Collective Impact – the Journey in Logan, Queensland

18th May, 2015
Child Aware Conference, Melbourne Symposium
Overview of Session

- The background to the emergence of Logan Together
- The community roots of LT
- Aligning government and community interests
- Challenges / Learnings
- Workshop / Q&A
Fast Facts - Logan Today

- Strategically located between Brisbane and the Gold Coast
- Current population of approx. 300,000 - fifth largest LGA in Australia by population
- Covering 960 km\(^2\) - larger than the size of Canning, Cockburn, Gosnells and Armadale cities combined
- 215 different nationalities and ethnic groups
- 8,000 Aboriginal and Torres Strait Islander persons
- 26% of residents were born overseas
- 13% of residents speak a language other than English at home
- Central to a population catchment of >3 million
- Lots of growth opportunities
Fast Facts - Logan Tomorrow

- Designated as a major future growth area in South East Queensland
- Additional 200,000 people over the next 20 years
- Will be home to two new satellite cities, Yarrabilba and Greater Flagstone, housing 170,000+ new residents over the next 20 years
How did it all start?

- In January 2013, a neighbourhood disturbance occurred in the Woodridge area of the City of Logan. The media quickly escalated the incident, with national and international media coverage. The City found itself in the spotlight, with intense media and political scrutiny.

- It was clear there was an urgent need to get the community and all levels of government involved in a conversation about the future of Logan City.

- Previous planning approaches had failed to deliver real outcomes and a new collaborative and solution-focused approach was required.
The *Logan: City of Choice* Summit

- The Summit was held over 3 days in February 2013 and involved 850 participants.

- The purpose of the Summit was to bring together residents, community organisations, business leaders and decision-makers from every level of government to identify priorities and opportunities for Logan City related to five key themes:
  1. **Education**
  2. **Employment**
  3. **Housing**
  4. **Safety**
  5. **Social Infrastructure**

- The action plan is a direct output from all summit related activities
- Council met with key State and Federal Government stakeholders to seek their feedback, support and commitment
- The Queensland Government provided extensive feedback
- Industry experts undertook a peer review
- Council endorsed the finalised action plan
- Five themes and three sub-themes: Education, Employment, Housing, Safety, Social Infrastructure (sub-themes - Communication and Community Involvement, Cultures, Transport).
Logan: City of Choice

Leadership Team

- In consultation with an independent selection panel, Council established an **independent Leadership Team** to drive the implementation of the action plan.

- 12-member team comprising:
  - A representative from each level of government
  - 4 community representatives
  - 4 subject matter experts
  - An independent Chair

- Community representatives and subject matter experts are all volunteers.
Logan Together: What is it?

- A long-term whole-of-community program to transform the life chances of Logan children.
- It uses the Collective Impact model developed in the USA.
- It makes change because it coordinates all the inputs that go into growing our kids up well, cuts out waste and reinvests the savings where they are needed.
- Its main elements are:
  - Shared goals
  - A Roadmap that coordinates everyone’s effort
  - Well-developed collaboration arrangements
  - A 10-year focus on real change
Logan Together:
Governance Structure

- Joint Commissioning Board
  - Advises on Roadmap priorities and progress

- Cross Sector Leadership Table
  - Governs Backbone Organisation
  - Agrees Roadmap
  - Endorses alignment action

- Backbone Organisation
  - Facilitates service and resource alignment
  - Keeps scorecard, Roadmap
  - Communicates success and progress
  - Takes action
  - Informs Roadmap

- Action networks and agencies
  - Form Cross Sector Leadership Table
The Collective Impact Model

- **Mutually reinforcing activities**
  - Activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.

- **Common agenda**
  - A shared vision for change, including a common understanding of the problem and a joint approach to solving.

- **Communications & Backbone Organisation**
  - Consistent and open communication to build trust. Staff with a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organisations and agencies.

- **Shared measurement**
  - Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
Bronfenbrenner’s (1979) Ecological Model
The evidence to support: 4 converging strands of research

- **Brain development**: Extreme sensitivity of the developing brain to the effects of the caretaking environment.
- **Life course**: What happens in the early years has an impact on outcomes later in life.
- **Ecology of early childhood**: Families and environments matter. Consider the context that a child lives, plays, learns and grows – each of these layers matter to a child’s health and wellbeing.
- **Economics of human capital formation**: Cost effectiveness of early childhood programs. ‘Biggest bang for your buck’
UNICEF Criteria: Global Accreditation for a Child Friendly Community

- Children’s participation
- A child friendly legal framework
- A community-wide Children’s Rights Strategy
- A Children’s Rights Unit
- Child impact assessment and evaluation
- A children’s budget
- A regular State of the Community’s Children Report
- Making children’s rights known
- Independent advocacy for children
Our Journey
Our Journey

Child Friendly Community Consortium
The local system of governance committed to fulfilling UN Children’s Rights.

