

Logan Together's submission to
the *Social Deck* for —

Foundational Supports

Logan's First 2000 Days

An integrated approach to supporting children with
developmental delay, including foundational supports

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Purpose of this document

This document outlines lessons learnt from what is currently working in Logan, initiatives and enablers that were identified by Logan's people for the First 2000 Days, community-led processes and key recommendations on how an **integrated approach** to foundational supports for children with developmental delay could be situated within a First 2000 Days model.

Why an integrated approach?

Community have told us that their experience of receiving support through the NDIS is a long journey, through a confusing process of assessment and diagnosis. During these times, children and families have limited opportunity to receive supports to improve their child's participation in play and learning. Instead, they sit on long wait lists awaiting diagnosis to enable them to attain funding to then source early intervention for their child.

One parent commented *"My four-year-old needs assessments and GP has done referral, but we have been waiting months and no one can tell who I need to talk too to find out what happening, and we can't afford private assessment"*.

At a national level the rate of children with developmental delay entering the NDIS has increased significantly in recent years:

- 25% increase of people with developmental delay accessing the NDIS (Between June 2021 – June 2022)²
- 44% increase of people with developmental delay accessing the NDIS (Between June 2022 – June 2023)²
- Developmental delay payments from the NDIS increased 46% (increased from \$468 M - \$686M) (2021-2022 FY to 2022-2023 FY)²

At a local level, 19% of children in Logan experienced developmental vulnerability on 2 or more domains of the Australian Early Development Census from 2009 - 2021¹. Developmental delay represents 65.5% of total NDIS participants aged 0-6 in Logan (2167 children) in the September 2024 quarter². This has increased 16.9% in the previous 12 months². However, the rate increased 47.3% in the previous period (Dec 22 - Sep 23)², suggesting that the rate of approval of children with developmental delay entering the NDIS is slowing to make way for foundational supports.

An integrated approach would enable children with developmental concern, delay or disability to be identified earlier and guided into a support system that meets the child and family's needs.

About Logan Together

[Logan Together](#) is a mature collective impact³ community movement committed to the wellbeing of every child in Logan from 0 to 8 years of age. Our big goal is to see Logan's children happy,

¹ <https://www.aedc.gov.au/data-explorer/>

² <http://dataresearch.ndis.gov.au/datasets/participant-datasets>

³ Collective impact is a network of community members, organizations, and institutions who advance equity by learning together, aligning, and integrating their actions to achieve population and systems level change (<https://collectiveimpactforum.org/what-is-collective-impact/>).

healthy, and thriving now, and for generations to come. Our community is clear on the conditions required to make real change.

Our work rests on three pillars - First Nations First, Children at the heart, Community led (see Appendix 1). As a community movement Logan Together has created a collective response to achieve the shared vision of the Logan community, in our [Collective Plan](#) (see Appendix 2).

We've come together and we've said – "We're not really happy with what's happening in Logan" This is about taking power back and sharing decision-making in a culturally sensitive way. We are asking that our people are able to assume leadership over our own lives, our own community.

Walking Together for Logan's Children Team members⁴

Logan Together partners with Focus Communities

As a movement, Logan Together has maintained and strengthened our regional commitments by scaling up and identifying ready local communities who have the community leadership, sector readiness and sense of urgency for change for children and families to receive deeper support and investment (see Figure 3). Focus communities provide economic and progress benefit through a Collective Impact approach.

Integrated approach

Logan's First 2000 Days is a reimagined early childhood system. The realisation of Logan's First 2000 Days will inherently offer foundational supports to children, families, carers and kin in Logan with developmental concerns, delay and / or disability.

Key recommendations

These approaches would create the conditions for real impact in the implementation of foundational supports for children with developmental concern, delay, and/or disability and their families, carers and kin.

