



# The State of Children in the Gympie Region 2020



**GYMPIE REGION  
LOCAL LEVEL ALLIANCE**  
Collective Impact in Action



# Acknowledgements

This document has been compiled and produced by the Gympie Region Local Level Alliance (LLA). The LLA is delivered in the Gympie region through a partnership between Gympie Community Place, Act for Kids, and the Department of Child Safety, Youth and Women. Local Level Alliances are responsible for identifying the family support services communities need and how those needs can be met. The alliances are a key element of the Queensland Government's Family and Child Connect services and are designed to ensure all families are supported with an integrated mix of services that respond to local needs and issues.

Data specific to the Gympie region local government area is not always readily available. For the purpose of this report, specific data has been provided by Queensland Health, Children's Health Queensland, the Department of Education, Australian Early Development Census (AEDC), and the Department of Child Safety, Youth and Women. We greatly appreciate the assistance provided by these agencies in providing this data.

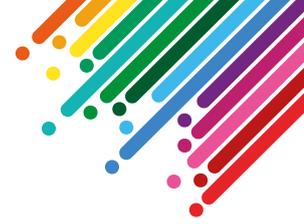
This report was adapted from Logan Together's *The State of Logan's Children and Young People* report. The continued guidance and support provided by Logan Together has been invaluable to the work of the Gympie region LLA.

Photographs and stories in this report have been provided by several local programs and groups. They showcase the impact of collaboration and demonstrate the goodwill within the Gympie region. Thank-you especially to the staff and families at Kids Bizz Tin Can Bay, Little Kids Day Out, Books4Kids, Gympie Regional Council and Early Childhood Teachers Association (ECTA) for allowing us to use your photographs.

Thanks go to Gympie Regional Council for funding for graphic design support allocated through their Community Assistance Grants, and to Rachel Rolfe (Graphic Designer) for her contribution to this report and other LLA material.

We respect and acknowledge the Traditional Custodians of the Gympie region, the Kabi Kabi First Nation people (also known as Gubbi Gubbi), and the Butchulla and Wakka Wakka people of the greater Gympie region. We pay respect to Elders past and present for they hold the memories, the traditions, the culture and hopes of Australia's first people. We acknowledge all Aboriginal and Torres Strait Islander people who live in, work in, and contribute to the Gympie region.





# Contents

Acknowledgements .....	2
Contents .....	3
List of Figures .....	5
List of Tables .....	5
About the Gympie Region Local Level Alliance .....	7
Executive Summary .....	8
Data at a Glance .....	10
Our Report Card .....	11
Our Story so Far .....	12
Our First Report .....	12
Data Walk .....	12
Domestic and Family Violence .....	12
Our Approach .....	12
Working Groups .....	14
Reading with Children .....	14
Maternal and Child Health .....	14
Reaching Families .....	15
Family Support Collective .....	16
Gympie-Cooloola Partnerships Against Domestic and Family Violence .....	17
Other Networks and Partnerships .....	18
Mutually Reinforcing Activities .....	18
Are We Making A Difference? .....	20
A Pathway for Child Development .....	21
Influencing Factors .....	22
Detailed Data .....	23
Context .....	23
Towns and Localities .....	23
Population .....	23
SEIFA .....	24
Perinatal factors .....	25
Pregnancy .....	26
Birth .....	27
Early Childhood .....	28
Reading at Home .....	28
Attendance at ECEC or similar .....	29
Immunisation .....	29
Schooling .....	30
Ready to Start School .....	30

- Students with Disability ..... 30
- Schooling Type ..... 31
- ICSEA Data ..... 32
- AEDC Data – the five domains ..... 32
- Age Eight and Beyond ..... 39
  - NAPLAN ..... 39
  - School Attendance ..... 39
  - Retention Rates ..... 40
- Child Safety ..... 40
- Family, Community and Other Social Influences ..... 40
  - Family Composition ..... 40
  - Level of Schooling ..... 41
  - Year 12 Outcomes ..... 41
  - Families with no parent working ..... 41
  - Unemployment ..... 42
  - Other data about children in the Gympie Region ..... 42
- Regional Australia Institute – Regional Competitiveness Index ..... 42
- Services and Facilities for Kids and Families ..... 43
  - Playgroups ..... 43
  - Other Supports for Children and Families ..... 44
- Parenting Support ..... 46
  - The Early Years Family Hub ..... 46
  - Parenting programs ..... 46
  - Support for parents, children and families ..... 46
  - Library ..... 46
- Activities ..... 47
  - 50 Things to do before 5 ..... 47
- Final Thoughts ..... 48
- Feedback ..... 49
- Coronavirus Postscript ..... 49
- Appendixes ..... 50
  - Appendix 1: Perinatal data tables ..... 50
  - Appendix 2: Early childhood tables ..... 53
  - Appendix 3: Australian Early Development Census (AEDC) ..... 55
  - Appendix 4: Schooling data ..... 58
  - Appendix 5: Child Safety Data ..... 65



## List of Figures

Figure 1: Structure .....	7
Figure 2: What we are tracking .....	8
Figure 3: Key data items .....	9
Figure 4: Our report card .....	11
Figure 5: Our approach .....	13
Figure 6: Gympie Region Map .....	23
Figure 7: Low birth weight .....	27
Figure 8: AEDC Developmentally Vulnerable Children .....	38
Figure 9: Playgroups .....	43
Figure 10: NAPLAN Assessment Scale .....	61

## List of Tables

Table 1: Influencing Factors .....	22
Table 2: SEIFA IRSD for Gympie (R) small area data and benchmark areas .....	25
Table 3: Attendance in a pre-school program in the year prior to entering primary school – 2018 a comparison of AEDC profile areas .....	29
Table 4: Immunisation rates 2018 .....	29
Table 5: Home-school registrations .....	31
Table 6: Schools x ICSEA Quartile .....	32
Table 7: Children’s Vulnerability by Locality within the Gympie region – 2018 AEDC .....	38
Table 8: Year 3 NAPLAN 2018 National Minimum Standard .....	39
Table 9: Year 3 NAPLAN 2018 Upper Two Bands .....	39
Table 10: Highest level of school 2016 .....	41
Table 11: Families with no parent working .....	41
Table 12: Regional Competitiveness Index Comparisons .....	42
Table 13: Maternal age statistics by year of collection for Gympie LGA and QLD .....	50
Table 14: Mums smoking in pregnancy, by year of collection, Gympie LGA and Qld .....	50
Table 15: Antenatal care .....	50
Table 16: Perinatal statistics BMI, by year of collection, for Gympie LGA and QLD .....	51
Table 17: Babies by birth weight, mothers area of residence, 2014 and 2017 calendar years .....	51
Table 18: APGAR scores at one minute, 2017 calendar year .....	51
Table 19: APGAR score at five minutes, 2017 calendar year .....	51

Table 20: Births by gestation weeks, 2014 and 2017 calendar years .....	52
Table 21: Births by Patient flows – mothers area of usual residence, Qld, 2017 .....	52
Table 22: Early childhood education and care service enrolments, 2018 Gympie LGA .....	53
Table 23: Early childhood education and care service enrolments, 2018 Queensland .....	53
Table 24: Kindergarten enrolments 2018 Gympie .....	54
Table 25: Kindergarten enrolments 2018 Queensland .....	54
Table 26: AEDC 2018 FIVE DOMAINS .....	55
Table 27: AEDC Vulnerable on one or more domain, vulnerable on two or more domains 2018 .....	56
Table 28: AEDC Vulnerability on one or more domains, vulnerability on two or more domains, smaller profile areas .....	56
Table 29: AEDC Transition indicators 2018 .....	57
Table 30: Count of full-time students with a verified EAP Disability by major disability category .....	58
Table 31: State School Enrolments .....	58
Table 32: Capped Apparent Retention Rates, State Schools Gympie LGA, All Schools Queensland, Australia .....	59
Table 33: NAPLAN Results 2018, Gympie LGA, Queensland and Australia by year level and strand .....	59
Table 34: Year 3 NAPLAN Results by School within Gympie LGA .....	62
Table 35: Year 12 Schooling .....	64
Table 36: 2018 ICSEA Gympie LGA Schools .....	64
Table 37: Notifications requiring an investigation, by substantiated outcome, by age grouping, Gympie Child Safety Service Centre, year ending 31 December 2018 .....	65
Table 38: Children subject to ongoing intervention, by ongoing intervention type, order length, and child age grouping, Gympie Child Safety Service Centre at 31 December 2018 .....	65



# About the Gympie Region Local Level Alliance

We know many children in the Gympie region are thriving. However, we also know that some children experience vulnerabilities and face big challenges as they start school. Across the Gympie region, around 70% of children start school ready to reach their potential. The Gympie Region Local Level Alliance (LLA) wants to do better.

The LLA has a long term, whole of community vision to create the best start for every child in the region. We are using collective impact – a place-based approach that recognises the unique strengths, barriers and opportunities of our community – to join up our efforts to address complex social issues facing children and families and to achieve lasting change.

Our cross-sector leadership group involves representatives from all levels of government, NGOs and local networks who have responsibilities for supporting children. We established working groups that help develop and implement practical, on the ground strategies to create change: the Family Support Collective; the Reading with Children Working Group; and a Reaching Families Team.

## Gympie Region Local Level Alliance

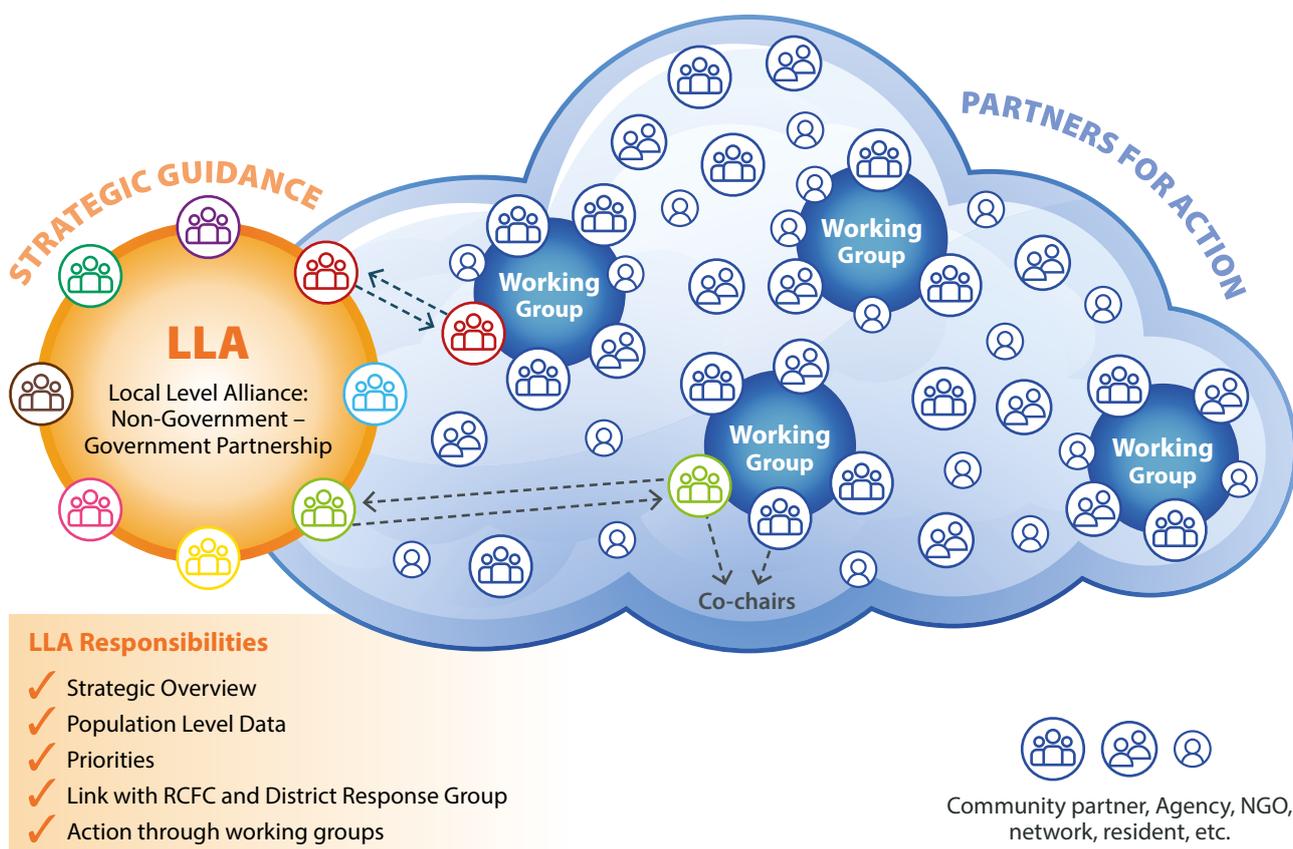


Figure 1: Structure

We know that by working together with a shared vision, and aligning efforts and resources we can make change happen. Our goal is to improve outcomes for all children across the region and ensure that every child receives the support and care they need through each stage of childhood.

We have a focus on children from birth to eight years because the early years of a child's life have a significant influence on later success and wellbeing. We know it will take some time for lasting change to occur. We are tracking results across various stages of childhood to see if we are making a difference. This report updates *The State of Children in the Gympie Region 2017* report.

# Executive Summary

*The State of Children in the Gympie Region 2020* follows on from our first report, released in 2017. As part of our collective impact approach, we use data to inform our action areas and to see if we are making a difference. This report contains the latest available data. Data comes from a number of sources, across a range of indicators, to see how children in the Gympie region are faring.

## What we are tracking

### Parents ready to have kids:

- Age of parents: Fewer young parents
- Education of parents: Increase in completion of Year 12
- Employment of parents: Increase in parents employed prior to parenting.

### Children born healthier:

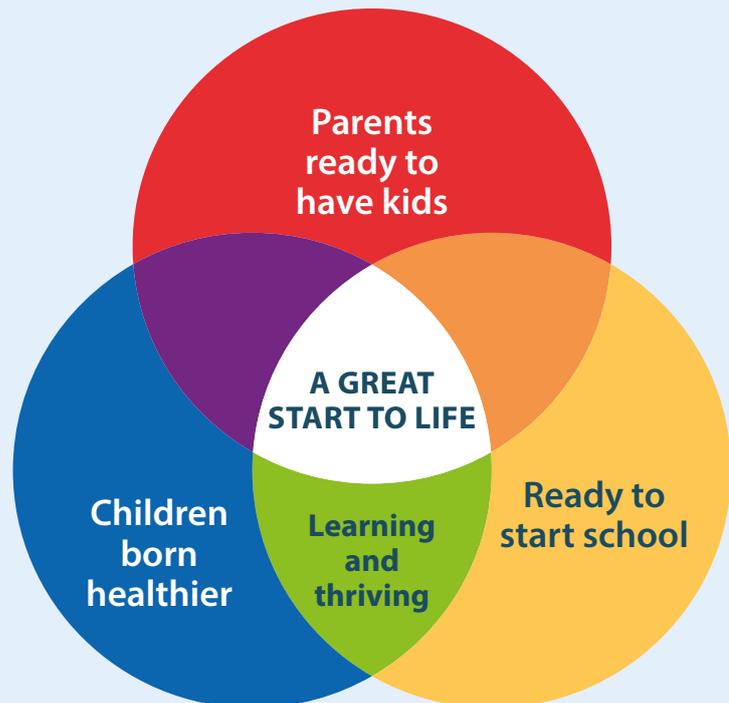
- Healthy lifestyle habits in pregnancy: reduced rate of smoking
- Adequate antenatal care
- Birth weight of bub.

### Ready to start school:

- Children are read with at home
- Children are fully immunised
- Learning through play
- Children accessing quality early learning education.

### Learning and thriving:

- Children ready to start school (AEDC)
- NAPLAN
- Attendance.



**Figure 2: What we are tracking**

While the majority of children in the Gympie region are doing well, around 8-12% of children fall below accepted benchmarks (see [Figure 3: Key data items](#)). The detailed data (in the body of the report and in the appendixes) indicates children in particular parts of the region are more likely to experience vulnerability due to concentrated social disadvantage.

This report shows how our children are faring when compared to Queensland and Australian data.

Our Report Card (see [Figure 4](#)) shows areas where we are doing well, where we are making progress and where we still need to improve.

# Key Data 2020

The Gympie Local Level Alliance is committed to improving outcomes for children in the Gympie region. We are partnering with community members, government departments and services to develop whole-of-community and place-based responses so that every child in our community can receive the support and care they need through each stage of childhood.

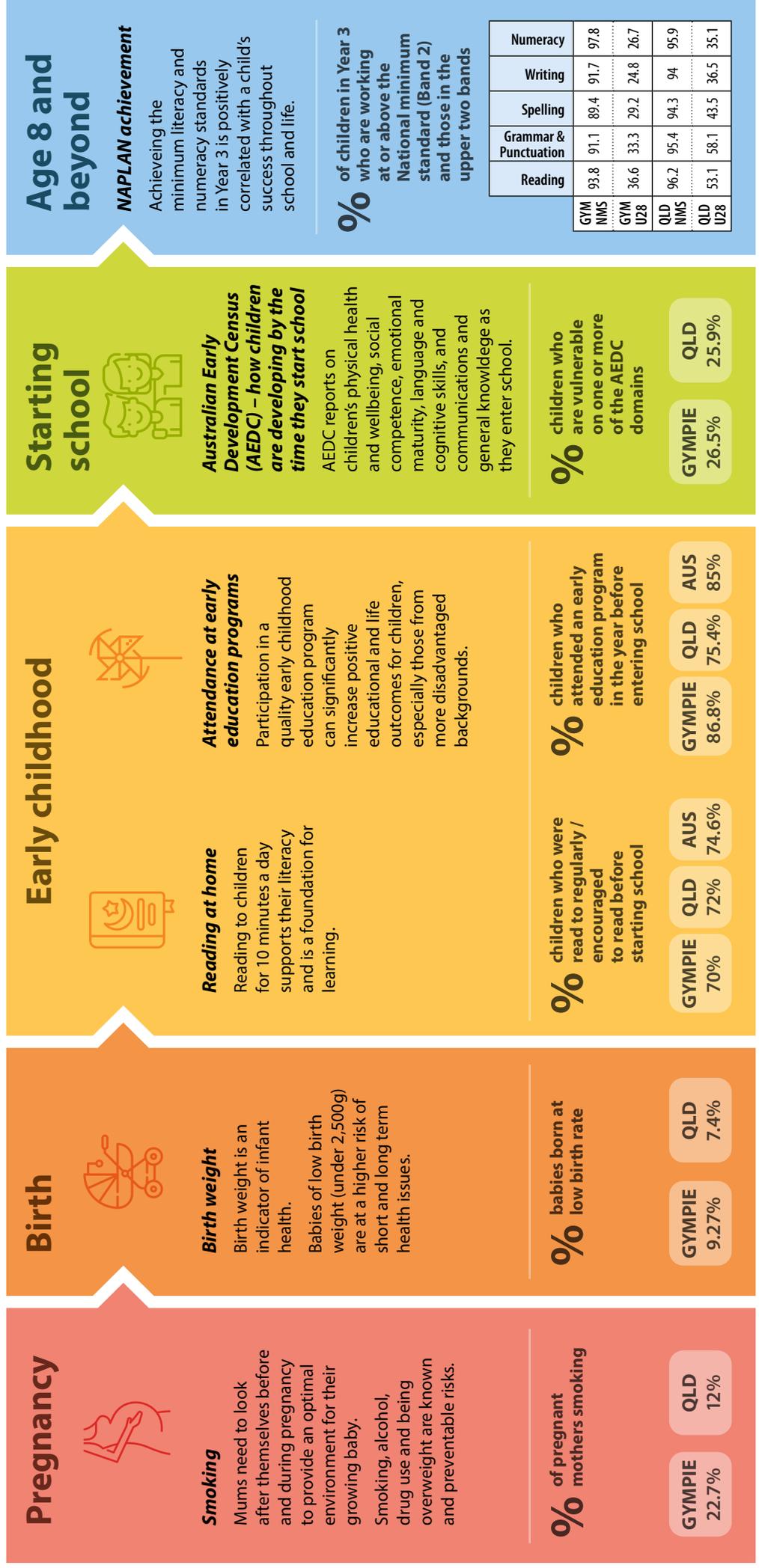


Figure 3: Key data items



# Data at a Glance



**29.5%** of mums were under 25 years of age. Gympie LGA has a much higher percentage of young mums than Queensland (**18.4%**) (Qld Health).