What informs us:
- Infants, Children & Young People;
- UNICEF Building Blocks;
- Child Rights Charter;
- AEDI Response Groups;
- Community; Layers of Government;
- CFCC Members & organisations;
- Child Rights Statement;
- Child Friendly Community Plan 2011 – 2013; Future Directions Document;
- Logan Children’s Profile

Trust
SRG
Action Groups

Action focused, responsive to local identified needs through the implementation of the Child Friendly Community Plan.
Antenatal Wellbeing, Places and Spaces, Families Infants Toddlers, Learning Community, School Aged Health and Wellbeing and Consultation

Co-ordinate and Integrate projects and planning
Use Evidence Informed Practices
Hold a Children’s Budget

Listen to and act as a Voice for Infants, Children and Young People

Through partnership and collaboration we:

- Build Social Capital
- Advocate
- Share Values
- Share Resources
- Include infants, children and young people
- Network
- Provide Professional Development Opportunities
- Guide Professional Practice Framework
- Promote and Practice Culturally Safe Spaces
- Implement an Integrated Approach
- Act Strategically at all layers of Government

Together we can:

- Be Creative
- Be Innovative
- Share Philosophy
- Use Common Professional Language
- Provide Governance
- Guide Professional Practice Framework
- Build Social Capital
- Include infants, children and young people
- Promote and Practice Culturally Safe Spaces
- Undertake joint projects
- Be Creative
- Be Innovative
- Promote and Practice Children’s Participation
- Promote and Practice Inclusion
- Promote and Practice Inclusion
# AEDI Data 2007

Table: Percentage of children developmentally vulnerable in 2007 (Logan Beaudesert Health Service)

<table>
<thead>
<tr>
<th></th>
<th>Physical</th>
<th>Social</th>
<th>Emotional</th>
<th>Language</th>
<th>Communication</th>
<th>1+ Domains</th>
<th>2+ Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>1+ Domains</td>
<td>10.1</td>
<td>18.7</td>
<td>9.6</td>
<td>12.1</td>
<td>14.0</td>
<td>30.3</td>
<td>17.7</td>
</tr>
</tbody>
</table>

Table: Percentage of children performing well in 2007 (Logan Beaudesert Health Service)

<table>
<thead>
<tr>
<th></th>
<th>Physical</th>
<th>Social</th>
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<th>1+ Domains</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1+ Domains</td>
<td>35.5</td>
<td>28.4</td>
<td>30.5</td>
<td>27.6</td>
<td>33.3</td>
<td>60.5</td>
<td>40.8</td>
</tr>
</tbody>
</table>
### Summary AEDI results by AEDI domain

<table>
<thead>
<tr>
<th>AEDI domain</th>
<th>% of children on track (above the 25th percentile)</th>
<th>% of children developmentally at risk (between the 10th and 20th percentile)</th>
<th>% of children developmentally vulnerable (below the 10th percentile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical health and wellbeing</td>
<td>68.3</td>
<td>16.3</td>
<td>15.4</td>
</tr>
<tr>
<td>(physical readiness for the school day, physical independence, gross and fine motor skills)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social competence</td>
<td>63.0</td>
<td>19.1</td>
<td>17.9</td>
</tr>
<tr>
<td>(overall social competence, responsibility and respect, approaches to learning, readiness to explore new things)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional maturity</td>
<td>67.6</td>
<td>19.8</td>
<td>12.6</td>
</tr>
<tr>
<td>(pro-social and helping behaviour, anxious, fearful and aggressive behaviour, hyperactivity and inattention)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language and cognitive skills (school-based)</td>
<td>52.5</td>
<td>25.8</td>
<td>21.7</td>
</tr>
<tr>
<td>(basic literacy, interest in literacy/numeracy and memory, advanced literacy, basic numeracy)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication skills and general knowledge</td>
<td>62.5</td>
<td>21.1</td>
<td>16.4</td>
</tr>
<tr>
<td>(storytelling ability, communication with adults and children)</td>
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<td></td>
</tr>
</tbody>
</table>