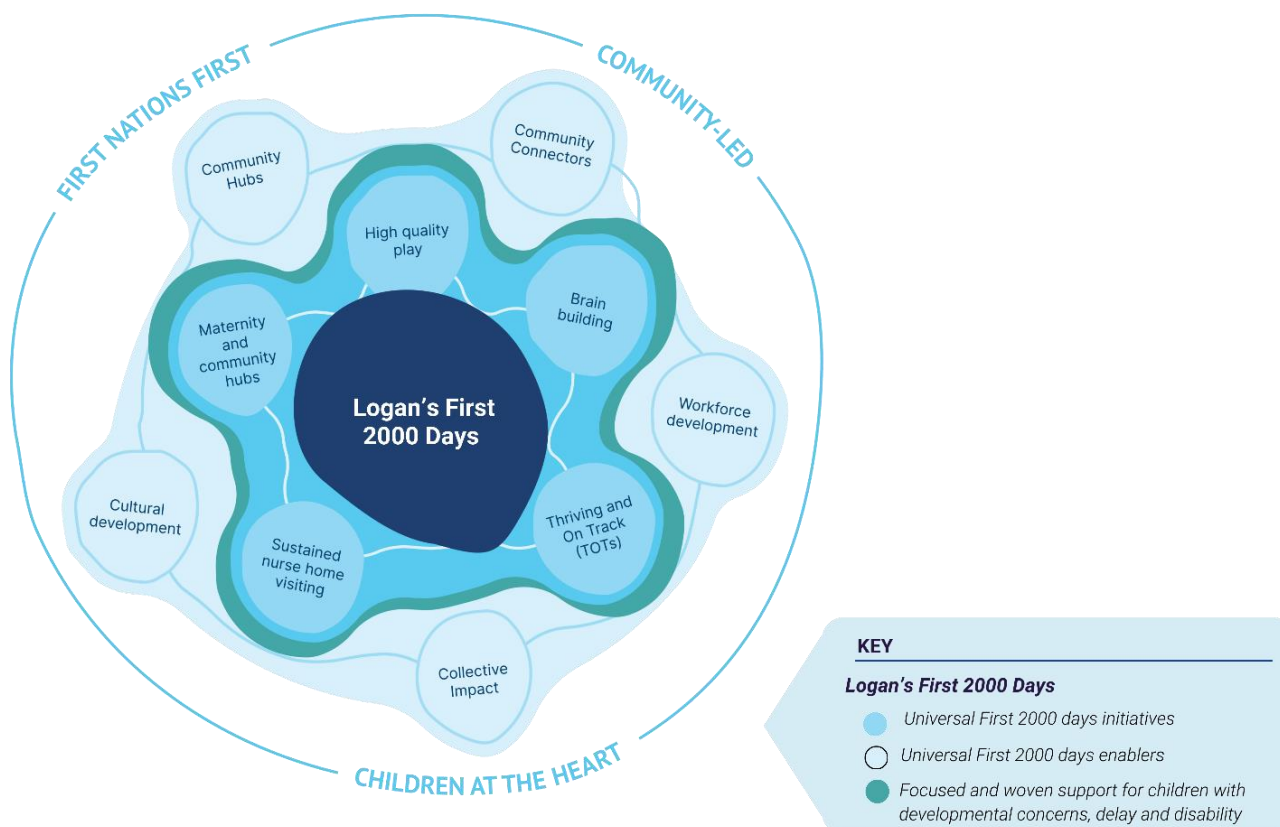
1. Embed a community-led approach to situating foundational supports in the first 2000 days.
2. Provide families, carers and kin with multiple entry points to accessing foundational supports.
3. Provide wrap-around supports for children, families, carers and kin through hubs and community connectors.
4. Situate Early Supports Teams in locations where families, carers and kin feel safe and supported.
5. Develop an evidence-informed and culturally responsive workforce.
6. Develop data processes to support shared decision-making.

⁴ Walking Together for Logan's Children was a transformative event that brought together the Logan community, government leaders, policy makers, investors, service providers, and corporates from across Australia. The event aimed to advance social impact practices and policies while highlighting the essential ingredients for effective change (<https://www.logantogether.org.au/walking-together#:~:text=Walking%20Together%20for%20Logan's%20Children%20was%20a%20transformative%20event%20that,and%20corporates%20from%20across%20Australia.>)

Logan's First 2000 Days

Logan's First 2000 Days has five initiatives and five enablers, is evidence-informed and reflects what we know works in Logan (Figure 1).