---



**48.9%** of mums were overweight or obese during pregnancy (Qld Health).

---



Nearly one in five mums smoke in pregnancy (**22.7%**).  
This is a significantly higher rate than Queensland (**12%**) (Qld Health).

---



**77.9%** of mums attended the recommended eight or more antenatal visits.  
**21.5%** attended seven or fewer visits (Qld Health).

---



**90.2%** babies were born between 37-41 weeks gestation.  
**9.8%** babies were born prematurely (Qld Health).

---



**9.2%** of babies in the Gympie region were born with a low birth weight (under 2500g).  
This is a higher proportion than for Queensland (**7.4%**) (Qld Health).

---



**94.3%** children are fully immunised at age 5 (Qld Health).

---



**70%** of children were read with regularly at home before school age (AEDC).

---



**86.6%** of children attended preschool/kindergarten program in year before school (AEDC).

---



**71.5%** of children are on track with their physical health and wellbeing starting school (AEDC).

---



**73.3%** were on track for emotional maturity when they started school (AEDC).

---



**80.4%** were on track language and cognitive skills when they started school (AEDC).

---



**72.7%** were on track with their communication skills and general knowledge (AEDC).

---



**68.9%** were on track for social competence (AEDC).

---



**26.5%** Vulnerable on one or more domain (AEDC).

---

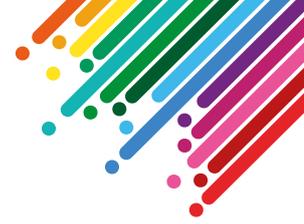


**15.5%** Vulnerable on two or more domains (AEDC).

---



**36.6%** of children are in the upper two bands of Year 3 Reading (QLD **53.1%** , Aus **53.2%**).  
Over **93%** are at or above the National Minimum Standard (NAPLAN).



# Our Report Card

Target area	2017 State of Children report data	Current available data	Progress made
Smoking in pregnancy	22.5%	22.7%	X
Young parents (u19)	10.5%	6.4%	✓
Maternal healthy weight range	48.9%	43.1%	X
Attended recommended antenatal visits	Not available	77.9%	—
Low birth weight of bub	6.5%	9.2%	X
Read with at home before school age	62.2%	70%	✓
Attended preschool program in year before school	72.6%	86.8%	✓
On track physical health and wellbeing starting school	66.4%	71.5%	✓
On track emotional maturity starting school	70.7%	73.3%	✓
On track language and cognitive skills	76.5%	80.4%	✓
On track communication skills and general knowledge	75.1%	72.7%	X
On track social competence	67.7%	68.9%	✓
Vulnerable on one or more domain AEDC	30.4%	26.5%	✓
Vulnerable on two or more domains AEDC	16.3%	15.5%	✓
Above minimum national standard Year 3 NAPLAN	94%	93%	X
Top 2 bands in Year 3 NAPLAN	32.4%	30.1%	X

Figure 4: Our report card



# Our Story so Far

## Our First Report

The first *State of Children in the Gympie Region* report, produced in 2017, brought together available data about children to provide a snapshot of childhood development. It provided an initial set of benchmarks for the LLA collective impact initiative. The initiative aims to improve the health, development, safety and wellbeing of every child in the Gympie region. The data gave us a starting point for measuring child wellbeing in the community. The data revealed a number of benchmarks where the Gympie region showed significant differences to Queensland and Australian figures.



These included:

- A higher percentage of children who were vulnerable on one or more of the Australian Early Development Census (AEDC) domains.
- A lower percentage of children attended a quality early learning program in the year before school starts.
- A significantly higher rate of children who were not read to at home before starting school.
- A significantly higher rate of smoking during pregnancy.
- A lower proportion of children who are achieving in the upper two bands in NAPLAN.

## Data Walk

A team of local leaders from across the health, education, family support and the broader community sectors undertook a data walk to determine priority areas for action. The two significant data points selected were a) reading with children and b) rates of smoking during pregnancy. A further factor, the isolation that families experience across the region was also considered something worthwhile to work on.

The group identified that collaborative work to: a) increase the number of children read with regularly before they start school; b) improve child and maternal health outcomes; and c) address social isolation, could deliver significant improvements. Working groups were formed.

## Domestic and Family Violence

Gympie-Cooloola Partnerships Against Domestic & Family Violence is a network of services who have been working together for many years to prevent and respond to domestic and family violence in the Gympie region. In November 2017, Gympie-Cooloola Partnerships Against Domestic & Family Violence formally became a working group of the LLA in order to align their work with other endeavours supporting children and families for collective impact.

## Our Approach

In our first report we said we recognised we were tackling complex problems. Also known as 'wicked problems' these are problems that have no simple solution. We outlined the approach we would take in order to achieve change in the benchmarks for all children in the Gympie region. This is what we said we wanted to do to move forward for every child ...



# Moving forward for every child

## OUR APPROACH

### WE'LL FOCUS ON EVERY CHILD FROM BIRTH TO AGE 8

We'll work towards improving population level indicators. It's important to us that every child has the opportunity to reach their potential.



### WE'LL USE A COLLECTIVE IMPACT APPROACH TO GET ORGANISED

Everyone has a role to play in achieving a shared vision for Gympie's children.

Community groups, government and NGO partners, the business community and individual families and citizens are all important to this process.

### BEST RESEARCH AND DATA



We'll make decisions and track changes based on the best available research about child development and the strongest evidence about what works. We'll use detailed data about our community to focus on the right things in the right places.

### WE'LL WORK TOGETHER



Gympie region has a long history of collaboration and has many productive and like-minded groups. We will work alongside these groups towards our shared vision. We can build a plan for action that will connect the voices of local leaders, local experts, the community and families.



### RELATIONSHIPS MATTER

Relationships matter. People matter. We will work on developing productive relationships with partner organisations and other collaborations in the Gympie region.

### WE'LL PUT THE COMMUNITY AT THE CENTRE

It has to be about our region, our values, what we want to achieve and what works for us. We have a proud and resilient community with many strengths and a lot of energy. We have local networks, knowledge and experience and we will value and build on what is already here.

Figure 5: Our approach



## Working Groups

Working groups allow people with a common interest in a particular area to develop and implement practical, on the ground strategies. They bring together practitioners, agencies, groups and members of the community who are genuinely interested in making change in a particular area.

### *Reading with Children*

Research shows that the frequency of reading with children at a young age has a direct causal effect on their school outcomes regardless of their family background and home environment. Just ten minutes a day can have a significant impact. When the Reading with Children Working Group formed, the data showed only 62.2% of Prep students were being read with regularly at home in the years before they started school. With our local data falling significantly below the rate for Queensland (71.8%) and Australia (75.1%) (AEDC, 2015), we knew that reading with children was one aspect of child development where we could have an impact.

The goals of the working group are to increase the number of children who are read with before they start school and to improve literacy outcomes through a collaborative approach involving early learning centres, schools, Gympie Regional Council (GRC) and its libraries, health and family support programs, the Early Years Hub and the broader community.

The working group developed an action plan and started to share data. They coordinate and promote programs to support reading with children, including Gympie Regional Libraries' First Five Forever and 1000 Books B4 School, and the Dolly Parton Imagination Library. The group also collected local data via a parent/carer survey to explore the frequency of reading with children in the early years, parental attitudes and experiences with reading, and things that get in the way. The results indicate that 77% of parent/carers were reading with their children in the first year of their child's life and 65% of parents read with their child on most days. This left 35% who read with their child at a frequency of once or twice a week or less, which is something that we'd like to change. The results were collated in the 2018 *Reading With Children Survey Report* available through the Gympie LLA.

The working group has developed several exciting initiatives and projects including:

- The *Growing Gympie Kids* Facebook Group which now has over 650 members;
- *Books4Kids* – a community book swap and storytelling initiative at Gympie Central shopping centre;
- *What's on For Kids Under 5* (see [page 45](#)).



### *Maternal and Child Health*

Health is a complex system for families to navigate. Throughout 2018, we held several community meetings to look at perinatal and early childhood data for the region, and to seek a commitment from stakeholders towards aligning effort and moving forward collaboratively.



We were fortunate to have the involvement of Dr Jayne Clapton who helped us map the significant organisations, agencies and institutions across the region that families come into contact with over various life stages. Through this workshop, we compared the experiences within an ordinary family life to those of a complex family life. Matters that tend to make family life more complex include: socio-economic hardship; social isolation and access to transport; challenges around the health and mental health of parents as well as children; significant developmental delays or disability; significant drug use; exposure to domestic and family violence; engagement with the child protection system; exposure to trauma; and grief and loss.

A number of issues emerged that require further consideration including:

- Where are the gateway points for interventions? (e.g. often a GP);
- What is the health literacy of people with complex family lives and what is their knowledge of, and preparedness for, professionalised intervention? (e.g. issues about support, decision making and self-determination);
- We often talk of health literacy, but is there also a need to look at 'service literacy'? (e.g. How do people know about the services available to them? How do they gain referral and access to services?);
- Does the service system, and the corporate structures of some intervention agencies, fit well with place-based service delivery and localised decision making? (e.g. how large agencies make 'place-based' decisions); and
- Should we be looking beyond just therapeutic interventions and, in addition, look at whole-of-life wellbeing?

Further opportunities for collaboration between the health and community sector were paved in 2019 with the 'A Good Start to Life Workshop' facilitated by the Central Queensland, Wide Bay, Sunshine Coast Primary Health Network (PHN). With a 'Good Start to Life' identified as a priority area in the joint PHN – Sunshine Coast Hospital and Health Service (SCHHS) Integrated Care Strategy this workshop brought together representatives from Gympie Regional Council, the LLA, and hospital and health services to look for gaps and opportunities.

We welcomed participation by our health partners in community-based events throughout 2019 including at the Little Kids Day Out, Child Safety Family Fun Day and Healthy Play events. These efforts support making new connections to services for families.

### *Reaching Families*

The Reaching Families Working Group formed through consultation within the community sector around the barriers faced by families with young children when accessing support services. The geographical (and social) isolation experienced by families, hard edges of service providers, and families who are reluctant to engage in support were identified as areas to concentrate on. It was broadly accepted that opportunities to hear the voices of families were often lacking in planning and service delivery models and needed to be addressed. Along with considering best practice and research, we have set challenges amongst existing service providers to remove 'hard edges', we have been inspired by guest speakers, and we've trialled some new local initiatives designed to connect with families earlier.

Pop Up Play was a fun, soft entry program for families with young children. Auspiced by Gympie Community Place and funded over a six-month period by the Queensland Government the program trialled non-traditional entry connection points such as playgrounds, family friendly venues and shopping centres. Using a hospitality approach, where families are valued and served, the program provided the opportunity to showcase a more family-friendly approach to engagement. Our hospitality approach was an intentional strategy to welcome strangers within a context where acceptance and generosity are prioritised and trust is generated. In being hospitable with others, individuals' strengths are acknowledged

and differences are respected. Our hospitality approach utilises our sense of place, our vitality and our strengths to support others, address vulnerability, and collectively make a difference. The program also incorporated action research so that we could learn from the experiences of our local families and identify points of resilience and strength within the smaller communities of the Gympie region.

Following on from the success of Pop up Play, in 2019 a new program we call 'Healthy Play' was developed in partnership with PHN. Healthy Play, also based on the hospitality approach, involves mobile play sessions, education sessions, and pre-screening facilitated by an experienced social worker. The program aims to support child development and school readiness for vulnerable families in the region. Healthy Play seeks to connect vulnerable families who have difficulty accessing health services with appropriate health and allied health providers. The program runs in locations frequented by families with young children, offering friendship, developmental play activities, pre-screening, short term allied health services, assistance with navigation of the health and social service systems and group education sessions.



### Family Support Collective

The Family Support Collective (FSC) provides an avenue for Family and Child Connect (FaCC) and key family and support agencies to use case coordination to determine the most appropriate supports for vulnerable families. The FSC also provides an opportunity to identify gaps in the provision of support for families that can be fed directly to the LLA. The FSC has eight core members who meet fortnightly.

The FSC continues to identify systemic concerns and challenges and where possible develops local solutions. Some systemic concerns identified so far include: the number and complexity of referrals; increased challenges with housing availability and affordability (including a significant number of families living in cars and tents); and the need to find accommodation arising from domestic violence.



The FSC partnered with the Queensland Family and Child Commission (QFCC) and local schools to bring the Talking Families Schools Initiative to the Gympie region. The Talking Families initiative aims to normalise help-seeking behaviour among parents. QFCC research showed many parents worried about being judged if they struggled with parenting and they avoided telling others outside their family. In



June 2019, Wolvi State School became the first Talking Families School in the region. Plans are in place to approach other schools and early education centres across the region.

A family fun day for Child Protection Week was hosted in September 2019. The aim of the fun day was to raise awareness and promote the message that protecting children is everybody's business. The event was held on a Saturday at Gympie Central shopping centre. Free activities for families included a petting zoo, clown show, balloon artists, face painters, entertainment and performances, 15 activity stations, cultural workshops, competitions and prizes. Five hundred children participated. The event was co-funded by the shopping centre and a Child Protection Week grant, auspiced by Community Action Inc.



### *Gympie-Cooloola Partnerships Against Domestic and Family Violence*

The Gympie-Cooloola Partnerships Against Domestic and Family Violence has worked collaboratively for many years to prevent and respond to domestic and family violence. With the inclusion of family and domestic violence as part of the LLA agenda, this network became a working group of the LLA. This step helped to align the domestic and family violence reforms at the local level and deliver a more connected and integrated service system for people affected by domestic and family violence. Our approach recognises that domestic and family violence is everyone's concern and supports the development of whole-of-community responses.

Combining the efforts and resources of service providers, government agencies and the community, the group has delivered sector training, developed new resources and initiatives to respond to domestic violence, and organised community events to raise awareness. The group meets monthly.

In May 2019 the group hosted the annual Domestic and Family Violence Prevention Month walk down Mary St. Many businesses in Mary St had agreed to display the new community resource, *'What can I do to help Someone Affected by Domestic and Family Violence?'* on their front counters for the month of May. During the walk, the resources were hand-delivered to participating businesses. The event also included performances at the Mary St Amphitheatre including the One Billion Rising dancers and Domestic Violence Prevention Cupcakes.

The group also developed a new brochure for the Court Support program to de-mystify the process around protection orders. These brochures are now supplied to anyone asking about applying for a protection order at the court registry. Police have also been encouraged to give these out when serving respondents.

Safe and Together Training for agencies in the community was delivered during October-November 2019. The Safe and Together Model is an internationally recognised suite of tools and interventions designed to help child welfare professionals become domestic violence-informed.

The group is working with the Primary Health Network to develop an education strategy for GPs around best practice in the diagnosis, treatment and referral for strangulation within a domestic violence context.



## Other Networks and Partnerships

In the region there are a number of long-standing networks and collaborations within the community sector. Existing networks include the Cooloola Human Services Network (CHSN), Cooloola Disability Interagency Network, Gympie Youth Network, Cooloola Aboriginal Services Inc, Cooloola Regional Group of Early Childhood Teachers Association (ECTA), the Principals' Alliance, Learners Action Group Gympie (LAGG) and the Collaboratives (health). These are the networks that can help make a difference for every child.



Source: The 2019 Early Years Forum hosted by Gympie Regional Council and LLA. Photo supplied.

## Mutually Reinforcing Activities

We are seeing wonderful things happening across the region as we start to join up our efforts and resources. Here are a few of the many beautiful place-based initiatives and partnerships that have developed to improve outcomes for kids!



LEFT: The 'A' Game.

At the Gympie Region Early Years Forum, Dr Jayne Clapton challenged early years educators, schools and community members with an 'A Game' to highlight the benefits of outdoor play.



**ABOVE:** First Five Forever joined with Kids Biz Tin Can Bay to provide storytelling at their Beach Kindy program.  
Photo supplied by Kids Bizz Tin Can Bay.



**ABOVE:** Books4kids at Gympie Central Shopping Centre has strengthened partnerships between the corporate sector, early learning centres and the community. Magic happens! During one session, a four-year-old child, who had not attended an early education program and was due to start school within a year, met the staff of an early learning centre at a storytelling session. He was enrolled in a kindy program the next day.  
Photo supplied by Books4kids.

**BELOW:** The Little Kids Day Out (LKDO) is a locally organised, free event for children, held annually at the Gympie Civic Centre and surrounding grounds. The event connects parents and carers with local services and provides around 80 activities, info booths and entertainers. Nearly every local school, early learning centre and organisation supporting children in the region is involved. The LKDO event attracts approximately 3000 attendees.

Photo supplied by All Aboard Gympie Region.





## Are We Making A Difference?

“

*Being aware of services provided by others in our area and working collectively enriches the work we all do and helps guide us in the best possible direction.*

”

Kim Walters, LKDO Coordinator

“

*Intentional collaboration between all services and key stakeholders across our community and beyond, has driven change to enable us all to best support and service our most valuable and at times most vulnerable assets, our young children 0-5 and their families in the Gympie and surrounding areas.*

”

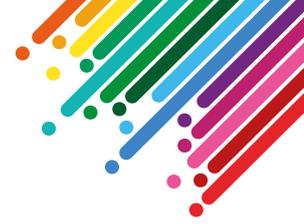
Lori McPherson, Deputy Principal

“

*The LLA has been very supportive of our new role as ECEI Partner in the Community for NDIS. The networking, partnerships and collaboration has been invaluable.*

”

Raelene Ensby  
Community Engagement Officer BUSHkids



# A Pathway for Child Development

A lot of research has been done showing which factors influence, both positively and negatively, a child's development. In order for all our children to thrive, there are a number of factors that we want to go well. 'Doing more' of the factors that have a positive influence on our children that is at the centre of our approach.