Overall in Logan there are 39.4 per cent of children developmentally vulnerable on one or more domain/s of the AEDI and 22.8 per cent are developmentally vulnerable on two or more domains.
### AEDC Data 2012

#### Table b: Summary AEDI results by AEDI domain

<table>
<thead>
<tr>
<th>AEDI domain</th>
<th>per cent of children developmentally vulnerable*</th>
<th>per cent of children developmentally at risk*</th>
<th>per cent of children on track*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State result</td>
<td>Community result</td>
<td>Community result</td>
</tr>
<tr>
<td>Physical health and wellbeing</td>
<td>11.6</td>
<td>16.4</td>
<td>16.7</td>
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<tr>
<td>(physical readiness for the school day, physical independence, gross and fine motor skills)</td>
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<td>9.3</td>
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<td></td>
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<tr>
<td>Language and cognitive skills (school-based)</td>
<td>9.1</td>
<td>13.2</td>
<td>14.1</td>
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<td></td>
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<td>(storytelling ability, communication with adults and children)</td>
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* See relevant definition of terms

Note: Figures may not add up to 100% due to rounding.

Overall in Logan there are 32.8 per cent of children developmentally vulnerable on one or more domain/s of the AEDI and 18.7 per cent are developmentally vulnerable on two or more domains.
**AEDC Data 2009 and 2012**

**Table: Percentage of children developmentally vulnerable in 2009**

<table>
<thead>
<tr>
<th>Geography</th>
<th>Physical</th>
<th>Social</th>
<th>Emotional</th>
<th>Language</th>
<th>Communication</th>
<th>Vuln 1</th>
<th>Vuln 2</th>
<th>SEIFA score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>9.3</td>
<td>9.5</td>
<td>8.9</td>
<td>8.9</td>
<td>9.2</td>
<td>23.6</td>
<td>11.8</td>
<td>N/A</td>
</tr>
<tr>
<td>QLD</td>
<td>11</td>
<td>12.1</td>
<td>11</td>
<td>15.6</td>
<td>10.5</td>
<td>29.6</td>
<td>15.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Logan</td>
<td>15.4</td>
<td>17.9</td>
<td>12.6</td>
<td>21.7</td>
<td>16.4</td>
<td>39.4</td>
<td>22.8</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Table: Percentage of children developmentally vulnerable in 2012**

<table>
<thead>
<tr>
<th>Geography</th>
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<td>11.3</td>
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<td>15.4</td>
<td>32.8</td>
<td>18.7</td>
<td>N/A</td>
</tr>
</tbody>
</table>
“Building a Child Friendly Community”
Logan Beaudesert Child Friendly Consortium Structure

Strategic Reference Group: Responsible for providing strategic guidance (social and community planning, urban planning, health planning, policy and governance to the CPCC for the formal UNICEF accreditation process.

The Logan Beaudesert Child Friendly Community Consortium: The local system committed to fulfilling children's rights.
Functions:
- Advocacy, lobbying, briefings
- Coordination, integration, collaboration
- Conferences and Events
- UNICEF accreditation
- Reporting - Children Profile Report, action reporting

Child Friendly Community Plan 2011-2013: Provides the steps for turning the vision of a child friendly community into a reality.

Action Groups / working groups: Action focused and responsive to local identified through the implementation of the Child Friendly Community Plan 2011-2013.

Antenatal Wellbeing
Pre-conception, pregnancy, maternity care and services, parenting, fathers, inclusive strategies

Families, Infants, Toddlers (FIT) AUSIP Project
Postnatal Health & wellbeing, Attachment, bonding, equipping new and young parents, advocacy

School-aged Health and Wellbeing
School readiness, social and emotional development, communication and language, capacity building

Learning Community
Professional development, training, reflective practice, sharing knowledge and skills, integration, coordination, organisational capacity building

Places and Spaces
Principles of Universal design, influencing community planning, child friendly spaces and places, local accreditation

2013 Conference Planning
Planning responsible for organising the National CPC Conference in Logan, 4-5 November
Critical Research Base

CREATE-ing community capacity: Enabling collaborative action around children’s needs.