Figure 1. Logan's First 2000 Days initiatives and enablers.



Our evidence base draws heavily on the Restacking the Odds framework⁵ and is informed by research from the Murdoch Children's Research Institute⁶.

By stacking and connecting these initiatives and enablers, the early childhood system becomes accessible to all children and creates amplifying, life-changing impact. Community leadership ensures every element reflects the needs of the community.

We are working to see that children in Logan are developmentally on track or receiving the support they need to thrive at ages 3, 5 and 8 years old. We are working with community, government, the service sector and others to measure these outcomes in ways that are meaningful and make sense to our community.

⁵ <https://www.rsto.org.au/about/what-is-restacking-the-odds/>

⁶ <https://www.rsto.org.au/our-work/research/>

Logan's First 2000 Days ecosystem supports children with developmental concerns, delay or disability in Logan to access mainstream, general and targeted foundational and specialist supports when and where they need them, in ways that make sense to them and their families. Children, families, carers and kin feel connected and supported in their community and can access all their health and development needs through multiple entry points, including spaces where families feel safe and supported such a hubs.

Figure 2. Logan’s First 2000 Days overview.

Logan’s First 2000 Days - an integrated approach to supporting children with developmental delay, including foundational supports



Enhancing the community created First 2000 Days ecosystem, Logan Together and partners can support children with developmental delays, improving their lives through community-led, place-based approaches

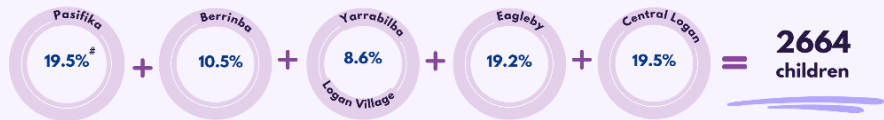
THE CHALLENGE

Socio-economic disadvantage is the largest driver of developmental vulnerability for all children.

We can only receive developmental support for our children through the NDIS



For Logan Together’s five focus communities and priority areas, **developmental vulnerability on two or more domains*** is significant:



19% of Logan’s children are developmentally vulnerable on two or more domains*

THE SOLUTION

Logan’s families and children feel connected and supported in their community and can access all their health and development needs through multiple entry points*, including spaces where families feel safe and supported such as hubs*. Children receive personalised support when, where and how they need it

We are connected with a system to support our children play, learn and thrive



Early Supports Team

Wraparound Backbone Support, Community Connector/s, Community Hub Team, Child Health Nurse/s & Allied Health Professional/s

Hubs

Community Hubs in Logan support families to connect with each other, their school and with local services and support. They are welcoming places where families from diverse backgrounds, particularly mothers with pre-school children, can access engagement.

Multiple Entry Points

Entry points will look different for families depending on their context and community connection. Families may find their way into the ecosystem through the engaging in any of the initiatives in Logan’s First 2000 Days, as well as via Community Connectors.



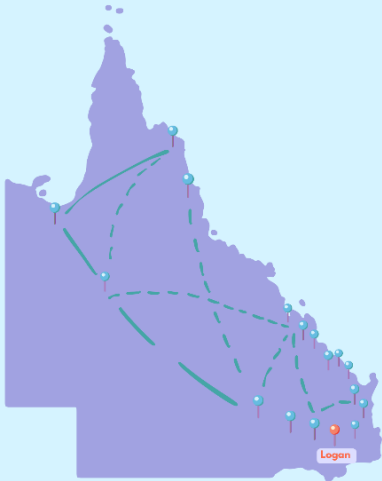
THE EVIDENCE

We will measure, learn and act on:



THE OPPORTUNITY

This proposal marks the beginning of a transformative, integrated approach. In the following phases, Logan Together will mentor and support the expansion of this place based approach in foundational supports across communities throughout Queensland.