AGE/ STAGE	WHAT WE WANT TO GO WELL	INFLUENCES
<b>Pre-conception</b> 	<ul style="list-style-type: none"> <li>Prospective parents have capability to develop and apply parenting skills and child development knowledge and enjoy social and emotional wellbeing.</li> <li>Parents have completed education and work or will have work in the future.</li> <li>Parents have relatively healthy lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to parenting knowledge and life skills in adolescence and early adulthood.</li> <li>Completion of Year 12, especially for women.</li> <li>Experience of work.</li> <li>Risk factors include long-term unemployment, poor mental health and lifestyle habits – such as drug and alcohol misuse and smoking.</li> </ul>
<b>Pre-birth</b> 	<ul style="list-style-type: none"> <li>Baby grows well in womb and is born at the right time and at a healthy weight.</li> </ul>	<ul style="list-style-type: none"> <li>Mum's health and safety, nutrition and lifestyle.</li> <li>Significant risk factors are obesity, smoking, alcohol and drug use.</li> </ul>
<b>0-1 year</b> 	<ul style="list-style-type: none"> <li>Child's brain development, bond of attachment with one or more adults, early communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Child's nutrition and safety, nurturing parenting, amount of close contact with one or more adults, amount of kind talking and attention from adults.</li> <li>Parents' mental health very important.</li> </ul>
<b>1-3 years</b> 	<ul style="list-style-type: none"> <li>Child explores world safely as a toddler, takes risks and learns from mistakes.</li> <li>Language and early literacy skills develop, resilience, problem solving and emotional regulation develop.</li> </ul>	<ul style="list-style-type: none"> <li>Positive parenting, social connections, physical activity and learning through play, exposure to kind talking and lots of reading.</li> <li>Significant risk factors include harsh discipline, low levels of brain stimulation and reading, and exposure to toxic stress.</li> </ul>
<b>3-5 years</b> 	<ul style="list-style-type: none"> <li>Child explores world safely through play and becomes school ready.</li> <li>Language and literacy skills and basic numeracy concepts develop.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at kindergarten program and a positive home learning environment.</li> <li>Late detection of developmental or health vulnerabilities creates barriers.</li> </ul>
<b>5-8 years</b> 	<ul style="list-style-type: none"> <li>Positive attitude towards learning, ability to make friends.</li> <li>Child is happy in self and has self-worth</li> <li>Child attends school regularly and develops literacy and numeracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>School attendance and a positive learning environment at home.</li> <li>Major risk factors include poor nutrition, untreated health vulnerabilities and instability and exposure to toxic stress at home.</li> </ul>



Table 1: Influencing Factors

# Influencing Factors

The positive influencing factors, those we want to go well, are outlined in the table below.

	Pre-conception	Pregnancy	Newborn	Age 1	Age 3	Age 5	Age 8
Parents have or have had employment				Breastfeeding if possible for six months or more			
Parents have completed Year 12 or equivalent				Screening and early detection of hearing, sight, speech issues leads to right support			
Mum is physically and mentally well so can provide vital care role					Child is physically active	Child fully immunised	
No smoking, drinking, or drugs during pregnancy			Baby develops strong attachment with at least one adult		Child has positive adult role models in addition to parents		
			Parents have child development knowledge and are confident in their role as first teachers				
			Family has social and community connection e.g. playgroup, sport				
			Kind attention, talking and play with parents builds language competence				
			Regular reading at home develops early literacy and language skills and boosts learning				
			Quality early childhood care		Attends quality accredited early childhood program before entering school		
							School attendance is a priority – every day counts

## ACROSS LIFE COURSE



### KEY

- Early learning
- Family and parenthood
- Health and wellbeing – child
- Health and wellbeing – family
- Safety
- Schooling
- Social connection



# Detailed Data

## Context

The Gympie Region, as referred to in this report, encompasses the entire local government area. We cover a large and diverse geographical area spanning some 6,898 square kilometres. The region comprises the City of Gympie and its many surrounding smaller towns and communities. It includes the Cooloola Coast communities to the east, the Mary Valley to the south, north to Curra, Gunalda and Theebine, and west to Kilkivan and Goomeri.

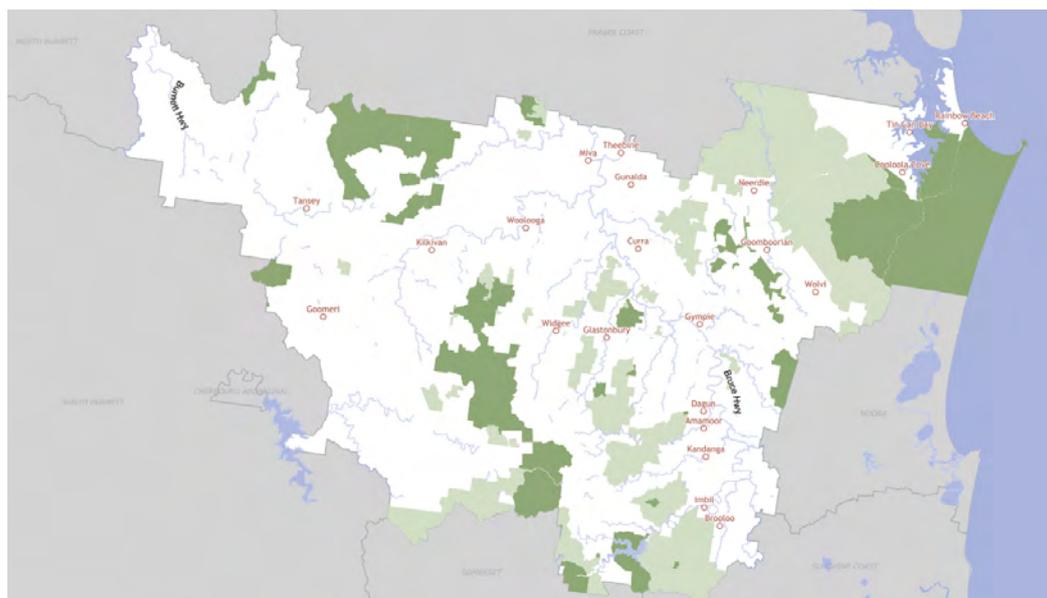


Figure 6: Gympie Region Map

Source: <https://maps.gympie.qld.gov.au/>

## Towns and Localities

In addition to the major population centre of Gympie, and the towns of Goomeri, Imbil, Kilkivan, Rainbow Beach and Tin Can Bay, townships and localities within the Gympie region include Amamoor, Araluen, Barambah, Bollier, Boonara, Brooloo, Carters Ridge, Chatsworth, Cinnabar, Cooloola Cove, Corella, Curra, Elgin Vale, Glastonbury, Glen Echo, Goomboorian, Gunalda, Jones Hill, Kandanga, Kinbombi, Miva, Monkland, Neerdie, Mothar Mountain, Tansey, The Dawn, Theebine, Veteran, Victory Heights, Widgee, Wolvi, Wooloolga, Woondum and surrounds.

It can be difficult to obtain data for the whole Gympie LGA due in part to the changes in the boundaries of the local government area itself over the years and also to the uncommon boundaries used by agencies that collect data (e.g. Health, Education, Child Safety). We have attempted to provide data at the SA3 level (the local government area) and we have used SA2 units when appropriate.

## Population

In 2018, the Gympie region had an estimated population of 51,586 people<sup>1</sup>. The region has seen a gradual increase of around 1.4% per year since 2008. This is slightly below the 1.7% growth rate for Queensland. The region's population is expected to increase to around 60,000 by 2041.

The population by age data indicates that young people, aged 0-14 years make up 18.5% of the population (Qld: 19.6%). This includes 2,844 babies and pre-schoolers (0-4), 3,241 children aged between 5-9 years and 3,360 young people in the 10-14 age group.

1 Unless stated otherwise population data is drawn from the Queensland Government Statistician's Office: Queensland Regional Profiles: Resident Profile: Gympie (R) LGA

Gympie region's age profile differs significantly from Queensland in the 25-44 age range (Gympie: 19.5% Qld: 27.3%) and in the 65+ age range where the region has 23.1% of the population in this group while for Queensland this figure is only 15.4%. This is reflected in the region's median age of 46.6, which for Queensland is 37.3.

Within the Gympie region, 8% of people (all ages) have a profound or severe disability requiring assistance with at least one core activity (self-care, mobility or communication). This is considerably higher than the rate for Queensland (5.2%.) This figure includes 381 young people (0-14) with a severe or profound disability.

Of the families in the region, 34% were couples with children, 17.8% were one-parent families, and 47.2% were couples with no children. Compared to Queensland, the region has a slightly higher percentage of one-parent families (Qld: 16.5%) and a lower percentage of couple families with children (Qld: 42.5%).

Of concern is the proportion of families with children under 15 with no parent working. For the Gympie region this was 24.8% of families with children under 15, while for Queensland this was 13.8%. This figure includes parents who are unemployed or not in the labour force.

Aboriginal and Torres Strait Islander people made up 3.6% of the population (1,771 persons). This shows a slight increase from 2.5% in 2011. Of this group, 1,598 people identified as Aboriginal, 103 identified as Torres Strait Islander and 69 identified as both. There are 853 Aboriginal and Torres Strait Islander children and young people in the Gympie region, which equates to 7% of all children and young people (Children's Health Queensland).

80.1% of the population was born in Australia (Qld: 71.1%). 3.7% of people were born in a non-English speaking background country, which is lower than for Qld (11.1%).

The most common countries of birth for female parents were Australia 74.7%, England 5.6%, New Zealand 2.8%, Germany 0.9% and Scotland 0.8% (Census, 2016).

The rate of homelessness in the Gympie region (50 per 10,000 persons) was considerably higher than for Queensland (45.6 per 10,000 persons).

## SEIFA

Socio-Economic Indexes for Areas (SEIFA) is a summary measure of the social and economic conditions of geographic areas across Australia. SEIFA, which comprises four indexes, is generated by the Australian Bureau of Statistics (ABS) from Census data. The Index of Relative Socio-Economic Disadvantage (IRSD) ranks geographical areas across Australia in terms of their relative socio-economic disadvantage. The index, derived from 2016 Census data, draws on factors such as low-income earners, relatively lower education attainment, high unemployment and dwellings without motor vehicles. Low index values represent areas of most disadvantage and high values represent areas of least disadvantage. The Queensland Treasury has generated state-based quintiles (five ranges with 20% of the population in each) to allow comparison across geographical areas within the state. The quintiles range from 1 (most disadvantaged) to 5 (least disadvantaged).

Of significance for this report is that the Gympie Region has zero percent (0.0%) of the population in quintile 5 (least disadvantaged) (Qld: 20%) and 46.1% in the most disadvantaged quintile (Qld: 20%). Further, the region has 82.3% of the population in the two most disadvantaged quintiles (Q1: 46.1% Q2: 36.2%) and only 2.2% of the population in the two least disadvantaged quintiles (Q5: 0.0% Q4: 2.2%).

The table below shows the Gympie region, as a whole, and each of the smaller areas within the region, have rankings lower than South East Queensland, Queensland and Australia. Areas with a higher or equivalent ranking to Regional Queensland include The Palms, Chatsworth and Goomboorian. The areas of most disadvantage are Gympie, Curra and Tin Can Bay, all with scores in the 800s.



The percentile column is an indication of each locality's ranking against others in Australia. A higher number indicates greater socio-economic advantage. For instance, Gympie Region's percentile of 13 indicates that approximately 13% of Australia's suburbs and localities have a ranking lower than this (more disadvantaged) while 87% have a higher ranking (less disadvantaged).

Although it is not appropriate to make direct comparisons between figures from one census period to another, it is interesting to look at the rankings over time. While factors such as our age profile (greater proportion aged over 65 and lower proportion of prime working age) do have an impact, the region continues to face challenges.

Table 2: SEIFA IRSD for Gympie (R) small area data and benchmark areas

AREA	2011 index	Percentile	2016 index	Percentile
South East Queensland	1,016.3	55	1014.6	54
Australia	1,002.0	47	1001.9	46
<b>Queensland</b>	<b>1,001.5</b>	<b>47</b>	<b>996.0</b>	<b>43</b>
The Palms – Pie Creek and District	994.4	43	990.8	40
Chatsworth – Tamaree and District	986.9	39	982.1	35
Goomboorian – East Deep Creek and District	986.7	39	979.7	34
<b>Regional Queensland</b>	<b>986.3</b>	<b>39</b>	<b>981.0</b>	<b>34</b>
Amamoor – Kandanga and District	973.8	33	973.0	31
Imbil – Traveston and District	919.0	15	951.4	22
Veteran – North Deep Creek and District	958.6	27	949.7	21
Widgee – Lower Wonga and District	939.4	21	940.9	19
Southside	957.4	27	925.2	15
<b>Gympie Regional Council area</b>	<b>928.7</b>	<b>18</b>	<b>919.0</b>	<b>13</b>
Monkland – Mothar Mountain and District	911.6	14	901.7	10
Kilkivan – Goomeri and District	922.0	16	900.6	10
Cooloola Cove – Rainbow Beach and District	911.7	14	895.7	9
Curra – Gunalda – Corella	873.5	8	869.4	7
Gympie	880.4	9	863.8	6
Tin Can Bay – Toolara Forest	871.6	8	854.5	6

Source: <https://profile.id.com.au/gympie/seifa-disadvantage-small-area>

## Perinatal factors

Perinatal data is routinely collected across Australia. Perinatal refers to the period before birth (from 20 weeks of pregnancy) to around a month after birth. It includes data relating to the mother, such as demographic characteristics, factors relating to the pregnancy, labour and birth, and data items relating to the baby, including birth status, sex and birthweight. Research shows that certain characteristics of mothers and their child during this period can predict later development outcomes for the child. The perinatal tables are included in [Appendix 1](#) to this report with highlights included below.

## Pregnancy

A good start to life begins before conception and is influenced by the mother's health and wellbeing (before and during pregnancy), adequate antenatal care and a safe delivery at full term.

### MATERNAL AGE

Maternal age is a known risk factor for obstetric and perinatal outcomes. Adverse outcomes are more likely to occur with younger (under 20) and older (over 35) mothers.

Nationally, the number of teenage mothers (under 20) is decreasing. The percentage of mothers aged 19 and under living in the Gympie region (6.4%) remained higher than Queensland (3.4%) in 2017, despite both areas showing small decreases in comparison to the 2014 data. The percentage of mums under 25 years in Gympie (29.5%) was significantly higher than Queensland (18.4%). See Table 13 in [Appendix 1](#) for further detail on maternal age.

### SMOKING

Mums' health, before and during pregnancy, is known to influence outcomes for babies. A healthy mum provides an optimal environment for their growing baby. Smoking, alcohol and drug use during pregnancy are known, and preventable, risk factors for bub. Pregnancy complications and poorer perinatal outcomes are associated with these factors.

In the Gympie region, 22.7% of mums are known to smoke during pregnancy. This is a much higher rate than Queensland (12%).

**This figure continues to be of concern and is something that warrants further investigation.**



**OUR CHALLENGE: What would it take to reduce the rate of smoking in the region, and in particular to reduce the rate of smoking during pregnancy?**

Refer to Table 14 in [Appendix 1](#).

### ALCOHOL AND OTHER DRUG USE

Alcohol and drug use during pregnancy can adversely affect foetal development and growth and can result in miscarriage, stillbirth, small birth size, premature labour, addictions and Foetal Alcohol Spectrum Disorder (FASD). Additionally, parental drug and alcohol misuse after a baby's birth can adversely inhibit basic care, supervision, safety and the development of strong parent-child relationships. Pre-pregnancy is a great time to make changes.

Recent data pertaining to maternal alcohol and drug use within the Gympie region was not available at the time of this report. However, 2017 data showed that around 94% of Gympie region mums were screened for drug and alcohol use during pregnancy. If the data for mother's smoking is used as a proxy indicator for drug and alcohol use during pregnancy it would appear likely that parental drug and alcohol misuse during pregnancy for mothers in the Gympie region would also be at a higher rate than the Queensland average.

### ANTENATAL CARE

Accessing routine antenatal care, beginning in the first trimester, is associated with positive maternal and child health outcomes. The Australian Antenatal Guidelines (AHMAC 2012) recommends that the first antenatal visit occur within the first ten weeks of pregnancy and that first-time mothers, with an uncomplicated pregnancy, attend ten visits (seven visits for subsequent uncomplicated pregnancies). In the Gympie region 77.9% of mums attended eight or more antenatal visits (2017). 21.5% of mums attended seven or fewer visits. See Table 15 in [Appendix 1](#).



## MATERNAL WEIGHT

Body Mass Index (BMI) is the measure of body fat based on a person's weight in relation to their height ( $\text{kg}/\text{m}^2$ ). Studies show that maternal overweight and obesity increase the risk of pregnancy and delivery complications. Losing weight before becoming pregnant is the best way to decrease problems caused by obesity.

In the Gympie region 48.9% of mums were overweight or obese compared to 43.2% of mums in Queensland. The high percentage of mothers affected by increased weight issues indicates that this is an area which requires further attention.

While being overweight during pregnancy presents risks, so too does being underweight. When mum is underweight, there is an increased possibility of restricted foetal growth and low birth weight. Underweight babies are at risk of several early life complications such as hypothermia, low blood-sugar, feeding difficulties or viral infections. See Table 16 in [Appendix 1](#) for detail of the BMI of mothers in the Gympie region in comparison to Queensland.

## Birth

### BIRTH WEIGHT

Birth weight is an indicator of infant health, and healthy birth weight is a positive contributing factor for a healthy start to life. Babies born under 2500g are considered 'low birth weight' and at higher risk than normal birth weight babies across a range of health issues. Weight and size gains are very good indicators of health in newborns. Monitoring of baby's weight and size in the first few months of life is undertaken at routine health checks. A baby who is growing well is considered to be generally healthy, while poor growth can be a sign of problems. In pregnancies where the birth weight is predicted to be low, or there may be complications with the pregnancy, mums from the Gympie region are referred out of the Gympie area for ante-natal care and birthing. The primary location is the Sunshine Coast University Hospital (SCUH) at Kawana where specialist services are available.

Between 2014 and 2017, there has been a decline in the proportion of babies born with a healthy weight in the Gympie region. In 2017, 9.2% of babies in the Gympie region had a low birth weight under 2500g. The percentage of low birth weight babies in this region is higher than Queensland at 7.4%. (see Figure 7 below). There are a number of factors that might contribute to this including obesity rates and smoking during pregnancy. Anecdotally we have heard that some pregnant women are receiving mixed messages around birth weight and may engage in actions (e.g. smoking) that are likely to result in a low birth weight baby in the mistaken understanding that this will make for an easier labour. Further investigation of these anecdotal reports may be warranted.

