, with the United Kingdom, India, New Zealand, Italy and China the main birthplaces outside of Australia.

Other than English, the most common languages spoken at home include Italian, Croatian, Mandarin, Persian/Dari and Macedonian. Mandarin and Persian/Dari are the non-English spoken languages that have seen the largest growth in the last five years within the community.

(Source: <https://profile.id.com.au/geelong/assistance>)

**Family types in 2016**

* There were 31,365 people living in couple families with dependents (43.1 per cent of households).
* There were 11,767 people living in one parent families, with dependents (16.2 per cent of households).
* There were 977 people living in other families (1.3 per cent of households).

(Source: <https://profile.id.com.au/geelong/assistance>)

**What the data tells us:**

* When children in our region started full-time school in 2015, 17.8 per cent were ‘developmentally vulnerable’ in one or more areas. The Victorian and Australian averages are higher (19.9 per cent and 22 per cent respectively), however this figure still equates to 5,364 children who are vulnerable in our region. (www.aedc.gov.au)
* In 2011, the rate of children aged 0–17 years in out-of-home care in Greater Geelong was 6.3 per cent (per 1000 children), which was higher than the Victorian average of 4.6 per cent.(www.data.vic.gov.au)
* In 2011, the rate of children aged 0–17 years on Child Protection Orders in Greater Geelong was 7.9 per cent (per 1000 children), compared to 5.2 per cent in Victoria. (www.data.vic.gov.au)
* In 2014, 15.7 per cent of children in Greater Geelong are reported to have difficulty with speech and language, compared to 13.9 per cent in Victoria. (Outcomes for Victorian Children at School Entry, DET, 2016)
* In 2014, 93.6 per cent of students reported meeting national standards in literacy in year 3, in comparison to 94.6 per cent in Victoria. (www.data.vic.gov.au)
* In 2014, 14.2 per cent of parents reported being concerned about the behaviour of their children, in comparison to 12.6 per cent in Victoria. (Outcomes for Victorian Children at School Entry, DET, 2016)
* In 2016, 207 children aged 0 to 4 years of age (1.4 per cent), and 660 children aged 5 to 9 years of age (4.6 per cent), needed help in their day-to-day lives due to a disability. These percentages are slightly higher than the Melbourne average; 1.1 per cent and 3 per cent respectively. (<https://profile.id.com.au/geelong/assistance>)

**Greater Geelong: Clever and Creative future Community Aspirations**

**At the heart of our community’s vision for Greater Geelong to be recognised regionally, nationally, and internationally as a clever and creative city region are a series of aspirations developed by the community. The following three aspirations are of particular relevance to our plan**



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**Our Community Plan 2022-2025 Related Strategic Priorities**