* AEDC data from aeds.gov.au/data-explorer/ (2009-2021)
* Derived from Logan Central figure

Figure 3. Logan's First 2000 Days foundational supports

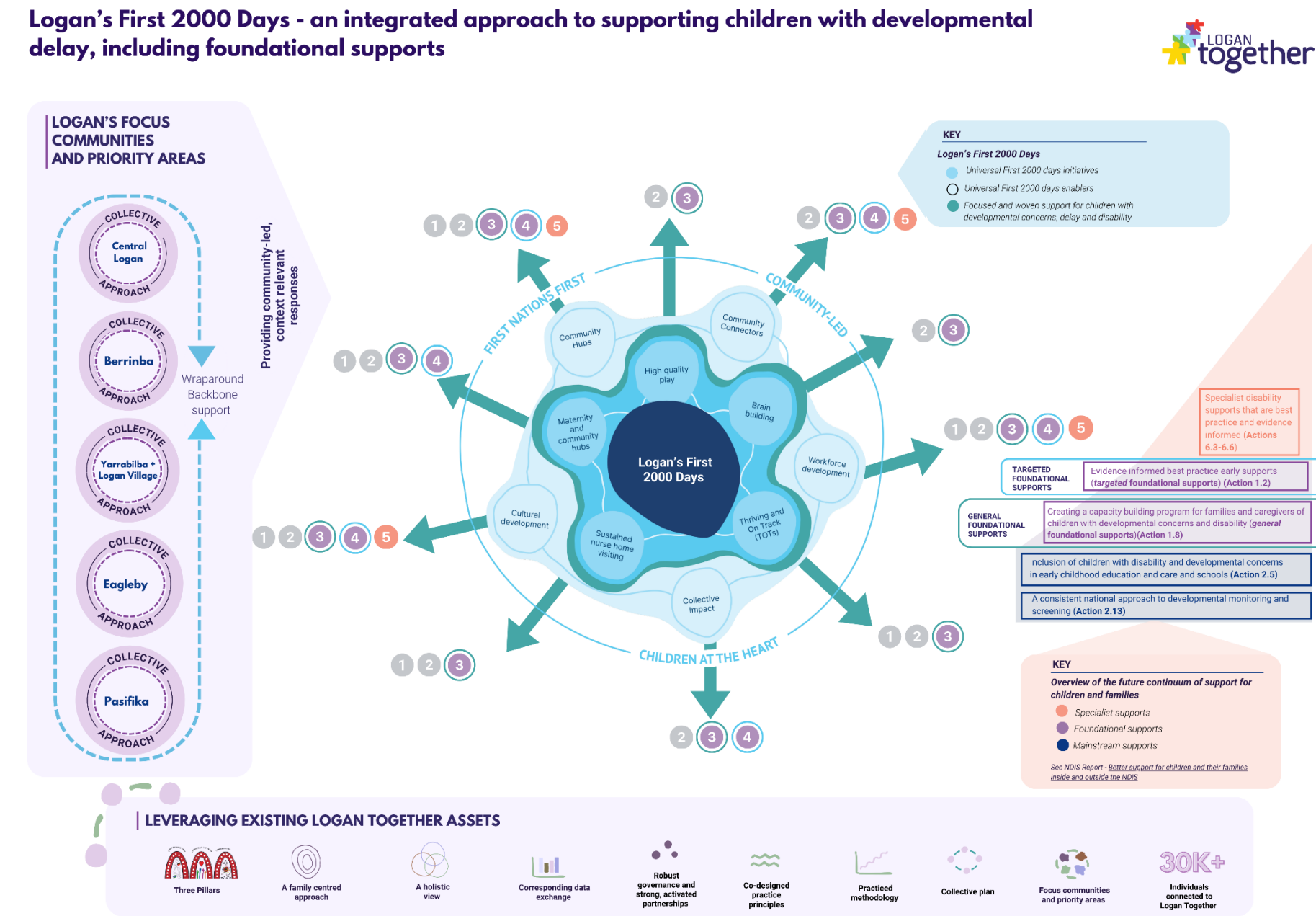


Figure 4. Logan's First 2000 Days Enablers