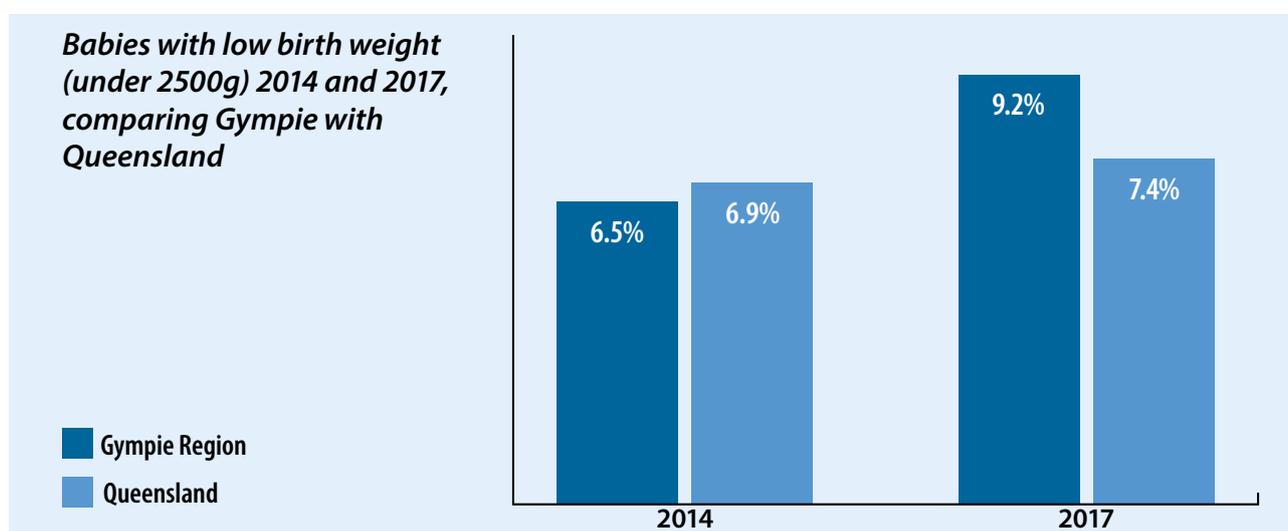


Figure 7: Low birth weight

## APGAR

The APGAR score is a simple assessment performed on a newborn baby at one and five minutes after birth. The one-minute test determines how well the baby tolerated the birthing process while the five-minute score tells how well the baby is doing outside of the womb. The test examines the baby's breathing effort, heart rate, muscle tone, reflexes and skin colour and can determine whether the baby needs additional medical assistance. The total APGAR score ranges between 1 to 10, with higher scores reflecting that the baby is doing well. Scores 7 and above are considered normal.

For the Gympie region 92.2% of babies had APGAR scores of seven or more in 2017 at the one-minute test. This was higher than the Queensland rate of 90.6%. At the five-minute APGAR test, 98.4% of babies in the Gympie region had scores of seven or more, similar to the Queensland rate of 97.2%. See Tables 18 and 19 in [Appendix 1](#).

## PREMATURE BABIES

Births before 37 weeks gestation are associated with a higher risk of adverse neonatal outcomes. Babies born prematurely may face increased risk of infection, have immature lungs or other organs, decreased muscle tone or stiffness which can hinder the development of normal movement, fine movement difficulties, visual and hearing difficulties and other developmental delays (in *Outcomes For Premature Babies*, 2006, NSW Health). In the Gympie region (by mother's usual area of residence), 9.8% of babies were born prematurely, which was similar to Queensland at 9.3%. Refer to Table 20 in [Appendix 1](#).

## BREASTFEEDING

Current best practice guidelines recommend infants are breastfed exclusively to around six months of age with breastfeeding continued to twelve months and beyond. Solid foods are introduced around six months.

96.3% of babies in the Gympie region were breastfed in birth episode, which is higher than the Queensland (94.6%). 94.8% were being breastfed in the 24 hours before discharge from hospital, which is higher than Queensland (92.9%).

# Early Childhood

## *Reading at Home*

Reading to children from birth supports early literacy and is a foundation for learning through life. Research shows that the more words parents use when speaking to an infant, the greater the size of their child's vocabulary at age 3. Data about reading with children is collected every three years in the Australian Early Development Census as one of the school transition indicators. In 2018, 70% of children in the Gympie region were read with regularly at home before starting school. This remains lower than Queensland (72%) and Australian (74.6%) figures. However, the data for the Gympie region shows a significant improvement from 62.2% in 2015. The transition to school data relating to reading with children is included in [Appendix 3](#).

In 2018 the Gympie LLA *Reading With Children Working Group* surveyed 140 parents of young children from the region to dig a bit deeper into the frequency of reading with children in the early years, parental attitudes and experiences, and things that get in the way. The results showed that 100% of those surveyed had children's reading books at home and around 77% were reading with their children in the first year of their child's life. Of the factors that got in the way of reading with their children, parents told us that they were too busy (29.29%), too tired (23.57%) or had different/competing priorities (10%). Another interesting finding was that only 65% of parents read with their child on most days. This left 35% who read with their child at a frequency of once or twice a week or less.



The value of programs such as *First Five Forever* and *1,000 Books B4 School* which are delivered by Gympie Regional Council, Rotary’s *Dolly Parton Imagination Library* and the LLA *Books4Kids* initiative encourage regular reading with children from birth.

### Attendance at ECEC or similar

Research indicates that investing time, effort and resources into children’s early years benefits children over their lifespan. This will, in turn, benefit the whole community in the long term. Quality early childhood programs can have a particularly positive effect on a child’s readiness for school for children of disadvantaged backgrounds. Research further indicates that vulnerable children can benefit from two years of quality early childhood education.

Our results: The percentage of children in the Gympie region who attended a preschool or kindergarten program in the year before starting school has significantly increased from 54.9% in 2012 to 86.8% in 2018 (AEDC Cooloola Community Profile, 2018). The data for the Gympie region is now above the Queensland (75.4%) and Australian rates (85%).

**Table 3: Attendance in a pre-school program in the year prior to entering primary school – 2018 a comparison of AEDC profile areas**

AREA	Percentage of children attending a pre-school program
Cooloola Community	86.8%
Kilkivan Community	69%
Queensland	75.4%
Australia	85%

Source: AEDC Community Profiles Cooloola Community and Kilkivan Community

There were 25 early childhood education and care services and 15 long day care services across the region (at 31 August 2019). Data pertaining to enrolments of children in early education and care programs and kindergarten enrolments for 2018 are detailed in [Appendix 2](#).

### Immunisation

Immunisation is encouraged to avoid babies and children contracting preventable, serious illnesses. It is important that enough people in a community are fully immunised so that infections are not spread from person to person. If enough people are immunised the disease may become eradicated fully. The National Immunisation Program specifies ages at which children should receive vaccines. The Queensland Government goal is that by 2022, 95% of children are fully immunised.

Immunisation rates for children in the Gympie region have increased from 89.4% in 2014 to 94.49% in 2018. This is now on par or above state and national benchmarks, showing a high level of compliance with recommended immunisation schedules.

**Table 4: Immunisation rates 2018**

Age	% DTP	% Polio	% HIB	% HEP	% MMR	% Pneumo	% MenC	% Varicella	% Fully
12 – <15m	92.16	92.16	92.80	93.22	0.00	93.22	0.00	0.00	91.95
24 – <27m	92.20	94.74	94.54	95.13	93.18	50.49	94.74	92.40	90.64
60 – <63m	94.49	94.49	0.00	0.00	0.00	0.00	0.00	0.00	94.49

Source: Australian Immunisation Register – Coverage Report SA3 all children coverage by age group. Rolling four quarters of coverage data: March 2018, June 2018, September 2018, December 2018 (1 January 2018 - 31 December 2018)

## Schooling

### *Ready to Start School*

Starting school is a major milestone for children and their families. Successful transitions often start well before and extends long after children start school and involve families, early childhood services and schools. Reading to children, engaging children in play and activities appropriate to their developmental level and attending a quality education program prior to school can help to set children up for success at school.

The Australian Early Childhood Development Census (AEDC) measures how children are developing as they transition into their first year of school. The AEDC is a nationwide data collection that occurs every three years. The AEDC comprises of around 100 questions across five domains which are linked to child health, education and social outcomes. Children falling below the 10th percentile are considered 'developmentally vulnerable', between the 10th and 25th percentile 'developmentally at risk' while all other children are considered 'developmentally on track.'

The AEDC data is a key piece of evidence that guides the efforts of the Gympie LLA. We want kids in the Gympie region to be at the same level as kids across Queensland. The AEDC data allows us to compare results over time and is a tool to tell us if we are making a difference.

From the 2018 AEDC data, 69.8% of prep children in the Gympie region were adapting to school compared to 71.6% for Queensland and 76.3% for Australia. 71.6% of parents (of prep children) in the Gympie region were engaged with the school, compared to 71.7% in Queensland and 74.8% in Australia. Parent engagement means having parents positively involved and active in their child's learning. Parental attitudes, values and behaviours can positively influence a child's education outcomes.

Despite the progress achieved, the figures for the Gympie region still fall below the state and national rates, and efforts to improve transition outcomes for children in the Gympie region are required. Sending the right messages to families, improving access to quality programs and attendance rates, and overcoming barriers are areas that have started to be investigated by the Gympie LLA. The tables in the appendix show how Prep children in the Gympie region compare with Queensland and Australian data across school transition indicators and over the AEDC data recorded in 2009, 2012, 2015 and 2018.

### *Students with Disability*

The timely identification of disability and/or developmental delays is important for schools so they can have appropriate supports in place for students. Anecdotal reports indicate that some families find it difficult to access the allied health assessments necessary for diagnosis.

Of the full-time students in the Gympie region with a verified Education Adjustment Program (EAP), 53% had Autism Spectrum Disorder, 28% had an intellectual impairment and 9% had Speech and Language Impairment. This data may be found in the tables in [Appendix 4](#).

One of the biggest changes in the services landscape since our first report has been the rollout of the National Disability Insurance Scheme (NDIS) which funds costs associated with a disability. One of the last locations to come online, the scheme was rolled out across the Gympie region in 2019. We welcome Carers QLD as the NDIS Partner in the Community for persons aged 7 years and above and BUSHkids as the Early Childhood Partner supporting children aged 0-6 years with a developmental delay or disability. The early intervention support available through the Early Childhood Early Intervention (ECEI) approach supports families to help children develop the skills they need to take part in daily activities and achieve the best possible outcomes throughout their life.



### Schooling Type

There are a range of state, private and independent schools within the Gympie region. The latest Census figures show that 27.9% of people in the Gympie region were attending an educational institution. Of these, 28.5% were in primary school, 22.5% in secondary school and 10.1% in a tertiary or technical institution (Census, 2016). The Gympie region had a higher proportion of students attending state primary and secondary schools than for Queensland and Australia, and a lower proportion attending independent institutions.

Home schooling and Distance Education are alternatives to enrolling a child in school in Queensland. In home schooling, parents develop or adapt their own learning program for their child at home and are the child's educator. While the number of students who are home schooled has rapidly increased in recent years throughout Queensland (from 1770 students in 2015 to 3311 students in 2019), the proportion of students who are home-schooled in comparison to those attending mainstream school remains significantly lower. Several home school groups exist within the region to share resources and provide support. Data (by postcode) show continual increases in the number of children who are home schooled in the region.

Table 5: Home-school registrations

Home School Registrations for postcodes 4570, 4580, 4581 4600, 4601 (within the Gympie Region)					
Sum of Student Count	YEAR				
Age as at 1st July	2015	2016	2017	2018	2019
5			2	2	1
6	4	2	11	4	5
7	8	6	8	12	5
8	5	8	10	10	11
9	9	5	7	12	11
10	6	9	9	7	13
11	8	6	9	11	13
12	6	14	10	11	6
13	10	7	15	14	13
14	8	12	11	11	10
15	4	7	9	14	7
16	3	1	3	9	5
17		3		2	2
<b>Grand Total</b>	<b>71</b>	<b>80</b>	<b>104</b>	<b>119</b>	<b>102</b>

Distance education is different to home schooling as the learning program is provided by the school and parents/carers act as supervisors or home tutors to the child within their home.

Refer to [Appendix 4](#) for state school enrolment data.

## ICSEA Data

ICSEA, or the Index of Community Socio-Educational Advantage, is a scale which allows comparisons among schools with students of similar backgrounds. It includes factors relating to the school (e.g. geographic location) and factors relation to students (e.g. parents' education). The average ICSEA level is 1,000, with scores above this reflecting a higher level of educational advantage and scores below this showing a lower level of advantage of the students attending. The index was created to enable fair comparisons of NAPLAN results on the My School website.

ICSEA is not a school rating system. ICSEA scores provides an indication of the socio-educational backgrounds of students: they have nothing to do with the staff, school facilities or teaching programs at the school.

The ICSEA scores are significant when looking at schools in the region. The ICSEA data shows that only four schools, (St Patricks Primary, St Patricks College, Rainbow Beach State School and Cooloola Christian College), have scores above 1,000. The remaining schools, with scores below 1,000, indicate levels of educational disadvantage. Gympie Flexible Learning Centre (835), Monkland State School (860) and Tin Can Bay P-10 (916) have significant educational disadvantage.

More than half (58%) of schools in the region are in the bottom quartile, and no state schools are in the top ICSEA quartile.

**Table 6: Schools x ICSEA Quartile**

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Count	15	10	1	0
%	58%	39%	4%	0%

Note: Data for non-state schools was not available at time. Source: ACARA, My School, 2019. Prepared by DISC, May 2019.

## AEDC Data – the five domains

In addition to the transition to school data above, the AEDC reports on children's physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge as children enter school. The following results show whether children are developmentally on track, developmentally at risk or developmentally vulnerable across the domain areas.

The results from the 2018 AEDC show that the Gympie region has a higher percentage of children who are vulnerable on one or more domain at 26.5% than the Queensland (25.9%) and Australia (21.7%) averages. The AEDC community profiles for areas within the Gympie region also highlight areas of high vulnerability. Within the Gympie region, the communities where the highest percentage of children who were vulnerable on one or more domains were Gympie with 39.4%, followed by Tin Can Bay- Rainbow Beach with 33.3% and then Southside – Jones Hill 32.4%.

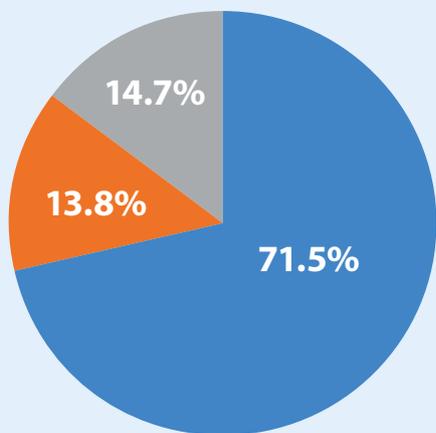
The results from the 2018 AEDC show that the Gympie region has a higher percentage of children who are vulnerable on two or more domain (15.5%) compared to Queensland (13.9%) and 11% in Australia. The data for the smaller communities within the Gympie region revealed that Southside-Jones Hill had the highest percentage of children who were vulnerable on two or more domains at 24.3%, followed by Tin Can Bay-Rainbow Beach with 23.8% then Gympie with 19.7%.

Refer to the tables in [Appendix 3](#) which show children vulnerable on one or two domains at the national, state, community and local level.

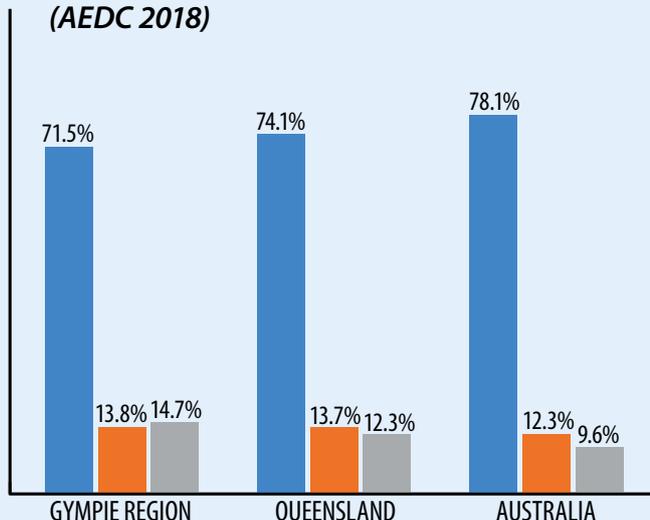


## Physical Health and Wellbeing

*Physical health and wellbeing of children in the Gympie region (Gympie LGA, AEDC 2018)*



*Physical Health and Wellbeing domain (AEDC 2018)*



On track At risk Vulnerable

### On track: 71.5%

Children developmentally 'on track':

- almost never have problems that interfere with their ability to physically cope with the school day
- are generally independent
- have excellent motor skills
- have energy levels that can get them through the school day.

### At risk: 13.8%

Children developmentally 'at risk':

- experience some challenges that interfere with their ability to physically cope with the school day
- dressed inappropriately
- frequently late, hungry or tired
- poor coordination skills
- poor fine and gross motor skills
- show poor to average levels of energy levels during the school day.

### Vulnerable: 14.7%

Children developmentally 'vulnerable':

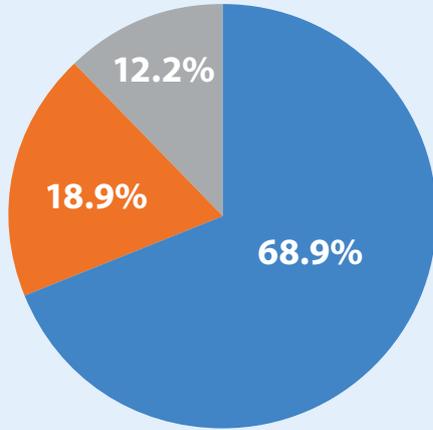
- experience challenges that interfere with their ability to physically cope with the school day
- dressed inappropriately
- frequently late, hungry or tired
- usually clumsy
- fading energy levels during the school day.



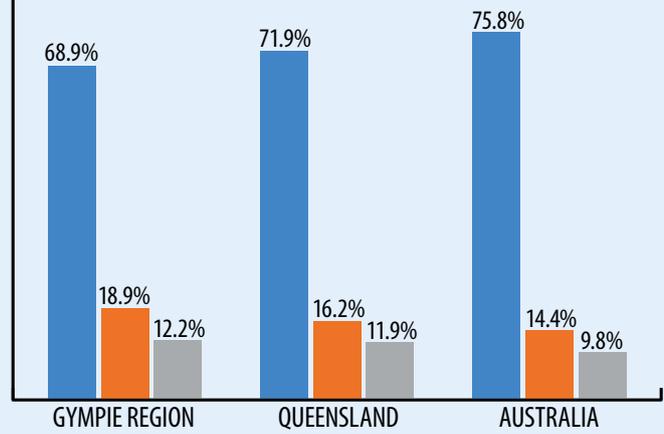
**OUR CHALLENGE:** What would it take to understand this situation and respond?

## Social Competence

*Social competence of children in the Gympie region (Gympie LGA, AEDC 2018)*



*Social Competence domain (AEDC 2018)*



On track At risk Vulnerable

### On track: 68.9%

Children developmentally on track:

- almost never have problems getting along, working, or playing with other children
- are respectful to adults
- are self-confident and able to follow class routines
- are capable of helping others.