Professor Ross Homel, Dr Kate Freiberg and Dr Sara Branch

Key Centre for Ethics, Law, Justice & Governance, Griffith University

<table>
<thead>
<tr>
<th>C</th>
<th>Collaborative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development is multifaceted, demanding that system silos be transcended through a comprehensive and integrated approach based on good governance</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>R</th>
<th>Relationship-driven</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program delivery requires community engagement and trust built on connections between organizations and relationships between people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>Early in pathway</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Primary prevention is achieved by getting in early before problems emerge or become entrenched, with targeted programs embedded in a universal framework</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>Accountable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is a clear focus on measurable outcomes and shared responsibility for clearly articulated goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T</th>
<th>Training-focused</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The workforce is empowered through continuous skills development (training, coaching, mentoring) and by strengthening families’ efficacy to achieve their own goals for children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>Evidence-based</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Programs, practices and services are appropriate for context but have clear evidence for effectiveness and are able to be implemented with fidelity</td>
</tr>
</tbody>
</table>
Logan Together: Successes

- A core group of *champions* to drive the project.
- *Transparency and conversations* with networks, service providers and government *early on*.
- Reminding people to *go back to their mission* and make decisions based on those principles.
- Establishment of the *Logan Together working group*, including government representation.
- Development of a *shared Logan Together prospectus*.
- *Evidence-based decision-making*.
- A *critical mass* of Logan organisations participating.
- *Government engagement* and messaging around cost savings.
Challenges

- Continually going back to community to hear their voices, esp the “hard to reach”
- Interagency collaboration and ability to work with govt
- Maximising effectiveness of networks and service providers
- How to gain best value from the Communities for Children (CfC) within LT
- Maintaining momentum through sustaining multiple narratives
- Balancing the willingness to respond to the intense interest in LT v-v “getting on with the job”
- Reality of pursuing long-term outcomes v-v need for short-term “wins”
- The role of the backbone – will it work?
Logan Became “The Airport” for all levels of Government Funding Stream and Pilots with no coordinated measurements or common agenda’s for stainable long term outcomes
Logan Community Services Sector decided collectively we need to make

• 2010 – The Logan Child Friendly Community Consortium Network Alliance was born out of emerging need due to the number of Network meetings across the region that had become

“A Talk Fest with No Solution Focused Outcomes”

• 2011- The Logan Child Friendly Community Consortium became incorporated as The Trust – The Membership of the Logan Child Friendly Community Consortium consist of 60 community service providers across the Logan Region
The Sector Wanted Change..
<table>
<thead>
<tr>
<th>Listening to Our Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What the CFCC members have said....</strong></td>
</tr>
<tr>
<td>We are all drivers and catalysts for change.</td>
</tr>
<tr>
<td>We can all raise awareness of the rights of the child.</td>
</tr>
<tr>
<td>Our partnerships are relationship based – trust, respect, mutual benefit.</td>
</tr>
<tr>
<td>We have belief in our common purpose.</td>
</tr>
<tr>
<td>We want to be innovative.</td>
</tr>
<tr>
<td>We have commitment, enthusiasm and enjoyment!</td>
</tr>
<tr>
<td>We are striving for communication, coordination, collaboration and ultimately, integration.</td>
</tr>
<tr>
<td>We have ‘Collective Smart’ – sharing of knowledge, skills, resources.</td>
</tr>
</tbody>
</table>
The Voice of First Nation People – Logan’s Aboriginal and Torres Strait Islander Community

Logan has the third Largest Aboriginal and Torres Strait Islander Population in the Nation

Second Largest Torres Strait Islander Population outside of the Torres Strait

We have 1 Community Controlled Kindergarten within the Region for placement of 23 little people

We have a Children and Family Centre that is 1 of 38 across the Nation and 1 or 4 Urban Centres Nationally that deliver’s Child Maternal Health, Family Support, Early Education under a universal and targeted model
Lesson From My Elders
Our Message
Our children are our future
The role of government in Logan Together

• Context
• Mandate
• Ready, fire, aim
• Quality Beginnings Quality Futures
• Challenges moving forward
Context: A series of fortunate events

- VUCA (volatile, uncertain, complex and ambiguous)
- Summit called a public (community) together and tasked them with identifying what they valued and wanted to achieve
- Right people at the right time in the right place
- Right drivers: crisis → change → champions
The Mandate: authorising environment

- Compelling narrative coming from the community
- Mayor
- Premier
- NGO
- State Government
- State Government (multi agency)
- Federal Government
- Private Sector
Task environment: ready, fire, aim

- Bureaucracy: complex, clunky, red tape and regulation driven
- Private sector concepts moving into the public service: customer service, performance metrics, corporate strategy, efficiency & effectiveness
- Logan Together required a government to be flexible, agile, responsive, adaptive and to decentralise decision making
- Collaboration across government agencies was essential
- Make sense of the space looking through the eyes of community
# Logan Together: The Roadmap for resilient Logan kids