An integrated approach to the Logan's First 2000 Days

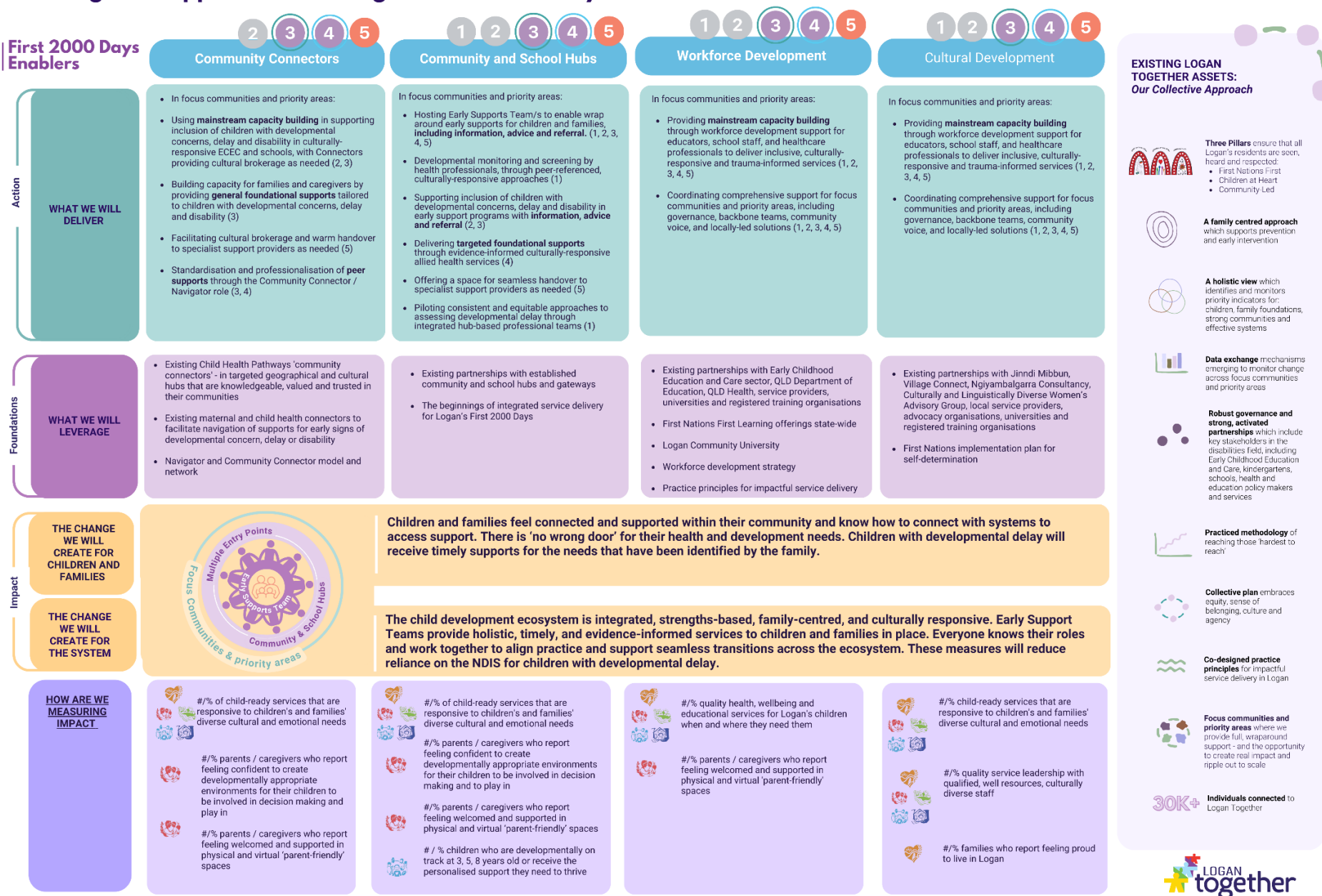
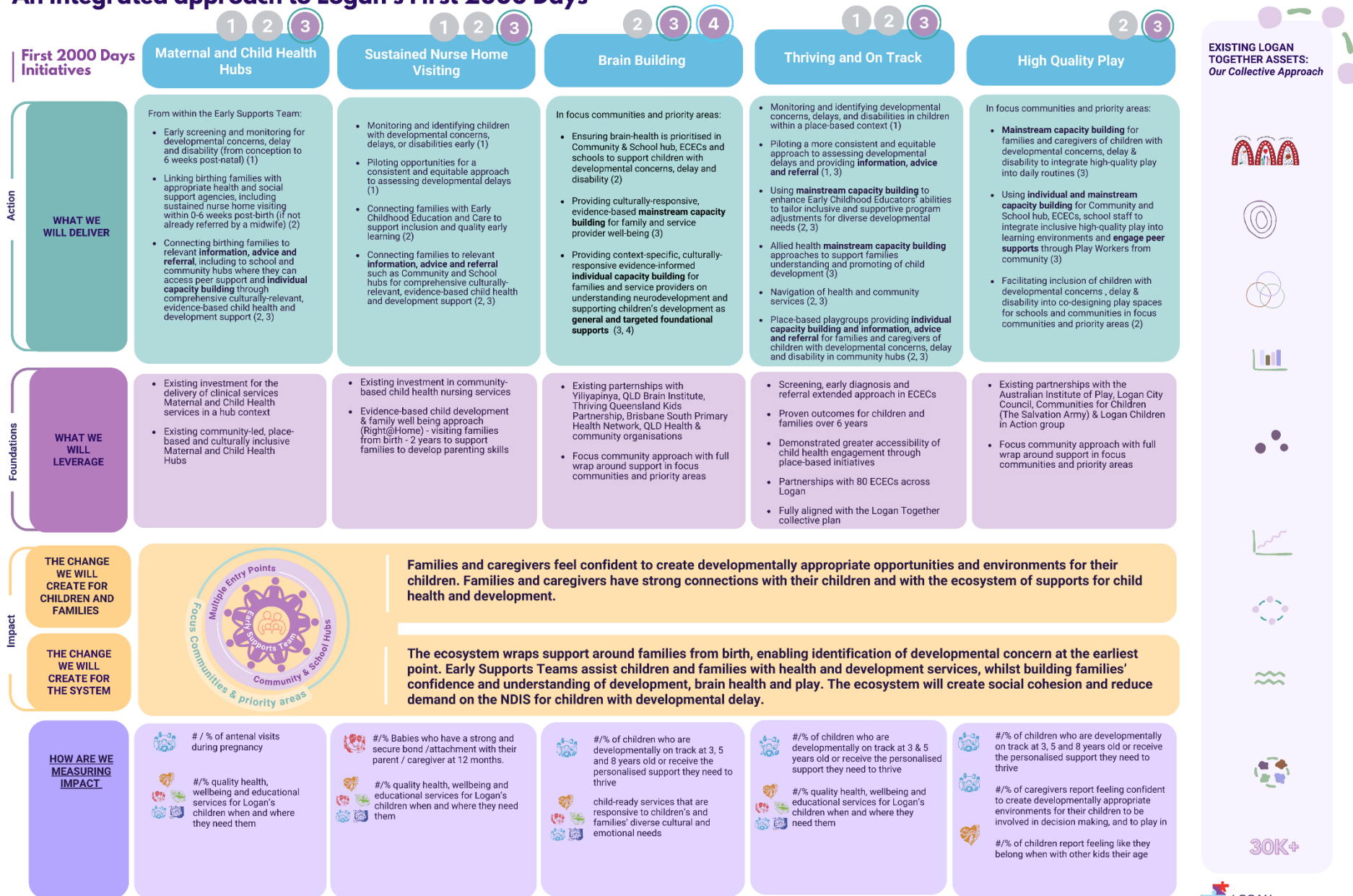