### At risk: 18.9%

Children developmentally 'at risk' experience some challenges:

- getting along with other children and teachers
- playing cooperatively with a variety of children
- showing respect for others and for property
- following instructions and class routines
- taking responsibility for their actions
- working independently
- exhibiting self-control and self-confidence.

### Vulnerable: 12.2%

Children developmentally 'vulnerable' experience a number of challenges with poor overall social skills:

- may not get along with other children on a regular basis
- do not accept responsibility for their own actions and have difficulties following rules and class routines
- may be disrespectful of adults, children, and others' property
- have low self-confidence and self-control
- do not adjust well to change
- are usually unable to work independently.

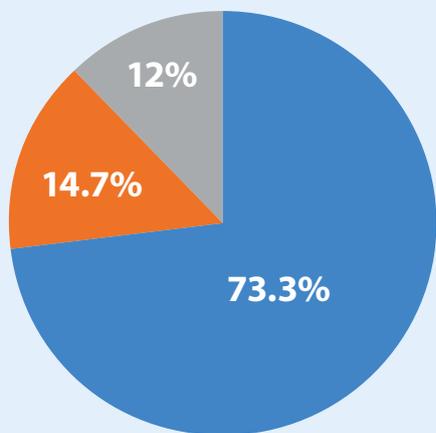


**OUR CHALLENGE:** How do we understand and respond to contributing factors?  
 What would it take for the Gympie region to be a trauma informed community?

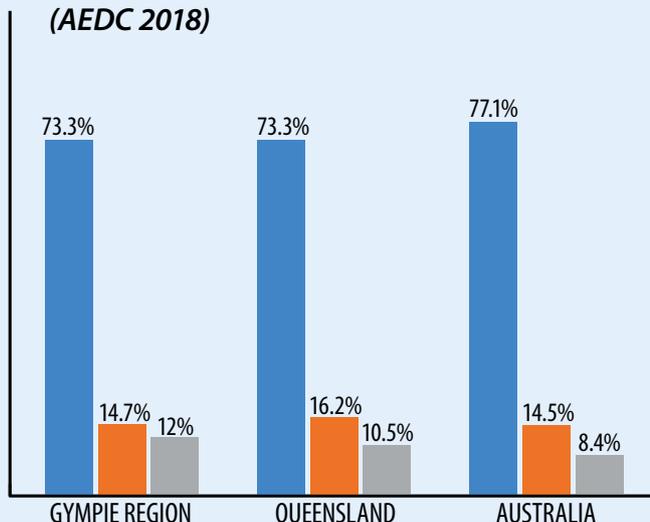


## Emotional Maturity

*Emotional maturity of children starting school in the Gympie region (Gympie LGA, AEDC 2018)*



*Emotional Maturity domain (AEDC 2018)*



On track At risk Vulnerable

### On track: 73.3%

Children developmentally 'on track':

- almost never show aggressive, anxious, or impulsive behaviour
- will have good concentration
- will often help other children.

### At risk: 14.7%

Children developmentally 'at risk' experience some challenges:

- helping other children who are hurt, sick or upset
- inviting other children to join in activities
- being kind to other children
- waiting their turn in activities
- may sometimes experience problems with anxious behaviours, aggressive behaviour, temper tantrums, or problems with inattention or hyperactivity.

### Vulnerable: 12%

Children developmentally 'vulnerable' experience challenges related to emotional regulation:

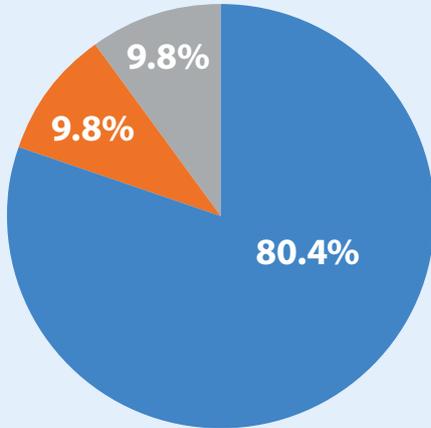
- problems managing aggressive behaviour
- prone to disobedience
- easily distracted, inattentive, and impulsive
- will usually not help others
- are sometimes upset when left by their caregiver.



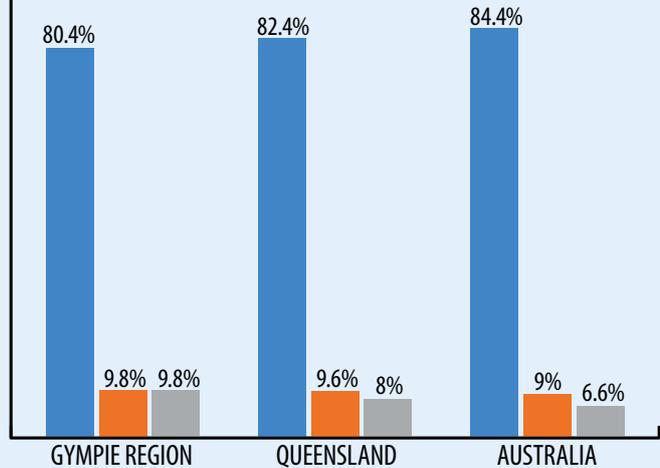
**OUR CHALLENGE:** How can we support kids to get the support/assistance they need?

## Language and Cognitive Skills

Language and cognitive skills of children starting school in the Gympie region (Gympie LGA, AEDC 2018)



Language and Cognitive Skills domain (AEDC 2018)



On track At risk Vulnerable

### On track: 80.4%

Children developmentally 'on track':

- will be interested in books, reading and writing, and basic math
- capable of reading and writing simple sentences and complex words
- able to count and recognise numbers and shapes.

### At risk: 9.8%

Children developmentally 'at risk' have mastered some, but not all, of the following literacy and numeracy skills:

- able to identify some letters and attach sounds to some letters, show awareness of rhyming words, know writing directions, being able to write their own name, count to 20, recognise shapes and numbers, compare numbers, sort and classify, and understand simple time concepts.
- Children may have difficulty remembering things and show a lack of interest in books, reading, maths and numbers. They may not have mastered more advanced literacy skills such as reading and writing simple words or sentences.

### Vulnerable: 9.8%

Children developmentally 'vulnerable' experience a number of challenges:

- in reading/writing and with numbers; unable to read and write simple words, will be uninterested in trying, and often unable to attach sounds to letters.
- Children will have difficulty remembering things, counting to 20, and recognising and comparing numbers
- usually not interested in numbers.

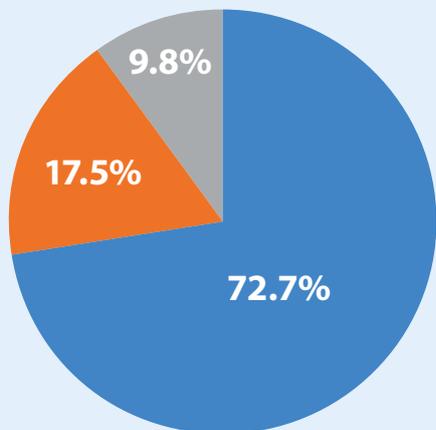


**OUR CHALLENGE: What more can we do to encourage reading?**

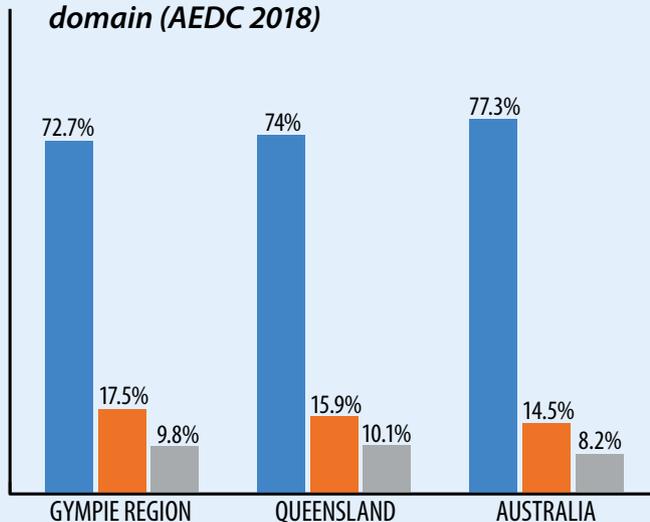


## Communication skills and general knowledge

Children in the Gympie region – communication skills and general knowledge (Gympie LGA, AEDC 2018)



Communication and General Knowledge domain (AEDC 2018)



On track At risk Vulnerable

### On track: 73.3%

Children developmentally 'on track':

- almost never show aggressive, anxious, or impulsive behaviour
- will have good concentration
- will often help other children.

### At risk: 14.7%

Children developmentally 'at risk' experience some challenges:

- helping other children who are hurt, sick or upset
- inviting other children to join in activities
- being kind to other children
- waiting their turn in activities
- may sometimes experience problems with anxious behaviours, aggressive behaviour, temper tantrums, or problems with inattention or hyperactivity.

### Vulnerable: 12%

Children developmentally 'vulnerable' experience challenges related to emotional regulation:

- problems managing aggressive behaviour
- prone to disobedience
- easily distracted, inattentive, and impulsive
- will usually not help others
- are sometimes upset when left by their caregiver.



**OUR CHALLENGE:** What would it take for children to hear and express more words?

### VULNERABLE ON ONE OR MORE DOMAIN

In the Gympie region, 26.5% of the children commencing school in 2018 were assessed as being developmentally vulnerable on one or more domain. This equates to 146 out of 550 prep children who participated in the census and was a higher proportion than Queensland (25.9%) and Australia (21.7%). Further, 15.5% of the children assessed were identified as being developmentally vulnerable on two or more domains. This equates to approximately 84 children.

Investing time, effort and resources in children’s early years benefits both children and the whole community.

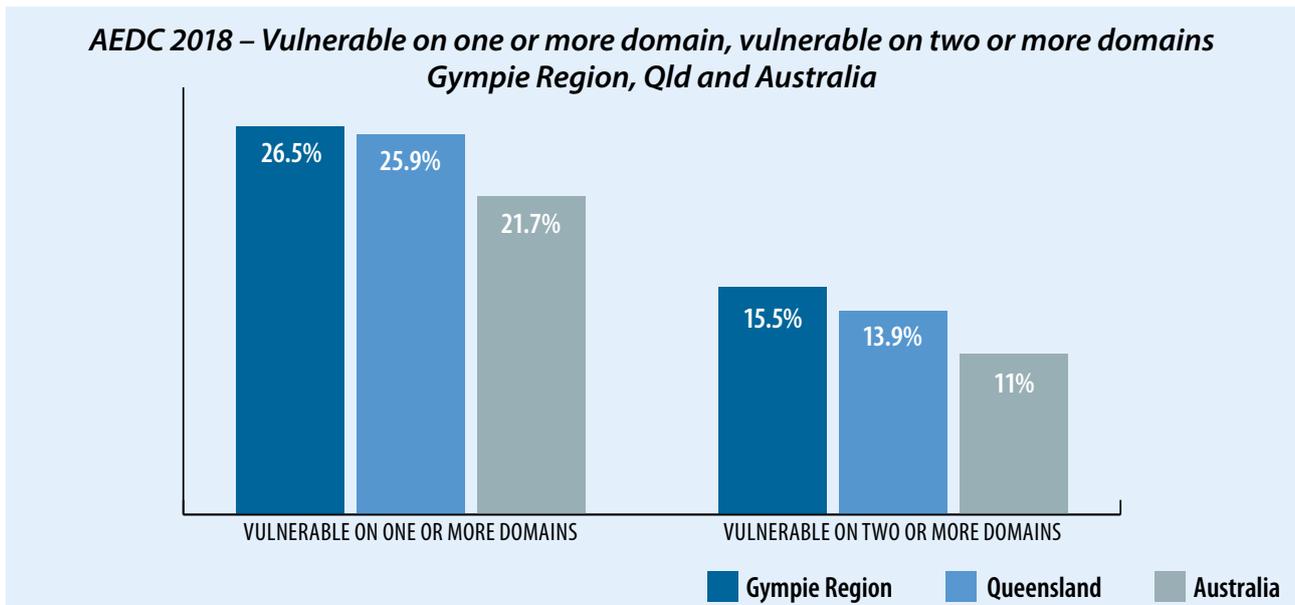


Figure 8: AEDC Developmentally Vulnerable Children

Table 7: Children’s Vulnerability by Locality within the Gympie region – 2018 AEDC

Locality	Vulnerable on one or more domain (%)	Vulnerable on one or more domain (n)	Vulnerable on two or more domains (%)	Vulnerable on two or more domains (n)
Bollier	19	4	14.3	3
Chatsworth and surrounds	15.4	10	6.2	4
Cooloola Cove	31.3	5	18.8	3
Curra	17.4	4	4.3	1
Goomboorian – Neerdie – Wolvi	-	-	-	-
Gympie	39.4	56	19.7	28
Imbil	-	-	-	-
Kilkivan	15.9	7	13.6	5
Kilkivan and surrounds	20.8	6	16.7	4
Monkland – The Dawn	15.8	3	10.5	2
Mothar Mountain – Kybong	26.7	4	13.3	2
Southside – Jones Hill	32.4	24	24.3	18
Tin Can Bay – Rainbow Beach	33.3	7	23.8	5
Veteran and surrounds	21.7	5	8.7	2
Victory Heights – Araluen	14.8	4	11.1	3

Source: AEDC Community Profiles 2018 for Cooloola, Tiaro and Kilkivan.



## Age Eight and Beyond

### NAPLAN

NAPLAN is designed to assess students' literacy and numeracy skills and determine whether they have the critical skills required for ongoing learning and to contribute effectively in society.

Students who are below the national minimum standard have not achieved the learning outcomes expected for their year level. They are at risk of being unable to progress satisfactorily at school without targeted intervention.

The NAPLAN data for schools in the Gympie region show that most children are at or above the national minimum standards in all areas. Our target is to ensure that all children in the Gympie region are working at or above the national minimum standards. We also want to see an increase in the percentage of children in the Gympie region who are achieving in the upper two bands, as the data shows that we are falling behind as a proportion of children in these areas.

**Table 8: Year 3 NAPLAN 2018 National Minimum Standard**

	Reading	Grammar and Punctuation	Spelling	Writing	Numeracy
Gympie (R) – state schools	93.8	91.1	89.4	91.7	97.8
Queensland	96.2	95.4	94.3	94	95.9
Australia	95.6	94.9	94.1	94.4	95.2

**Table 9: Year 3 NAPLAN 2018 Upper Two Bands**

	Reading	Grammar and Punctuation	Spelling	Writing	Numeracy
Gympie (R) – state schools	36.6	33.3	29.2	24.8	26.7
Queensland	53.1	58.1	43.5	36.5	35.1
Australia	53.2	53.1	46.6	41.9	39.2

Source: Australian Curriculum and Assessment Authority: My School 2019. Prepared by: DISC.

Year 3 NAPLAN 2018 National Minimum Standards Results by School are located in [Appendix 4](#).

### School Attendance

Regular school attendance has a positive correlation with school achievement and completion. Schools across the Gympie region support the 'Every Day Counts' message.

Compared to our 2015 results, there has been a small decline in attendance rates in the Gympie region, and we are slightly below the Queensland and Australian attendance rates.

For full-time students in semester 1 in 2018, there was 90.3% attendance for state school students across Years 1-10 in the Gympie LGA. Non-Indigenous students had an attendance rate of 90.8% and Indigenous students had a rate of 85.5%.

## Retention Rates

Capped apparent retention rates express the change in cohort from one year level to another. Data for the Gympie region shows a significantly lower retention rate compared to Queensland for the following year ranges:

Year 7/8 to Year 10 (90.9%)

Year 7/8 to Year 12 (47.1%)

Year 10 to Year 12 (43.2%).

The data also shows a significantly lower retention of Aboriginal and Torres Strait Islander students in the Gympie region than for Queensland. Refer to the tables in [Appendix 4](#).

## Child Safety

Parents, families and communities have the primary responsibility of ensuring the safety and wellbeing of children. However, when this falls below accepted standards, the government retains a statutory role to ensure the protection of children. This relates particularly to children who have experienced significant harm or who are at an unacceptable risk of significant harm.

Over the past six years, as part of the Carmody reforms, considerable focus has been placed on establishing a child and family support system to help families care for children. Family and Child Connect (FaCC) was established to help families under stress access the support they need as early as possible. Intensive Family Support Services (IFSS) were expanded and enhanced to better support families with multiple or complex needs. Aboriginal and Torres Strait Islander Family Wellbeing services provide access for Aboriginal and Torres Strait Islander families to culturally responsive support to improve their social, emotional, physical and spiritual wellbeing, and build their capacity to safely care for and protect their children.

In 2018, 219 child protection notifications for children aged 0-8 years requiring an investigation by Child Safety were recorded. Of these, 91 (41.6%) were substantiated. (Assessed that the child has suffered, is suffering, or is at an unacceptable risk of suffering significant harm with no parent able to protect the child from harm.)

In 2018, there were 38 children aged 0-8 years on short-term child protection orders and 23 children aged 0-8 years on long term child protection orders.

When compared to 2015 and 2016 data, while there has been an increase in the actual number of child protection notifications there has been a decrease in the number of children in out-of-home care.

## Family, Community and Other Social Influences

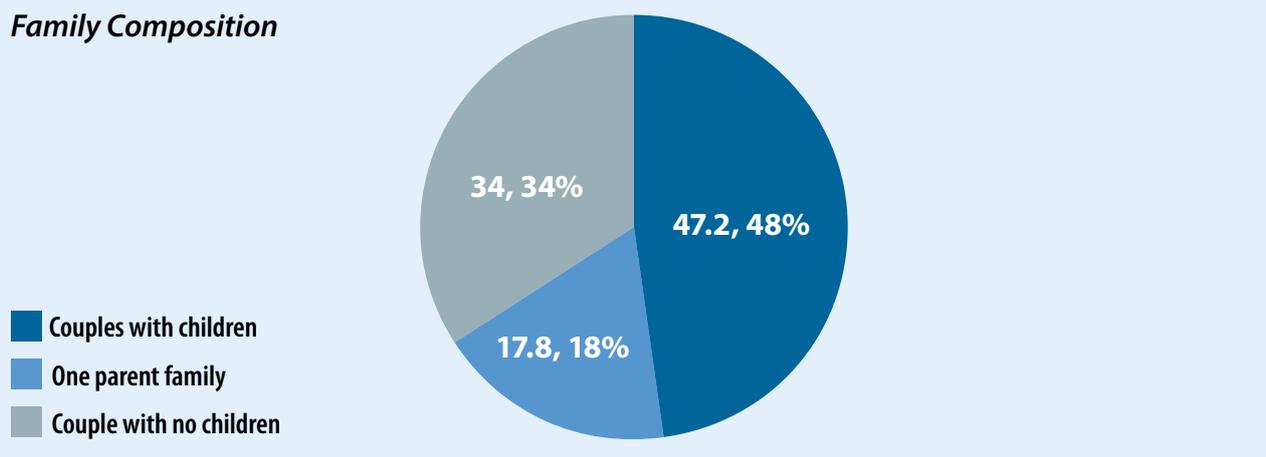
Research shows that children's educational performance is related to characteristics involving parental education and occupation, school location and socio-economic background.