<table>
<thead>
<tr>
<th>Life stage goals</th>
<th>A Pre-birth</th>
<th>B Birth</th>
<th>C 1 year old</th>
<th>D 5 years old</th>
<th>E Kindy</th>
<th>F Prep</th>
<th>G Early primary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kids</strong></td>
<td>Healthy growth and development in utero</td>
<td>Born healthy, stable relationship with strongly involved caregiver, grows to meet development milestones</td>
<td>Uses exploration and discovery to understand surroundings, develops early speech</td>
<td>Develops letter knowledge and reading sensitivity, meets development milestones</td>
<td>Participates in high-quality kindergarten/preschool program, develops positive social skills</td>
<td>Meets AECD benchmarks, attends full prep program</td>
<td>Attends school consistently, achieves literacy and numeracy standards</td>
</tr>
<tr>
<td><strong>Families</strong></td>
<td>Access to ante-natal care, appropriate nutrition, knowledge and skills for healthy pregnancy</td>
<td>Access to post-natal care, understands development milestones and essential caring skills</td>
<td>Positive parenting skills developed, including praise, giving, and discipline techniques, regular reading, engaging meaningful social and community connections</td>
<td>Stage C goals + learning or earning activity within household</td>
<td>Maintain achievement of Stage D goals, engaged with early learning program</td>
<td>Stage E goals + engaged with school, supports learning / homework at home</td>
<td>Maintain achievement of prior stage goals</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>Universal engagement with pregnant parents, universal ante-natal education</td>
<td>Universal access to baby basics training, universal access to child and maternal health services, including home visits</td>
<td>Universal access to toddler basics training, wide range of social connection and support opportunities for caregivers</td>
<td>Access to quality childcare, universal access to learning and earning supports and community involvement</td>
<td>Stage D goals + universal access to kindergarten program</td>
<td>Active and inclusive school community</td>
<td>Maintain achievement of prior stage goals</td>
</tr>
<tr>
<td><strong>Targeted support</strong></td>
<td>All expectant parents in stable housing, triage of at risk parents into personal support plans, care coordination incl. mental health, disability, Drug &amp; Alcohol, and domestic family abuse</td>
<td>Stage A goals + triage of special needs into personal support plan, with adequate early access to health professions, family support services, and peer support networks</td>
<td>Stage B goals + targeted social connection, peer support, and community involvement opportunities</td>
<td>Stage C goals + targeted learning and earning opportunities</td>
<td>Stage D goals + targeted kindergarten enrolment and attendance support</td>
<td>Stage E goals + targeted parental engagement and school-based supports</td>
<td>More intensive learning or earning support</td>
</tr>
</tbody>
</table>

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Note: The roadmap details the stages and goals for each life stage goal from pre-birth to early primary education.
To improve the quality of services for children through innovative, collaborative and sustainable partnerships that build families and communities’ capability to optimise children’s learning, development and wellbeing.

STRATEGIC ACTION AREAS

• Improved service integration across early childhood services
• Supporting our most vulnerable to participate in early education
• Building adult capabilities to improve children’s development
• Developing local workforce strategies for the ECEC sector
QBQF

Department of Education and Training
Department of Health
Department of CCSDS
Logan Together
Primary School Principals
Early Childhood Education and Care Service Providers
Gr8 Start Alliance
Griffith University and Southern Cross University
NGO’s and Private Organisations
QBQF

• Beyond regulation: Transitions, Innovations and Partnerships

- Respect for diversity
- Effective use of data
- Responsive environments
- Effective pedagogy and practice
- Reciprocal relationships
Challenges for government

• From collaboration to partnering
• Outcomes and evidence for return on investment
• Keeping at the heart of our work the core values of Logan Together
• Listening to community and key touchstones
• Building legitimacy and support for our purpose
• Enlarging our scope for effective influence for our children now and in the future
Workshop

What are the challenges in your context?

What will you take away?
Panel Q&A
Thank you

"There can be no keener revelation of a society's soul than the way in which it treats its children"

Nelson Mandela

Geoff Woolcock
Manager – Research and Strategy, Wesley Mission Brisbane
Logan Child-Friendly Charitable Trust Director

Karen Dawson-Sinclair
CEO, Ganyjuu Family Support Services
Logan Child-Friendly Charitable Trust Director

Sharyn Donald
Regional Director Department of Education and Training
South East Queensland