Figure 5. Logan's First 2000 Days Initiatives

An integrated approach to Logan's First 2000 Days



Place-based approach to situating foundational supports within the first 2000 days

1. Embed community-led approaches to situate foundational supports in the first 2000 days

Community, families and children do not operate in silos – they experience opportunities and challenges in ways that cut across all aspects of their day-to-day lives. Embedding community-led approaches to situate foundational supports in the first 2000 days will take alignment of resourcing from the early childhood system to ensure children with developmental concern, delay and / or disability receive personalised support when, where and how they need it.

A community-led approach requires strongly aligned community leadership, including First Nations leadership. Collaboration is essential, with local governance and collective impact ‘backbone teams’ that walk alongside community that commit to sharing power and following the lead of community to work towards systems change. Systems change ‘is about shifting the conditions that are holding a problem in place’⁷

Logan’s First 2000 Days model (Figure 1) was created by community, for community. In other communities, the initiatives and enablers that support an integrated first 2000 days approach may look similar, but may also have significant differences, as determined through community-led approaches and aligning with the community’s collective plan.

Strong governance serves a crucial role and requires those engaged with the early childhood system, from both community and the sector, to work together and ensure:

- a cohesive and integrated system in the communities for the components of the first 2000 days
- implementation is co-designed by community
- resourcing is appropriate and sustainable, including through pooling funds and resources
- complementary, transparent, and accountable governance arrangements within government, sector and philanthropic partners, as well as in community where the first 2000 days approach is implemented
- continuous testing, learning and changing to achieve impact and meet the needs of community
- an approach to systems change is understood and translated to scale to other communities

⁷ Kramer, Mark R., John Kania, and Peter Senge. "The Water of Systems Change." Report, FSG, May 2018. - https://www.fsg.org/resource/water_of_systems_change/

2. Provide families, carers and kin with multiple entry points to accessing foundational supports.

Through our ongoing conversations with community, we are aware of the opportunities and the challenges in place around building a child's safe, nurturing and stimulating early journey. Community has told us that this journey is currently complex and confusing, that the barriers to access services are often insurmountable and that the pathway itself is invisible.

Entry points will look different for families depending on their context and community connection. Families may find their way into the ecosystem through the engaging in initiatives, such as Logan's Child and Maternal Health Hubs, Sustained Nurse Home Visiting, Brain Building, Thriving and On Track and High-Quality Play (see Figure 5), as well as via Community Connectors or Hubs (see Figure 4).

Logan's First 2000 Days supports an integrated early childhood system where entry points and pathways into support are inherently linked, to enable families, carers and kin of children with developmental concern, delay and/or disability to easily access to the supports that they require.

3. Provide wrap-around supports for children, families, carers and kin through hubs and community connectors.

A first 2000 days approach that delivers wrap-around supports enables children and families to access relevant, timely and practical early supports (see Figure 4). Culturally responsive general and targeted foundational supports are provided in the context of welcoming community and school hubs.

Recent analysis of the Community Hubs model shows a Social Return on Investment⁸ of \$3.50 – meaning that for every \$1 invested in community hubs, \$3.50 of value is created. This value was created through:

- Improvements in quality of life for participants
- Value of employment gained by participants
- Value of improved development outcomes for children

Community Connectors, based in the hubs understand both the cultural context and the early childhood system, will support families, carers and kin by way of systems navigation, cultural brokerage, peer supports, and mainstream capacity building.

⁸ <https://www.communityhubs.org.au/wp-content/uploads/2024/03/Full-report-2023-SROI-National-Community-Hubs-Program.pdf>

4. Situate Early Supports Teams in locations where families, carers and kin feel safe and supported.

Early Supports Teams, situated in place, should include wraparound Backbone Support⁹, Community Connectors / Navigators, Community Hub Team, Child Health Nurse/s & Allied Health Professional/s (see Figure 1, 3 & 4). Early Supports Teams support the delivery of general and targeted foundational supports to children with or at risk of developmental delay, including assessment and early supports, and onward referral and systems navigation to relevant health and community services to wrap supports around the child and family.