### Family Composition

The proportion of single parent families is consistent with the rest of the state. The region has a higher proportion of couple families with no children than Queensland, most likely due to the older age profile of the region.



### Family Composition



### Level of Schooling

The highest level of schooling reported by persons 15 years and over in the 2016 Census revealed that people in the Gympie region had significantly lower education levels in comparison to Queensland.

Table 10: Highest level of school 2016

AREA	Did not go to school/ Year 8 or below	Year 9 or 10 or equivalent	Year 11 or 12 or equivalent
Gympie Region (LGA)	8.5%	38.7%	42%
Queensland	5.4%	26.5%	58.9%

### Year 12 Outcomes

Despite ongoing improvements in the proportion of students completing school with a QCE or QCIA, the Gympie region, at 92.1% of students, is below the state figure of 96.9%. While still below the state figure, the proportion of students in the region with a QCE or QCIA has increased from 88.4% in 2014 to the current figure of 91.2%. Refer to Table 26 in [Appendix 3](#).

### Families with no parent working

Having at least one parent working has a positive influence on children’s development. Of concern is that 24.8% of families with children under 15 had no parent working. This is a significantly higher rate than the percentage for Queensland, which was 13.8%. The data for the region does show a slight increase from the previous Census in 2011 (23.3%).

Table 11: Families with no parent working

AREA	One parent family with parent not employed	Couple family with no parent employed	Total families with no parent employed		Total families
	number	number	number	percent	number
Gympie LGA	779	340	1,116	24.8	4,507
Queensland	47,485	18,652	66,139	13.8	477,729

## Unemployment

The unemployment rate in the Gympie region for the September quarter in 2019 was 6.7%. This is higher than the rate for Queensland at 6.2%. The SA2 of Gympie North had the highest unemployment rate in the region at 9.3%. These figures are based on Small Area Labour Markets estimates of unemployment produce by the Australia Government Department of Education, Skills and Employment.

### Other data about children in the Gympie Region

- 1,989 hospital admissions – 8.8% potentially preventable
- 7,732 Emergency Department presentations (90% at Gympie Hospital)
- 299 children and young people accessed child and youth mental health services – 4,835 occasions of service.
- 699 Ambulance call outs for children and young people – 83.7% transferred to hospital
- 515 NDIS participants (all ages)
- 84 Domestic violence order applications with child as protected person
- 197 Children and young people living in social housing – 1.7% of all children and young people
- 50% SA1s living in lowest 20% of socioeconomic conditions
- 596 Juvenile offenders reported to Police
- 43 Juveniles appeared in court

Source: Population Health Profile Gympie Region compiled by Childrens Health Queensland including the following data sets AEDC, Department of Youth Justice, Emergency Department Presentations, Outpatient Occasions of Service, Potentially Preventable Hospitalisations.

## Regional Australia Institute – Regional Competitiveness Index

The Regional Australia Institute's competitiveness index, InSight, looks at, and ranks, each of Australia's (Regional Development Australia) regions and local government areas across ten themes. Each theme draws data from a range of related indicators (71 indicators in all). Rankings are in deciles, or a score out of 10, with 1 indicating stronger performance and 10 indicating weaker.

The table below provides a comparison between the LGAs of Gympie, Noosa and the Sunshine Coast (our near neighbours to the south), Brisbane and Logan.

**Table 12: Regional Competitiveness Index Comparisons**

INDICATOR	Gympie	Noosa	Sunshine Coast	Brisbane	Logan
Institutional Foundations	7	9	5	1	9
Infrastructure and Essential Services	6	5	3	1	3
Economic Fundamentals	9	6	3	2	8
Human Capital	7	2	2	1	5
Demography	4	4	2	1	2
Labour Market Efficiency	9	6	6	2	9
Business Sophistication	5	2	2	1	3
Innovation	6	2	2	1	3
Technological Readiness	5	3	3	1	2
Natural Resources	3	9	8	9	8

The Gympie region's stronger performance on the Natural Resources theme reflects our agricultural, forestry and fishing sectors along with our national parks and coastal access. Our weaker performance on the Human Capital theme reflects many of the indicators discussed in this report: AEDC data, NAPLAN results, secondary completions and post school qualifications.

## Services and Facilities for Kids and Families

A child's early years are an important time for developing connections, security and learning. Strong and healthy communities are able to support children's attachment, play and learning in a variety of ways.

### Playgroups

Playgroups are informal gatherings where parents and caregivers, babies and children meet for fun activities. Children learn in a fun environment and, by mixing with other children, increase their social skills. Parents benefit by meeting with other parents to share experiences and ideas. Many playgroups in regional areas are now based within schools which can be beneficial for supporting a child's transition to school and their familiarisation with the school environment and routine. Playgroups are either based on geographical locality or by a target group (eg. Disability/ Indigenous). There are 12 registered playgroups in the Gympie LGA and a number of other play-based groups for young children and parents. The following table outlines a list of available playgroups within the Gympie region at November 2019:

PLAYGROUP/OTHER GROUP	LOCATION
Amamoor Learn and Play	Amamoor State School
Curra Playgroup	Curra Community Complex
Dagun Playgroup	Dagun State School
Pumpkins Playgroup Goomeri	Goomeri Sports Field
Goomeri Get Set For Prep	Goomeri State School
Gunalda Playgroup	Gunalda State School
Gympie Central Indigenous Playgroup	Gympie Central State School
Gympie Tumble Tots Playgroup	Christian Family Church
Gympie Indigenous Playgroup	Early Years Family Hub
Refocus	Early Years Family Hub
Kandanga Playgroup	Kandanga State School
MyTime Playgroup Gympie	ECDP Gympie West State School
Playgroup Ohana and Hub Playgroup	Early Years Hub
Little Guppies	Tin Can Bay
Monkland State School Playgroup	Monkland State School
Mary Valley State College Playgroup	Mary Valley College Imbil
One Mile Pups Playgroup	One Mile State School
The West Playgroup	Gympie West State School
Two Mile Playgroup	Two Mile State School
Widgee Playgroup	Widgee State School
Rainbow Beach Playgroup	Rainbow Beach State School

Figure 9: Playgroups



Please contact Playgroup Queensland on 1800 171 882 for updated playgroup information. Information about Playgroups and other supports can also be found in the online directory developed by All Aboard Gympie Region at: [All-Aboard-Gympie-Region-Online-Family-Directory.pdf](#)

### *Other Supports for Children and Families*

The need to support families and develop connections for children and families within their community is well recognised. The Gympie region has a range of groups that support children and families. In addition to playgroups, Gympie Regional Council, schools and a number of community organisations offer supported, small group sessions for families in the area.

Gympie Regional Council provides a range of activities for parents and children through Gympie Regional Libraries. The *First Five Forever* program and *Just For Kids* are available at all libraries across the region. The Library also has a strong outreach program, visiting local schools, early learning centres, health services and playgroups. These programs facilitate learning and play for children and their families and opportunities to foster a child's developmental, social and emotional wellbeing. Additionally, the Council provides school holiday activities at a variety of localities and art programs through the Regional Gallery.

Three Mainly Music programs operate within the region – two in Gympie and one in Tin Can Bay. Mainly Music is delivered by local church groups and offers an interactive music session followed by play, morning tea and social environment for young children (0-5 years) and their care providers. Families do not need to be associated with the church to be involved

Anglicare Southern Queensland have the Koala Joeys group which focuses on empowering parents and carers through song, rhymes, dance and stories as a tool to form secure attachments with their children. They also offer parent and grandparent groups.

As outlined previously, the NDIS, through Early Childhood Early Intervention, provides for children under seven with a disability or developmental delay to access short-term early intervention supports and services in the community.



## What's on for kids under 5

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>9:30-10:30 Gympie Library (0-5 yrs)</p>	<p>9:30-10:00 Gympie Library (0-2 yrs)</p>	<p>9:30-10:30 Goomeri Library 9:30-10:30 Gympie Library (2-5 yrs)</p>	<p>9:30-10:30 Kikivan Library</p>	<p>9:30-10:30am Gympie Library</p>	<p>9:30-10:30am Gympie Library</p>
<p>9:30-11:30 Gympie Tumble Tots Christian Family Church Hall</p>	<p>9:30-11:00 Little Guppies Playgroup, Bream St, Tin Can Bay</p>	<p>10am Lorikeet room, Community Complex, Tin Can Bay 54833653</p>	<p>9:30-10:30am Rainbow Beach SS Library Ph:5486 9333</p>	<p>10am at 70 Exhibition Road. Ph: 54823618.</p>	
<p>9:30-11:30am St Johns Place, Cnr Duke &amp; Pine Sts Gympie Ph: 54822629</p>	<p>Gympie Ohana Playgroup 9:30-11:30am Early Years Hub</p>	<p>9:30-11:30am Every Wednesday except the 1st Wed at Gympie South SS 1st Wed Early Years Hub</p>	<p>9-11am Monkland SS Playgroup Ph: 54898888</p>	<p>9:15-11am Gympie West SS Playgroup</p>	
	<p>Rainbow Beach KindyLinQ 9:30-12:30 Rainbow Beach State School</p>	<p>Two Mile SS 9-11am Playgroup</p>	<p>Glenwood Playgroup 9-11am at Glenwood State School</p>	<p>Mary Valley College Playgroup 9am-11am Ph:5488533</p>	
	<p>9:30 - 11:30 Pumpkins Playgroup Breitkutz Pavilion Goomeri</p>	<p>Widgee SS Playgroup 9-11</p>	<p>Happy Bubs/Kai Kai 10:30-12:30 2 O'Connell Street, Gympie.</p>		
	<p>Rainbow Beach KindyLinQ 9:30-12:30 At Rainbow Beach School</p>	<p>My Time Playgroup 9:15-11:15 at ECDP Centre Gympie West State School</p>			

## Parenting Support

We recognise that parenting is hard work and, at times, can be overwhelming.

A range of parenting courses, groups and support services are available throughout the region. The Early Years Family Hub, schools, child health services, government agencies, doctors and child care programs are key points of reference for information and support for families.

### *The Early Years Family Hub*

Gympie's Early Years Family Hub, operating from the old pre-school site in O'Connell St, supports all kinds of families and the challenges they may face. For new parents and families (with children between the ages of 0-5), the Hub provides free, independent, confidential advice for parents, grandparents or carers regarding parenting and child-rearing challenges. It is a central point for information for families about services available in the region and delivers a number of family focused supports and training programs at the centre. The Hub is also the base for a number of playgroups and regularly hosts parenting programs.

### *Parenting programs*

All parents should have access to quality parenting programs that explore ways for dealing with everyday situations as well as problems and more complex issues. Recognised parenting training programs including *Circle of Security*, *1-2-3 Magic* and *Triple P-Positive Parenting* are offered in the region. These programs are based on best practice and help make raising children (and teenagers) more enjoyable for parents

### *Support for parents, children and families*

For some families, practical support is available through community agencies.

Intensive Family Support Services (IFSS) can work collaboratively with families to help them manage challenging behaviours, or provide practical in-home support and help with setting up routines and budgeting or source referrals to programs in the community. This support is available through Anglicare IFS and Refocus. Family Intervention Services works with families who are experiencing challenges in family life, providing practical support, mentoring and parenting advice and work together with families and the Department of Communities to set goals based on the safety and wellbeing of families and children.

Family and Child Connect (FaCC), run by Act 4 Kids, offers less intensive support and can help parents access a range of family support services and therapeutic programs in the community such as child therapy, disability support, domestic violence support, adult counselling and more.

### *Library*

There are six libraries located across the Gympie region in the townships of Imbil, Rainbow Beach, Tin Can Bay, Goomeri, Kilkivan and Gympie. In addition to library resources, Gympie Regional Libraries offer socialised programs for children and young people and regular holiday programs.

*First 5 Forever* storytime is available on a weekly basis at all libraries within the region. This is a free, interactive program for preschool children and babies featuring songs, rhymes, stories and craft. Gympie Regional Libraries also offer the *1,000 Books Before School* program which aims to encourage parents and carers to read to and with their children before they reach school age.

Research shows that babies, toddlers and pre-schoolers develop literacy skills by listening to stories, engaging with pictures, singing, rhyming and 'reading together'. The more books children hear, the better prepared they are when it comes time for them to learn how to read. Membership is free and participants receive a program bag, booklet and stickers to keep track of the books you read.



## Activities

# 50 Things to Do Before You're 5 in the Gympie Region

1. Read in a park with your child
2. Walk along the Mary River
3. Camp with your family at Inskip Point
4. Go fishing at Kidd Bridge
5. Learn to Swim at your local pool
6. Take in the Goomeri Pumpkin Festival
7. Visit the ducks at Lake Alford
8. Visit an alpaca farm
9. Explore the Carlo Sandblow at Rainbow Beach
10. Go for a bike ride at Victory Heights Trail Network
11. Get your feet wet at the Mothar Mountain Rock Pools
12. Pan for gold
13. Fly a kite at the Curra Ovals
14. Attend Little Kids Day Out
15. Take in the children's session at the Heart of Gold Film Festival
16. Spend the afternoon picking and eating strawberries
17. Take a tour of the Gympie Woodworks Museum
18. Ride the Valley Rattler
19. Discover a local playground
20. Attend a Holiday Fun Day
21. Pet the animals at your local agricultural show
22. Be part of the Gold Rush Parade
23. Enjoy the Splash Park at the ARC Gympie
24. Go for a hike at Amamoor State Forest
25. Attend an activity at the Gympie Regional Art Gallery
26. Join a playgroup
27. Check out the Kilkivan Great Horse Ride
28. Visit the All Abilities Playground, Monkland
29. Play an instrument and sing silly songs
30. Do cartwheels in the park
31. Enjoy a Mums and Bubs Movie session
32. Build a sand castle at Double Island Point
33. Attend NAIDOC Family Fun Day
34. Get creative
35. Visit the Dagon Markets
36. Enjoy a Mary Street event
37. Ride in a horse-drawn carriage
38. Go for a day trip within the Gympie Region
39. Canoe on the Mary River
40. See the dolphins at Tin Can Bay
41. Visit Double Island Point
42. Go bird watching at Cooloola Coast
43. Take an early morning trip to see a platypus
44. Attend a concert in the park
45. Step back in time at the Gympie Gold Mining and Historical Museum
46. Attend a First 5 Forever storytime session at your local library
47. Visit the animals at the RSPCA
48. Throw a Frisbee at One Mile Ovals
49. Learn about recycling and waste reduction
50. Dance and play music

Early Years Voice – Gympie Region 2017/18





## Final Thoughts

The Gympie region has a resilient community with a wide range of services for families including support services, playgroups, parenting programs and facilities such as playgrounds, parks, sport and recreational clubs, community halls and libraries. There are state and private schools, churches and faith groups, child care centres, kindergartens, a public hospital, government agencies, funded services and community groups. There are organised networks and place-based collaborations within the community sector. Existing networks include human services, domestic violence, family support, disability, Indigenous, youth and health.

Since the first report there have been some significant changes to the services landscape.

The Sunshine Coast University Hospital (SCUH), a tertiary, teaching hospital servicing all parts of the Sunshine Coast and Gympie regions officially opened in April 2017. This saw the transfer of maternity services from Nambour to Kawana. All high-risk pregnancies are referred from Gympie to SCUH. In order to minimise travel for women with high-risk pregnancies, SCUH is introducing tele-health options for non-critical consultations.

The Gympie region, one of the last to undergo the NDIS rollout, has seen the establishment of new Partners in the Community agencies, Carers QLD and BUSHkids. They are welcome additions to the community and to the LLA. But the implementation of the NDIS has not been without challenges, particularly around availability of allied health professionals.

A Machinery of Government change within the Queensland Government in late 2017 saw the responsibility for the delivery of the LLA transfer from the Sunshine Coast to the Central Queensland region. We would like to acknowledge the efforts made by Central Queensland Region to connect with and support the work of our LLA.

A challenge for the Gympie region continues to be the uncommon boundaries of government departments, agencies and non-government services that place the Gympie region within different catchment areas for education, health, child safety, communities, police, Indigenous affairs and housing matters (e.g. Wide Bay, Sunshine Coast, Central Queensland, North Coast). As a result, inclusive, place-based responses to social difficulties experienced across the region continue to be a challenge.

The large geographical size of the region, socio-economic factors and the sporadic location of communities all present accessibility issues, fragmentation, isolation and other dilemmas. Gympie is the major service centre for the region, though is located more than 70 kilometres from some smaller townships and communities. The delivery of services to the more remote areas of the region has been *ad hoc* at best, with few services providing on the ground support to these smaller communities.

There is a range of advantage levels across the Gympie region, with parts experiencing significant levels of disadvantage.

The formation of the Gympie Region Local Level Alliance, the compilation of data and efforts to explore the issues behind the data have been a solid starting point for identifying the challenges and starting to addressing them.

Collective impact recognises that no single agency, organisation or department can overcome a complex social issue alone. Collective impact calls for truly collaborative actions through the development of a common agenda – a community-wide aspiration for something better – to align our efforts, to collect data and to measure outcomes.

The information in this report is intended to inform services and agencies of the factors influencing the health and well-being of children in the Gympie region. This report highlights the collaborative efforts and progress achieved towards giving all children in the Gympie region a great start to life. It serves as a



document that highlights needs, influences and results and ensures that the efforts of the Gympie Region Local Level Alliance collective impact initiative retains its place-based focus.

## Feedback

We would love to know what you think of this report.

Do any of the figures disturb you, challenge you or support you?

Do you have a program or service that supports our approach? Would you like to be involved?

Is there anything we've overlooked?

Is there something you need to tell us? Would you like us to come and talk to you or your group?

We welcome and value all feedback.

Contact us: By phone: 0429 958 082      By email: [llagympie@gcp.org.au](mailto:llagympie@gcp.org.au)

## Coronavirus Postscript

As we prepare for the release of this report (March 2020) we, along with the rest of the world, are facing uncertain times due to the impact of the novel coronavirus pandemic. We are all learning new terms such as 'social distancing' and 'flattening the curve' as authorities across the country attempt to control the spread of the virus and deal with the emerging health implications.

Things are changing on a daily basis. While schools remain open (at present), many parents are choosing not to send their kids to school in line with recommendations that #StayAtHomeSavesLives. We know that the 2020 NAPLAN testing has been cancelled. Large gatherings of people have been curtailed, meaning that many social opportunities for kids, such as sports and group activities, have been cancelled.

However we are heartened by the many novel ways people and services in our community are finding to nurture and maintain social and community connections. Technology is being used creatively, from 'virtual' counselling to telehealth services. And for the little kids – who are, after all, at the heart of all we do – they can still hear and see local voices.





