

NEST DOMAIN

OUTCOMES FOR LOGAN'S CHILDREN

★ SIGNS OF SUCCESS ★



Loved and Safe



Material Basics



Healthy



Learning



Children have a safe, protective environment in which to grow

Children feel safe and secure in their environment

Levels of violence

Adults feel safe to walk in the streets

Safe space for parents – non-judgemental help available

Children have a strong sense of belonging, connection and community

Children and young people recognise themselves as belonging

We look out for other people's kids, we support each other

Social connections able to play together – needs networks

Neighbours know each other at home and in the community e.g. school and childcare

Caring Relationships

Humanity – kindness for each other

Parents and community have a good understanding of child development

Strong attachment in the first 1000 days [of a baby's life]

Empathy

Positive Behaviour

Children have healthy brains

Parent/carer/services understanding of child development

Developmentally on track

Children have access to quality, healthy food

Food security

Healthy food is readily available

Secure and stable housing

Mortgage and rental stress

Children have a safe and comfortable home

Stable employment

Children meet each developmental milestone, or receive the personalised support they need to thrive

On track at Age 2

On track at Age 5; physically, socially, emotionally, in language, understanding, communication and general knowledge

Improved birthing experience and outcomes for mums, babies and families

Mums access antenatal support

More women not smoking during pregnancy

Natural births

Breast feeding

Children are playing, with play being considered a critical learning tool

Children have a backyard or a green space they can access independently

*Children engage in nature/green space
Range of freely accessible play (recognised as learning) activities in the community*

Children can play where they live

Access to a 'village' of wrap-around support for children and their families

Parents actively involved in children's learning journey – not just their own children (village)

Parents' education level

Perceived value of education

Good support networks (family learning spaces)

Educational settings in early childhood and primary school actively promote safety, inclusion and a sense of belonging for all children and families

Psychologically safe at school

No children in Prep, Y1 or Y2 to experience suspension or 'disciplinary absence'

Safe environment

All children are valued, equal opportunity – daycare, primary and prep

Cultural diversity in school & kindy staff – to feel safe, people want to see themselves represented

Children feel safe and understood when displaying emotions

Sense of belonging and inclusion

Engaged children, students and families with a positive view of themselves as learners

All children have a story of being capable – work with adults (parents and ECEC staff) to promote this capability

Ready ECEC, ready families, community, ready schools = ready children

Children engaged in learning



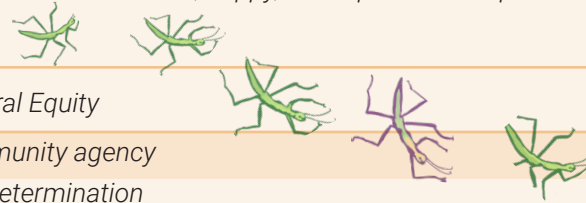
Children have voice and agency; they feel seen, heard and valued and are central to decision-making

Children's voice is informing action to support them
 Strong sense of identity and culture
 Every child is confident, happy, full of pride and hope

Children can communicate their feelings and needs especially spotting culture
 Connections to role models
 Children's sense of agency e.g. volunteering outside of their class, supporting other children etc.

Equity

Cultural Equity



Nothing about us without us

Community agency
 Self determination

Shared identity

Data sovereignty

Local data belongs to the community who provides it

No shame

Pride in Logan

Logan's children feel accepted and belong
 Children confident in themselves – it's ok to be me
 Response to the question: 'Do you love to say I'm from Logan?'

Shared identity

We celebrate and share our culture

First Nations First

Understanding and respect of own and other cultures and across generations and between children and belong to Australia
 First Nations First respect

Young people are respectful in own community and in other communities
 Children and parents understand Aboriginal and Torres Strait Islander cultures

Connection to culture

Young people participating in ethnic/cultural communities
 Children remain connected to their culture while participating fully and completely in community

Children are well adjusted, happy people who value kindness

Connected and collaborative Child Health and Wellbeing services and systems which are clearly communicated

Clear connections and warm referrals between service providers
 Logan families are aware of what services can support their children's individual needs

Children are on track developmentally when they start school

Equitable access to quality, inclusive health and wellbeing services for Logan's children when and where they need them

Regardless of children's background, all children's health is supported
 Increased system understanding of child mental health needs
 Services are tailored to the needs of the community, culturally inclusive
 Increased access by CALD community to specialist support

Access to Antenatal care
 Waitlists for services
 Kids to value and be engaged in their health
 Kids have enough access to mental health support services
 People feel comfortable/confident reaching out for help for poor mental health

High quality education and educational resources with well supported teachers to deliver and exceed National Quality Standards

High quality education
 High quality kindy/early childhood centres
 Quality leadership in schools

Schools set kids up for success and appreciate individuality
 Qualified, competent, culturally responsive teachers