In Logan, there are examples of how components of Early Supports Teams are developing and delivering innovative programs that are situated in place. Currently, SSI (Settlement Services International) delivers the Health Impact Project, including some aspects of an Early Supports Team. It supports Culturally and Linguistically Diverse families with children aged 0-5 years with health and development prevention and intervention across five school-based community hub locations in Logan.

Parents and carers that attended these hubs report increases in their:

- Knowledge of child developmental concerns
- Skills to support their child's development
- Access to service providers and interventions for their child and family¹⁰

A participant in the Health Impact Project reported:

"It is amazing we can have access to occupational therapists easily like this. This really helps a lot with our parenting anxiety. I feel much relieved with these extra professional support. Glad to know the government is helping families with parenting difficulties. Hope this will last long enough so more families can benefit as well."

Early Supports Teams, situated in place, will ensure that children and families have access the right supports at the right time in the right location for their health and development needs.

5. Develop an evidence-informed and culturally responsive workforce.

Working across sectors of the Early Childhood System, we have together identified the workforce challenges which currently hold back impact for the children of Logan. These challenges can be categorised at the highest level as:

- Unclear and uncertain pathways into the early childhood workforce
- The need for a commitment to ongoing professional development and leadership pathways

⁹ A backbone team is responsible for providing the necessary support and coordination to facilitate collaboration amongst diverse stakeholders. They serve as the glue that holds a collective impact initiative together, providing the infrastructure and resources needed to implement the community-led solution - <https://www.logantogether.org.au/governance-team>.

¹⁰ [July-December 2023 HIP report provided by SSI]

- The need to support workforce wellbeing – making sure culture, conditions and incentives exist to attract, retain and grow the early childhood workforce

A cultural shift is needed to understand early childhood work as valuable and complex work within a system, and that specialist skills and opportunities for career-long learning are available and important. This is a shift away from a focus on specific, individual roles and professions, to identifying possibilities and pathways into working in the early childhood system.

Together, we propose the following approaches to address our workforce needs:

- Creating a systems narrative which is empowering and engaging, focussed on outcomes for children. This narrative should embrace the notions that the early years are critical to wellbeing in childhood and later-life, meaning we need high quality, committed and qualified people across different roles, skills and professions coming to work in the early childhood system.
- Building career pathways that are clear and where people are supported to advance and continue building their professional skills.
- Leveraging existing pathways for training and education of the workforce and activating community members who have the skill sets and connect the right people.
- Thinking creatively about professional development, and building a culture of reflection, continuous improvement and professional commitment.
- Connecting people across the Early Childhood system to understand the scope and nature of the system and the work that happens within it, with the aim of creating a community of practice.
- Optimising existing funding resources and exploring opportunities to pool resources for workforce development to be used for the greatest impact within the early childhood system

Supporting workforce and cultural development means children and families would access foundational supports that are both evidence-informed and culturally responsive.

6. Develop data exchange processes to support shared-decision making.

Data exchange between services, government and community mimics the confusion of the current early childhood journey, with siloed efforts disabling the opportunity to link data and sense-make to spot trends and, most importantly, outcomes. We are aware of the urgency to address Australia's child development system now from both a social and economic perspective.

We acknowledge that while we are increasingly clear on the voice of community, currently the opportunities to embed data collection processes across the first 2000 days are still developing.

We recommend starting with a robust understanding, measurement, evaluation and learning framework for the first 2000 days and working with services, government and community to develop a strategy for measurement and continual learning. This should focus on the collection of

service data, community data as well as population data. This approach will create a clear articulation of the impacts, challenges and learnings experienced while strengthening the shared-decision making process.

Thank you

Logan Together welcome the opportunity to further discuss this submission.

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Appendix One

Logan Together

EVERY CHILD ~
EVERY OPPORTUNITY



We are a collective impact initiative supporting children 0~8 years old.

Logan Together listens to, walks alongside and takes action with community. Our **big goal** is to give Logan children every chance to achieve their potential through collective impact and community-led leadership.

Collective impact means different groups working towards this big goal, keeping each other on track to make sure real change happens for Logan's children.

Our work is driven by our three pillars:



Join the
Logan Together
movement!



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Appendix Two