# Appendix

## Appendix 1: Perinatal data tables

**Table 13: Maternal age statistics by year of collection for Gympie LGA and QLD**

Mother's age group	Gympie LGA number of mothers 2014	Gympie LGA % 2014	Queensland number of mothers 2014	Queensland % 2014	Gympie LGA number of mothers 2017	Gympie LGA % 2017	Queensland number of mothers 2017	Queensland % 2017
19 and under	42	7.6%	2,686	4.3%	32	6.4%	1,983	3.4%
20-24	139	25.2%	10,153	16.3%	116	23.1%	8,806	15%
25-29	141	25.5%	17,992	28.9%	145	28.8%	16,720	28.5%
30-34	143	25.9%	19,511	31.4%	115	22.9%	19,234	32.7%
35-39	66	12%	9,589	15.4%	71	14.1%	9,847	16.8%
40-44	19	3.4%	2,120	3.4%	23	4.6%	2,031	3.5%
45+	2	0.4%	134	0.2%	1	0.2%	142	0.2%
Not stated	-	-	-	-	-	-	1	0%
<b>Total Mothers</b>	552	-	62,185	-	503	-	58,764	-

**Table 14: Mums smoking in pregnancy, by year of collection, Gympie LGA and Qld**

Mothers area of usual residence	Smoked (2014)	Total Mothers (2014)	% Smoked (2014)	Smoked (2017)	Total Mothers (2017)	% Smoked (2017)
Gympie LGA	124	552	22.5%	114	503	22.7%
Queensland (usual residence only)	8,169	62,185	13.1%	7,025	58,764	12%

**Table 15: Antenatal care**

Number of antenatal visits	Gympie LGA number	Gympie LGA %	Queensland number	Queensland %
<2	-	-	100	0.2%
2-4	20	4	2,463	4.2
5-7	88	17.5	9,287	15.8
8+	392	77.9	46,695	79.5
Not stated	3	0.6	219	0.4
<b>Total mothers</b>	503		58,764	



**Table 16: Perinatal statistics BMI, by year of collection, for Gympie LGA and QLD**

BMI	Gympie LGA number of mothers 2014	Gympie LGA % of mothers 2014	Queensland number of mothers 2014	Queensland % of mothers 2014	Gympie LGA number of mothers 2017	Gympie LGA % of mothers 2017	Queensland number of mothers 2017	Queensland % of mothers 2017
<19 Underweight	58	10.5%	5,112	8.2%	35	7.0%	4,541	7.7%
19-24 Normal	227	41.1%	30,403	48.9%	217	43.1%	28,045	47.7%
25-29 Overweight	114	20.6%	14,023	22.6%	113	22.5%	13,351	22.7%
30+ Obese	149	27%	11,827	19%	133	26.4%	12,056	20.5%
Not stated	4	0.7%	820	1.3%	5	1%	771	1.3%
<b>Total Mothers</b>	552		62,185		503		58,764	

**Table 17: Babies by birth weight, mothers area of residence, 2014 and 2017 calendar years**

Mother's area of usual residence	<2,500g	2,500g and over	Total births	% Low Birth Weight
Gympie LGA 2014	36	520	556	6.5%
Queensland 2014	4,366	58,810	63,182	6.9%
Gympie LGA 2017	47	463	510	9.2%
Queensland 2017	4,424	55,242	59,666	7.4%

**Table 18: APGAR scores at one minute, 2017 calendar year**

APGAR at 1 minute	Gympie LGA number of babies	Gympie LGA % of babies	Queensland number of babies	Queensland % of babies
0-3	7	1.4%	1,818	3%
4-6	33	6.5%	3,766	6.3%
7-10	470	92.2%	54,033	90.6%
Not recorded	-	-	49	0.1%
Total babies	510		59,666	

**Table 19: APGAR score at five minutes, 2017 calendar year**

APGAR at 5 minutes	Gympie LGA number of babies	Gympie LGA % of babies	Queensland number of babies	Queensland % of babies
0-3	3	0.6%	623	1.0%
4-6	5	1.0%	1,029	1.7%
7-10	502	98.4%	57,971	97.2%
Not recorded	-	-	42	0.1%
Total babies	510		59,666	

Table 20: Births by gestation weeks, 2014 and 2017 calendar years

Mother's area of usual residence	20-27	28-31	32-36	37-41	42 and over	Total births	Under 37 weeks	% under 37 weeks
Gympie LGA 2014	6	3	47	498	2	556	56	10.1%
Queensland 2014	553	506	4,603	57,245	275	63,182	5,662	9.0%
Gympie LGA 2017	2	5	43	460	-	510	50	9.8%
Queensland 2017	539	461	4,563	53,835	167	59,666	5,563	9.3%

Table 21: Births by Patient flows – mothers area of usual residence, Qld, 2017

Area/HHS of usual residence	BIRTHING HOSPITAL/HHS					Total Queensland
	Gympie Hospital	Other Hospitals in SCHHS	Total SCHHS	Home Births	Hospitals in other HHS	
Gympie LGA	294	191	485	1	24	510
Other areas in SCHHS	8	3,358	3,366	28	147	3,541
Total Sunshine Coast HHS	302	3,549	3,851	29	171	4,051
Other HHS	21	159	180	140	55,295	55,615
Queensland	323	3,708	4,031	169	55,466	59,666
Interstate/Overseas	-	8	8	-	638	646
Not stated	-	-	-	-	2	2
Queensland Total	323	3,716	4,039	98	56,106	60,314

Notes: 1. Gympie LGA comprises SA2 1511 Cooloola, 1512 Gympie-North, 1513 Gympie-South, 1514 Gympie Region and 1515 Kilkivan.

2. Includes public and private facilities.

3. Includes all births in Queensland.

4. Limited to babies with gestation of at least 20 weeks or birthweight of at least 400 grams.

Source: Perinatal Data Collection, Statistical Services Branch, Department of Health, Queensland. Prepared by: Statistical Reporting & Coordination Unit, Statistical Services Branch, Department of Health. Date: Jan29, 2019 DB No: 31, 151.



## Appendix 2: Early childhood tables

Table 22: Early childhood education and care service enrolments, 2018 Gympie LGA

Service type	Number of Services	Less than 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years and older	Total
Kindergarten Service	6				26	150	75	3				254
Long Day Care	14	46	182	265	337	341	84	43	42	31	55	1,426
Outside School Hours Care	4					0	33	21	19	26	41	140
Special Education Program	1				0	13	0	0				13
<b>Grand Total</b>	<b>25</b>	<b>46</b>	<b>182</b>	<b>265</b>	<b>363</b>	<b>504</b>	<b>192</b>	<b>67</b>	<b>61</b>	<b>57</b>	<b>96</b>	<b>1,833</b>

Table 23: Early childhood education and care service enrolments, 2018 Queensland

Service type	Number of Services	Less than 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years and older	Total
eKindy	1	0	0	0	0	191	12	1	0	0	0	204
Family Day Care	109	888	3,143	4,018	3,974	2,782	2,064	1,864	1,601	1,495	2,937	24,766
Kindergarten Service	475	0	0	0	1,878	18,199	3,313	29	0	0	0	23,419
Long Day Care	1,543	6,120	23,363	33,744	39,769	41,034	8,255	2,507	1,949	1,426	2,179	160,346
Occasional Care / Limited Hours Care	29	19	81	181	240	149	15	0	1	0	0	686
Outside School Hours Care	746	0	0	0	0	514	14,282	16,913	16,213	15,402	30,849	94,173
Pre-Prep	29	0	0	0	5	444	12	0	0	0	0	461
Remote Kindergarten	37	0	0	0	0	100	8	0	0	0	0	108
Special Education Program	87	0	0	0	0	1,157	0	0	0	0	0	1,157
<b>Total</b>	<b>3,056</b>	<b>7,027</b>	<b>26,587</b>	<b>37,943</b>	<b>45,866</b>	<b>64,570</b>	<b>27,961</b>	<b>21,314</b>	<b>19,764</b>	<b>18,323</b>	<b>35,965</b>	<b>305,320</b>

Table 24: Kindergarten enrolments 2018 Gympie

Service type	Number of Services	3 years	4 years	5 years	6 years	Total
Kindergarten Service	6	26	147	32	0	205
Long Day Care	14	27	295	18	0	340
Special Education Program	1	0	13	0	0	13
<b>Total</b>	<b>21</b>	<b>53</b>	<b>455</b>	<b>50</b>	<b>0</b>	<b>558</b>

Table 25: Kindergarten enrolments 2018 Queensland

Service type	Services providing kindergarten	3 years	4 years	5 years	6 years	Total
eKindy	1	0	191	12	1	204
Kindergarten Service	475	1,717	17,901	2,299	11	21,928
Long Day Care	1,480	3,966	36,334	2,638	27	42,965
Occasional Care / Limited Hours Care	3	21	11	0	0	32
Pre-Prep	28	5	444	11	0	460
Remote Kindergarten	30	0	100	8	0	108
Special Education Program	87	0	1,157	0	0	1,157
<b>Total</b>	<b>2,104</b>	<b>5,709</b>	<b>56,138</b>	<b>4,968</b>	<b>39</b>	<b>66,854</b>

Notes: 1. Children may be counted multiple times if they are enrolled in multiple services.

2. Data reported will differ from the Australia Bureau of Statistics (ABS) Publication: 4240.0 - Preschool Education, Australia, 2018

Data Source: Queensland Early Childhood Education and Care Services Census, 2018

## Appendix 3: Australian Early Development Census (AEDC)

Table 26: AEDC 2018 FIVE DOMAINS

LGA Code	LGA Name	Domain	Year	LGA Publishable	Count					Percent		
					On track	At risk	Vulnerable	Total valid children	On track	At risk	Vulnerable	
33620	Gympie (R)	1. Physical health and wellbeing	2018	LGA has AEDC results publicly available	393	76	81	550	71.5	13.8	14.7	
33620	Gympie (R)	2. Social competence	2018	LGA has AEDC results publicly available	379	104	67	550	68.9	18.9	12.2	
33620	Gympie (R)	3. Emotional maturity	2018	LGA has AEDC results publicly available	403	81	66	550	73.3	14.7	12.0	
33620	Gympie (R)	4. Language and cognitive skills	2018	LGA has AEDC results publicly available	442	54	54	550	80.4	9.8	9.8	
33620	Gympie (R)	5. Communication skills and general knowledge	2018	LGA has AEDC results publicly available	400	96	54	550	72.7	17.5	9.8	
-	Queensland	1. Physical health and wellbeing	2018	-	45,801	8,462	7,581	61,844	74.1	13.7	12.3	
-	Queensland	2. Social competence	2018	-	44,446	10,004	7,388	61,838	71.9	16.2	11.9	
-	Queensland	3. Emotional maturity	2018	-	45,192	9,988	6,448	61,628	73.3	16.2	10.5	
-	Queensland	4. Language and cognitive skills	2018	-	50,909	5,925	4,947	61,781	82.4	9.6	8.0	
-	Queensland	5. Communication skills and general knowledge	2018	-	45,747	9,838	6,248	61,833	74.0	15.9	10.1	
-	Australia	1. Physical health and wellbeing	2018	-	229,542	36,105	28,247	293,894	78.1	12.3	9.6	
-	Australia	2. Social competence	2018	-	222,771	42,434	28,673	293,878	75.8	14.4	9.8	
-	Australia	3. Emotional maturity	2018	-	225,739	42,390	24,677	292,806	77.1	14.5	8.4	
-	Australia	4. Language and cognitive skills	2018	-	247,870	26,291	19,417	293,578	84.4	9.0	6.6	
-	Australia	5. Communication skills and general knowledge	2018	-	227,163	42,473	24,232	293,868	77.3	14.5	8.2	

Table 27: AEDC Vulnerable on one or more domain, vulnerable on two or more domains 2018

LGA Code	LGA Name	Domain	Year	LGA Publishable	Vulnerable count	Vulnerable percent	Total valid children
33,620	Gympie (R)	DV1 - Vulnerable on one or more domain(s)	2018	LGA has AEDC results publicly available	146	26.5	550
33,620	Gympie (R)	DV2 - Vulnerable on two or more domains	2018	LGA has AEDC results publicly available	85	15.5	550
-	Queensland	DV1 - Vulnerable on one or more domain(s)	2018	-	15,954	25.9	61,673
-	Queensland	DV2 - Vulnerable on two or more domains	2018	-	8,576	13.9	61,781
-	Australia	DV1 - Vulnerable on one or more domain(s)	2018	-	63,448	21.7	292,976
-	Australia	DV2 - Vulnerable on two or more domains	2018	-	32,434	11.0	293,619

Table 28: AEDC Vulnerability on one or more domains, vulnerability on two or more domains, smaller profile areas

	Vulnerable on one or more domain						Vulnerable on two or more domains					
	2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%
Australia	59,933	22	62,960	22	63,448	21.7	29,543	10.8	31,754	11	32,434	11
Queensland	15,217	26	16,220	26.1	15,954	25.9	8,001	13.8	8,713	14	8,576	13.0
Cooloola (old Council area)	176	34.1	157	30.3	131	27.9	89	17.1	89	17.2	75	16
Bollier	-		7	43.8	4	19	-		5	31.3	3	14.3
Chatsworth and surrounds	16	27.1	12	21.4	10	15.4	9	15.3	8	14.3	4	6.2
Cooloola Cove	20	54.1	7	28	5	31.3	5	13.5	2	8	3	18.8
Goomboorian-Neerdie-Wolvi	-		-		-		1	6.7	-		-	
Gympie	46	34.8	53	32.1	56	39.4	29	22	29	17.7	28	19.7
Imbil	-		4	22.2	-		-		2	11.1	-	
Kilkivan	7	21.6	10	27.8	7	15.9	3	9.4	2	5.6	6	13.6
Kilkivan and surrounds	-		8	32	5	20.8	-		1	4	4	16.7
Monkland- The Dawn	10	50	7	41.2	3	15.8	5	25	5	29.4	2	10.5
Mothar Mountain-Kyborg	6	37.5	9	32.1	4	26.7	4	25	6	21.4	2	13.3
Southside-Jones Hill	34	31.8	30	34.9	24	32.4	14	13.1	21	24.4	18	24.3
Tin Can Bay-Rainbow Beach	12	38.7	6	37.5	7	33.3	8	25.8	3	17.6	5	23.8
Veteran and surrounds	7	25	8	26.7	5	21.7	2	7.1	3	10	2	8.7
Victory Heights- Araluen	5	20	1	4	4	14.8	4	16	1	4	3	11.1

Source: AEDC Community Profile 2019 Cooloola and Kilkivan 2018



Table 29: AEDC Transition indicators 2018

LGA Code	LGA Name	LGA Publishable	Year	Transition Indicator	Very true		Somewhat true		Not true		Total children
					Count	Percent	Count	Percent	Count	Percent	
33620	Gympie (R)	LGA has AEDC results publicly available	2018	Child is adapting to school	413	69.8	151	25.5	28	4.7	592
33620	Gympie (R)	LGA has AEDC results publicly available	2018	Parents actively engaged with the school	420	71.6	137	23.3	30	5.1	587
33620	Gympie (R)	LGA has AEDC results publicly available	2018	Child is regularly read to at home	402	70.0	131	22.8	41	7.1	574
-	Queensland	-	2018	Child is adapting to school	46,140	71.6	15,872	24.6	2,408	3.7	64,420
-	Queensland	-	2018	Parents actively engaged with the school	45,960	71.7	13,816	21.5	4,367	6.8	64,143
-	Queensland	-	2018	Child is regularly read to at home	44,718	72.0	12,585	20.3	4,844	7.8	62,147
-	Australia	-	2018	Child is adapting to school	234,507	76.3	63,968	20.8	8,897	2.9	307,372
-	Australia	-	2018	Parents actively engaged with the school	229,004	74.8	59,642	19.5	17,567	5.7	306,213
-	Australia	-	2018	Child is regularly read to at home	222,898	74.6	55,025	18.4	20,687	6.9	298,610

Notes: Total figures exclude children where their teachers answered "don't know" or did not answer.

The AEDC Data Guidelines set out the principles and protocols governing the management, access, use, and dissemination of AEDC data in all its forms. The publishing rules in Section 7 of the guidelines must be followed when AEDC data is made public to ensure confidentiality of the data and that no identifiable information about the children, teachers and schools taking part in the AEDC is revealed. The AEDC Data Guidelines document is available from the AEDC website (<https://www.aedc.gov.au/>).

Source:AEDC,2018

## Appendix 4: Schooling data

Table 30: Count of full-time students with a verified EAP Disability by major disability category

Disability Category	Gympie LGA		Queensland State Schools	
	Student Count	%	Student Count	%
Autism Spectrum Disorder	258	53%	15,873	48%
Hearing Impairment	27	5%	2,801	8%
Intellectual Disability	138	28%	10,448	31%
Physical Impairment	18	4%	1,492	4%
Speech and Language Impairment	46	9%	2,373	7%
Visual Impairment	4	1%	415	1%
<b>Total</b>	<b>491</b>		<b>33,402</b>	

Table 31: State School Enrolments

Year Level	Gympie LGA			Queensland State Schools		
	Student Count	Indigenous Count	Indigenous %	Student Count	Indigenous Count	Indigenous %
Prep Year	491	61	12%	48,095	5,264	11%
Year 1	480	52	11%	47,539	5,220	11%
Year 2	492	59	12%	48,330	5,160	11%
Year 3	519	51	10%	49,401	5,086	10%
Year 4	543	64	12%	48,844	5,127	10%
Year 5	536	42	8%	48,597	5,136	11%
Year 6	527	53	10%	47,467	4,818	10%
Year 7	487	58	12%	41,610	4,284	10%
Year 8	506	49	10%	39,605	4,144	10%
Year 9	469	44	9%	38,419	3,748	10%
Year 10	439	30	7%	36,727	3,427	9%
Year 11	267	19	7%	24,949	1,962	8%
Year 12	308	16	5%	31,156	2,376	8%

Notes: 1. These tables count full-time enrolments in August 2018

2. In the Disability table, the percentage columns represent the percentage of total students with disability; in the Year Level table, the percentage columns represent the percentage of students in the year level who are Indigenous.

Source: Department of Education Enrolment Collection August 2018. Prepared by: DISC May 2019.



**Table 32: Capped Apparent Retention Rates, State Schools Gympie LGA, All Schools Queensland, Australia**

Year	Year Range	State Schools			All Schools					
		Gympie LGA			Queensland			Australia		
		Aboriginal and Torres Strait Islander	Non-Indigenous	All	Aboriginal and Torres Strait Islander	Non-Indigenous	All	Aboriginal and Torres Strait Islander	Non-Indigenous	All
2018	Year 7/8 - Year 10	94.2%	94.5%	90.9%	97.3%	100.0%	100.0%	96.8%	100.0%	100.0%
2018	Year 7/8 - Year 12	66.0%	67.4%	47.1%	73.8%	90.4%	89.2%	60.9%	85.8%	84.5%
2018	Year 10 - Year 12	66.1%	68.1%	43.2%	74.9%	88.8%	87.8%	62.6%	83.9%	82.8%

- Notes: 1. Capped apparent retention rates express the change in cohort size from one year level to another. They are capped at 100%.
2. Year 7/8 represents the first year of high school, which has been Year 7 in Queensland since 2015. Gympie LGA data is limited to state schools due to data availability.
3. Queensland and Australia data is sourced from the ABS Schools, Australia release.