|  |  |  |  |
| --- | --- | --- | --- |
| **IF WE** | **BY** | **IT WILL RESULT IN** | **AND LEAD TO** |
| **Provide quality early-childhood services that prepare children to achieve their full potential** | Undertaking early years workforce planning with a focus on gender inclusiveness and building workforce capacity through mentoring, coaching, and upskilling. Facilitating more shared opportunities for learning – ie DFFH Family Services, Community Child Health, Barwon Alliance, DET Compact | A contemporary, skilled vibrant workforce providing high quality child centred programs to our community - More opportunities for collaboration, innovation, and responsive practice | INCREASED EMPOWERMENT AND COMPETENCE |
| **Build capacity of parents/carers through education and support** | Planning and facilitating the delivery of parent support programs i.e Regional Parenting sessions, New Parent groups, Supported Playgroup, Sleep settling and feeding support sessions, and family support services | Families feeling supported in their parenting journey - More emphasis on active living and health optimisation in the early years being embraced by parents and the community |
| **Reimagine the image of the child** | Providing opportunities for their voice to be included in planning and evaluation and giving insight into what is meaningful to them | Children actively having agency in their own learning and experiences |
| **Ensure that service provision is based on key themes of early years research and data to guide program development and implementation** | Focusing on current data (eg Growing up in G21, Australian Early Development Census) targeted planning and decision making reflects current trends and better supports children and families within our municipality. | A culture of research and evaluation as a basis for ongoing planning and delivery of responsive services that have a meaningful impact for children and families - More efficient and targeted work practices providing greater opportunities to respond to identified needs | EVIDENCE BASED DECSION MAKING AND OUTCOMES |
| Promoting a key focus on mental health and wellbeing, active living, and promoting a healthy start to life | Better outcomes for positive health and wellbeing of children in our municipality  |
| Better co-ordination and sharing of data sources | A robust service system and cycle of continuous improvement |
| **Continue to support a culture of collaboration with key stakeholders to enable a more responsive service system** | Embed a culture of collaboration and partnership across early years services including, Family Support Agencies, Child Protection services, The Orange Door, Community Health services and Inclusion Support services. | A service system where expertise is shared, resources are situated appropriately, and data is collected to support service planning and decision makingAll service levels benefiting from shared information knowledge and resources to streamline transitions for children | SENSE OF COMMUNITY & CONNECTION |
| Work to collaborate with key stakeholders around School Readiness funding  | Increased opportunities for collaborative projects |
| Continuing to maintain early years’ service mapping and developing our understandings of gaps and opportunities within the municipality  | Easier access to information for service providers to understand service provision across the municipality and minimise duplication |
| Building infrastructure that supports collaborative (integrated) service delivery (ie Our place, Barwon nth), including maintenance and refurbishment of facilities to meet the growing needs of communities. | Co-location of services is embedded as part of Council’s broader infrastructure planning. |
| **Promote children’s safety and minimise risk of harm** | Embrace the intent of the Child Safe Standards, Child Information Sharing, Family Violence Information Sharing and implementation of the Multi-agency Risk Assessment Framework | A consistent and coherent understanding across our services on practice and process | SAFETY AND SUPPORT |
| Embedding a culture of child safety within our organisation and develop a holistic vision of child safety as a community responsibility | A community that has a strong commitment to child safety as a collective responsibility.  |
| Implementing trauma awareness and informed practice ie attachment theory, best practice outcomes | Practice that provides authentic support and comes from trauma informed theory |
| **Children with the highest need are identified and offered support** | Prioritising early identification of developmental concerns and strengthening referral pathways and consider barriers faced by families and children who may face disadvantage (ie Early Help)Strengthening communication between stakeholders and families to develop better promotion of services  | Families receiving individual support in the quickest possible time and with more streamlined referral and access processesEarly identification is a priority and supported within the service system | BETTER TARGETED SUPPORTS |
| Improving access, participation and engagement through supporting mechanisms that promote information sharing to better plan for the wellbeing of children in out of home care through active collaboration with DHHS. Community Service organisations, DET, MCH, Kindergarten and Early Childhood services. | Children utilising Out of Home Care will receive individually designed support to help meet their specific needs |
| **Early childhood services are designed with families to be culturally safe and responsive** | Leading in the provision of high-quality information, and support which values and celebrates cultural, linguistic, and social diversity. | Greater understanding, empathy and inclusiveness for staff, families, and community | ENRICHED LIVES & SHARED KNOWLEDGE |
| Committing to developing our understanding of Aboriginal and Torres Strait Islander cultural history and engaging with organisations and families to ensure our services are safe and responsive to their cultural needs | Increased access to early childhood services by Aboriginal and Torres Strait Islander families |
| Collaborating with Aboriginal and Torres Strait Islander organisations as respectful allies | Increased opportunities in shared delivery of culturally appropriate programs. |
| Promoting and supporting the navigation of our service system for culturally and linguistically diverse families | Increased access to early childhood services by culturally and linguistically diverse families |
| **Early childhood services are equitable, accessible, and inclusive** | Implementing the City’s social equity framework including gender equity to underpin policies processes and decision makingConsider how the service provision meets unique family needs  | More inclusive early childhood settings that enable all children and families to be supported to participate fully through creating an authentic sense of belonging. | INCLUSION & COMMUNITY ENGAGEMENT |
| Ensuring those who have challenges with accessibility are supported to enrol in early years services ie better promotion and enrolment processes | An easier transition into services for families, ensuring all children have access to high quality programs and services |