Source: Department of Education Enrolment Collection August 2018. Prepared by: DISC May 2019.

**Table 33: NAPLAN Results 2018, Gympie LGA, Queensland and Australia by year level and strand**

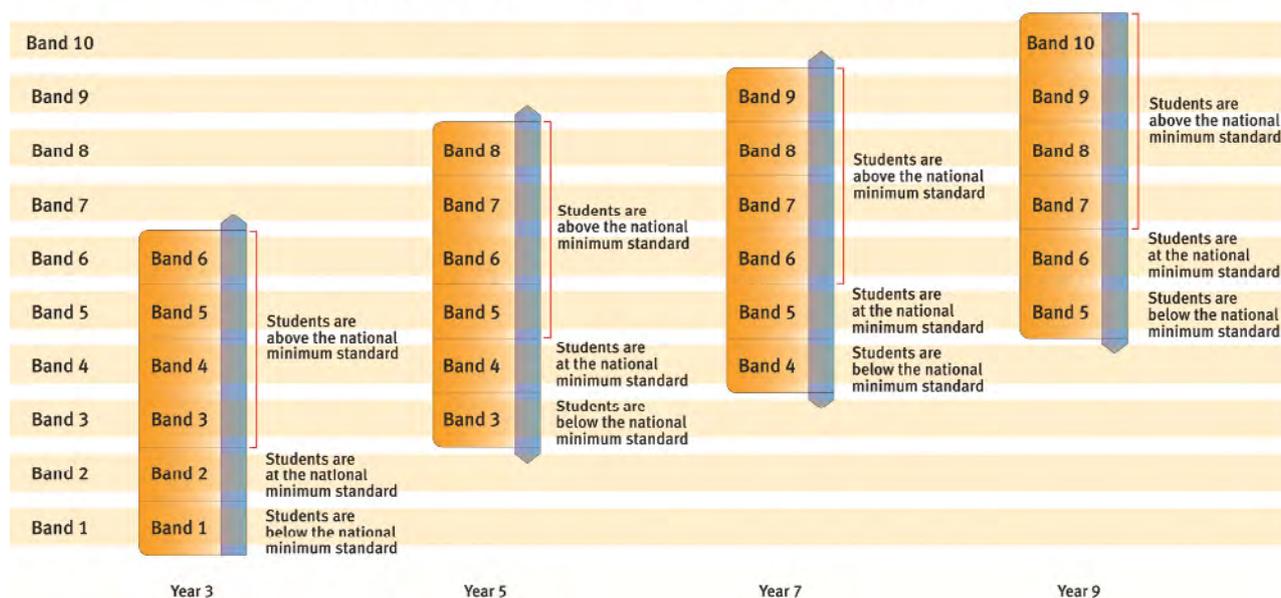
Reporting Level	Collection Year	Year Level	Strand	Mean	NMS %	U2B %
Gympie LGA (State Schools)	2018	Year 3	Reading	399.4	93.8	36.6
Gympie LGA (State Schools)	2018	Year 3	Writing	372	91.7	24.8
Gympie LGA (State Schools)	2018	Year 3	Spelling	379.5	89.4	29.2
Gympie LGA (State Schools)	2018	Year 3	Grammar and Punctuation	394.7	91.1	33.3
Gympie LGA (State Schools)	2018	Year 3	Numeracy	385.4	97.8	26.7
Gympie LGA (State Schools)	2018	Year 5	Reading	495.2	92.4	33.2
Gympie LGA (State Schools)	2018	Year 5	Writing	439.5	84.1	5.6
Gympie LGA (State Schools)	2018	Year 5	Spelling	478.5	93.8	21.9
Gympie LGA (State Schools)	2018	Year 5	Grammar and Punctuation	484.1	89.6	27.5
Gympie LGA (State Schools)	2018	Year 5	Numeracy	482.9	97.8	20.9
Gympie LGA (State Schools)	2018	Year 7	Reading	519.5	92	17.5
Gympie LGA (State Schools)	2018	Year 7	Writing	476.7	84.3	5.6
Gympie LGA (State Schools)	2018	Year 7	Spelling	521.2	89	19.2
Gympie LGA (State Schools)	2018	Year 7	Grammar and Punctuation	526	90.9	19
Gympie LGA (State Schools)	2018	Year 7	Numeracy	530	94.5	20.4
Gympie LGA (State Schools)	2018	Year 9	Reading	556	83.9	13.6
Gympie LGA (State Schools)	2018	Year 9	Writing	493.9	56.7	5.2

Reporting Level	Collection Year	Year Level	Strand	Mean	NMS %	U2B %
Gympie LGA (State Schools)	2018	Year 9	Spelling	556.3	82.4	14.4
Gympie LGA (State Schools)	2018	Year 9	Grammar and Punctuation	556.2	84.9	15.6
Gympie LGA (State Schools)	2018	Year 9	Numeracy	573.5	93.6	12.7
Queensland (All Schools)	2018	Year 3	Reading	429.9	96.2	51.3
Queensland (All Schools)	2018	Year 3	Writing	397.7	94	36.5
Queensland (All Schools)	2018	Year 3	Spelling	410.8	94.3	43.5
Queensland (All Schools)	2018	Year 3	Grammar and Punctuation	429.4	95.4	51.8
Queensland (All Schools)	2018	Year 3	Numeracy	399.2	95.9	35.1
Queensland (All Schools)	2018	Year 5	Reading	506.1	95.1	37.1
Queensland (All Schools)	2018	Year 5	Writing	454	87.5	11
Queensland (All Schools)	2018	Year 5	Spelling	496.5	94.6	31.3
Queensland (All Schools)	2018	Year 5	Grammar and Punctuation	501	94.4	34.3
Queensland (All Schools)	2018	Year 5	Numeracy	487.5	95.9	24.1
Queensland (All Schools)	2018	Year 7	Reading	537.9	94.1	24.6
Queensland (All Schools)	2018	Year 7	Writing	493.4	83.7	10.3
Queensland (All Schools)	2018	Year 7	Spelling	542.2	93.2	28.1
Queensland (All Schools)	2018	Year 7	Grammar and Punctuation	542.6	92.8	28.8
Queensland (All Schools)	2018	Year 7	Numeracy	541.9	95.5	25.8
Queensland (All Schools)	2018	Year 9	Reading	578.2	92.1	19.8
Queensland (All Schools)	2018	Year 9	Writing	527.2	74.2	8.6
Queensland (All Schools)	2018	Year 9	Spelling	580.6	90.5	22.5
Queensland (All Schools)	2018	Year 9	Grammar and Punctuation	579.9	91.8	21.1
Queensland (All Schools)	2018	Year 9	Numeracy	588.5	95.2	22.7
Australia (All Schools)	2018	Year 3	Reading	433.8	95.6	53.2
Australia (All Schools)	2018	Year 3	Writing	407.1	94.4	41.9
Australia (All Schools)	2018	Year 3	Spelling	417.6	94.1	46.6
Australia (All Schools)	2018	Year 3	Grammar and Punctuation	431.8	94.9	53.1
Australia (All Schools)	2018	Year 3	Numeracy	407.7	95.8	39.2
Australia (All Schools)	2018	Year 5	Reading	509.3	94.9	38.6
Australia (All Schools)	2018	Year 5	Writing	464.7	89.8	13.7
Australia (All Schools)	2018	Year 5	Spelling	502.4	94.4	34.5
Australia (All Schools)	2018	Year 5	Grammar and Punctuation	503.8	94.4	35.5



Reporting Level	Collection Year	Year Level	Strand	Mean	NMS %	U2B %
Australia (All Schools)	2018	Year 5	Numeracy	494	95.7	27.6
Australia (All Schools)	2018	Year 7	Reading	542.2	94.1	26.9
Australia (All Schools)	2018	Year 7	Writing	505.3	86.9	13.5
Australia (All Schools)	2018	Year 7	Spelling	545.4	92.8	30.3
Australia (All Schools)	2018	Year 7	Grammar and Punctuation	544.4	93	29.1
Australia (All Schools)	2018	Year 7	Numeracy	548.4	95.6	28.9
Australia (All Schools)	2018	Year 9	Reading	584.1	93.4	20.9
Australia (All Schools)	2018	Year 9	Writing	542.4	79.5	11.7
Australia (All Schools)	2018	Year 9	Spelling	583.4	90.4	23.7
Australia (All Schools)	2018	Year 9	Grammar and Punctuation	580.5	92.3	20.2
Australia (All Schools)	2018	Year 9	Numeracy	595.7	95.5	25.8

National Assessment Program—Literacy and Numeracy National Assessment Scale



Source: <https://www.nap.edu.au/results-and-reports/how-to-interpret>

Figure 10: NAPLAN Assessment Scale

Table 34: Year 3 NAPLAN Results by School within Gympie LGA

Year Level	School Name	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Year 3</b>	Amamoor State School	75%	100%	75%	88%	100%
	Chatsworth State School	100%	100%	91%	97%	100%
	Cooloola Christian College	94%	97%	97%	97%	100%
	Goomeri State School	100%	100%	100%	100%	100%
	Gunalda State School	100%	80%	100%	100%	100%
	Gympie Central State School	97%	94%	97%	97%	100%
	Gympie East State School	100%	100%	100%	96%	100%
	Gympie South State School	97%	95%	92%	95%	100%
	Gympie West State School	90%	78%	81%	81%	98%
	Jones Hill State School	92%	92%	86%	95%	100%
	Kandanga State School	100%	100%	80%	100%	100%
	Kia-Ora State School	100%	100%	100%	83%	100%
	Kilkivan State School	100%	100%	100%	100%	100%
	Mary Valley State College	89%	100%	100%	89%	90%
	Monkland State School	77%	85%	85%	77%	90%
	One Mile State School	94%	88%	88%	88%	98%
	Rainbow Beach State School	100%	100%	100%	100%	100%
	St Patrick's Primary School	92%	92%	92%	97%	92%
	Tin Can Bay State School	100%	100%	90%	100%	100%
	Two Mile State School	100%	100%	100%	100%	100%
Victory College	90%	88%	85%	83%	100%	
Wolvi State School	86%	100%	100%	71%	100%	
<b>Year 5</b>	Amamoor State School	100%	100%	91%	100%	100%
	Chatsworth State School	89%	88%	100%	86%	97%
	Cooloola Christian College	100%	83%	94%	89%	100%
	Goomeri State School	100%	100%	87%	73%	100%
	Gympie Central State School	100%	94%	97%	97%	100%
	Gympie East State School	95%	89%	95%	95%	100%
	Gympie South State School	90%	75%	93%	90%	97%
	Gympie West State School	93%	85%	92%	85%	98%
	Jones Hill State School	98%	91%	96%	87%	100%
	Kandanga State School	100%	86%	100%	100%	100%
	Kia-Ora State School	100%	75%	100%	92%	100%
	Kilkivan State School	92%	92%	100%	92%	100%
	Mary Valley State College	89%	83%	89%	94%	100%
Monkland State School	58%	70%	90%	80%	83%	



Year Level	School Name	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Year 5</b>	One Mile State School	93%	81%	93%	92%	98%
	Rainbow Beach State School	100%	93%	100%	100%	100%
	St Patrick's Primary School	98%	100%	94%	94%	100%
	Tin Can Bay State School	88%	70%	91%	91%	97%
	Two Mile State School	89%	78%	89%	89%	100%
	Victory College	96%	92%	96%	90%	100%
	Widgee State School	100%	85%	100%	100%	100%
	Wolvi State School	86%	86%	100%	86%	100%
<b>Year 7</b>	Cooloola Christian College	94%	88%	98%	90%	98%
	Goomeri State School	100%	100%	80%	100%	100%
	Gympie State High School	90%	84%	82%	91%	93%
	James Nash State High School	96%	88%	97%	93%	97%
	Kilkivan State School	89%	78%	100%	89%	100%
	Mary Valley State College	100%	87%	80%	93%	100%
	St Patrick's College	98%	87%	93%	94%	100%
	Tin Can Bay State School	89%	71%	100%	88%	100%
<b>Year 9</b>	Victory College	91%	67%	87%	87%	96%
	Cooloola Christian College	91%	74%	74%	91%	92%
	Goomeri State School	100%	67%	89%	100%	100%
	Gympie State High School	74%	44%	78%	78%	92%
	James Nash State High School	92%	69%	89%	93%	97%
	Kilkivan State School	100%	88%	75%	88%	100%
	Mary Valley State College	100%	50%	81%	100%	100%
	St Patrick's College	95%	75%	89%	96%	97%
Tin Can Bay State School	64%	29%	57%	50%	77%	
Victory College	97%	67%	88%	94%	97%	

#### Notes

Results are based on an student aggregate of all Queensland State Schools in the Gympie Local Government Area.

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been part of the school calendar since 2008. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May. NAPLAN is made up of tests in the four domains (or strands) of: reading; writing; language conventions (spelling, grammar and punctuation); numeracy.

NAPLAN results are measured at a student level against an assessment scale in each of the areas tested. The scales span all the year levels from Year 3 to Year 9, and are divided into 10 bands. Not all bands are reported for each year level. Each scale spans all year levels from Year 3 to Year 9 with scores that range from approximately zero to 1000. It is possible for a NAPLAN scale score to be negative.

For NAPLAN results, a national minimum standard (NMS) is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3, band 4 is the minimum standard for Year 5, band 5 is the minimum standard for Year 7 and band 6 is the minimum standard for Year 9. These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale.

Table 35: Year 12 Schooling

Completion Year	Gympie LGA		All Queensland Schools	
	Senior Statements	QCE/QCIA %	Senior Statements	QCE/QCIA %
2014	484	88.4	49,250	92.7
2015	514	89.3	50,020	95.2
2016	507	90.7	50,627	96.1
2017	521	93.1	51,927	96.4
2018	457	92.1	50,613	96.9

Notes: Excludes visa students. A visa student is a student who is not a citizen or permanent resident of Australia. Visa students are not regarded as OP-eligible. They may qualify for an equivalent-OP.

Source: Queensland Curriculum and Assessment Authority. Prepared by: DISC May 2019.

Table 36: 2018 ICSEA Gympie LGA Schools

School Sector	School Name	ICSEA
Government	Amamoor State School	971
	Chatsworth State School	943
	Dagun State School	945
	Goomeri State School	933
	Gunalda State School	947
	Gympie Central State School	974
	Gympie East State School	996
	Gympie South State School	961
	Gympie Special School	950
	Gympie State High School	932
	Gympie West State School	957
	James Nash State High School	972
	Jones Hill State School	986
	Kandanga State School	998
	Kia-Ora State School	948
	Kilkivan State School	936
	Mary Valley State College	943
	Monkland State School	860
	One Mile State School	948
	Rainbow Beach State School	1010
	Theebine State School	921
	Tin Can Bay State School	916
Two Mile State School	933	
Widgee State School	978	
Wolvi State School	960	
Woolooga State School	932	
Independent	Cooloola Christian College	1013
	Victory College	999
Catholic	Gympie Flexible Learning Centre	835
	St Patrick's College	1037
	St Patrick's Primary School	1036

Notes:

1. The Index of Community Socio-Educational Advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable meaningful comparisons of NAPLAN test achievement by students in schools across Australia. ICSEA should be interpreted with the assistance of the About ICSEA fact sheet and the Guide to understanding 2013 ICSEA values.
2. Key factors in students' family backgrounds (parents' occupation, school education and non-school education) have an influence on students' educational outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school's geographical location and the proportion of Indigenous students a school caters for) need to be considered when summarising educational advantage or disadvantage at the school level. ICSEA provides a scale that numerically represents the relative magnitude of this influence, and is constructed taking into account both the student- and the school-level factors.
3. This list only includes schools that have a 2018 ICSEA value. There are some 25 Qld State Schools that are currently open in 2019 and do not appear on this list. Schools that are new, categorised as special schools or those with small enrolment numbers (<5 students) are suppressed because the results are too volatile. Source: ARACA, 2019.

Prepared by: DISC May 2019.



## Appendix 5: Child Safety Data

**Table 37: Notifications requiring an investigation, by substantiated outcome, by age grouping, Gympie Child Safety Service Centre, year ending 31 December 2018**

Measure	Child age groupings		Total
	0-8 years	All other ages	
Notifications requiring an investigation	219	185	404
Substantiated	91	64	155

- Notes:
- Counts notifications recorded during the reference period, where an assessment has been finalised and the investigation outcome was recorded on the central system.
  - The intended purpose for the use of the data is understood to be to assist Gympie Local Level Alliance to update their State of Children Report, assessing the impact of collaborative initiatives.
  - Use of the data is only for the purpose intended in the request and cannot be forwarded to a third party without prior approval of the department.

Source: Department of Child Safety, Youth and Women

### GLOSSARY

#### Notification

Recorded by the department when information received indicates harm or risk of harm to a child and a reasonable suspicion the child is in need of protection.

#### Substantiated

It is assessed that the child or young person has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm and there is no parent able and willing to protect the child from harm. Where the risk of future significant harm is present and the child does not have a parent able and willing to protect them, a child is considered to be in need of protection.

**Table 38: Children subject to ongoing intervention, by ongoing intervention type, order length, and child age grouping, Gympie Child Safety Service Centre at 31 December 2018**

Ongoing intervention type	Order length	Child age groupings		Total
		0-8 years	All other ages	
Child Protection Order	Short-term	38	17	55
	Long-term	23	52	75
	Total	61	69	130
Intervention with Parental Agreement		19	12	31
<b>Total</b>		<b>80</b>	<b>81</b>	<b>161</b>

- Notes:
- If a child is subject to both intervention with parental agreement and a child protection order (such as an order directing a parent's actions), they are counted only once in the child protection order category.
  - The intended purpose for the use of the data is understood to be to assist the Gympie Local Level Alliance to update their State of Children in Gympie report, assessing the impact of collaborative initiatives.
  - Use of the data is only for the purpose intended in the request and cannot be forwarded to a third party without prior approval of the department.

Source: Department of Child Safety, Youth and Women

### GLOSSARY

#### Ongoing intervention

Ongoing intervention by department is required when it has been determined that a child is in need of protection.

- When ongoing intervention is required, a case plan is developed in conjunction with the child and their family.
- The department may intervene through the use of a child protection order, or may work with parental agreement
- The child may also be removed from their home to ensure their safety.

#### Intervention with parental agreement (IPA)

Following an assessment that the parents are able and willing to work actively with Child Safety Services, an IPA case is opened by the department.

#### Child Protection Order

An order made by the Children's Court under the Child Protection Act 1999, when a child is considered in need of protection.

#### Short-term child protection order

When the protection needs of a child during ongoing intervention cannot be met through intervention with parental agreement, the department applies for a child protection order through the Children's Court to meet the needs of the child.

Short-term child protection orders include:

- Directive orders
- Supervision orders
- Orders that grant short-term custody
- Orders that grant short-term guardianship.

#### Long-term child protection order

An order made under the Child Protection Act 1999 can grant long-term guardianship of the child to a suitable family member (other than a parent of the child), another suitable person nominated by the chief executive, or to the chief executive until the child's 18th birthday.