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Child and Adolescent Community Health





Child and Adolescent Community Health

Supporting families to raise happy, healthy children and adolescents.





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Department of **Health**

Guiding Principles

- A population health approach
- Early intervention and prevention
- Access and Equity
- Child/Youth Focussed and Family Centred



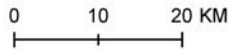


A platform of universal services supported by more intensive and targeted services to those with specific or higher needs.

- Child health services
- School health services
- Immunisation services
- Child development services
- Aboriginal and at risk health services
- Health promotion and community development



CACH Facilities & Service Boundaries

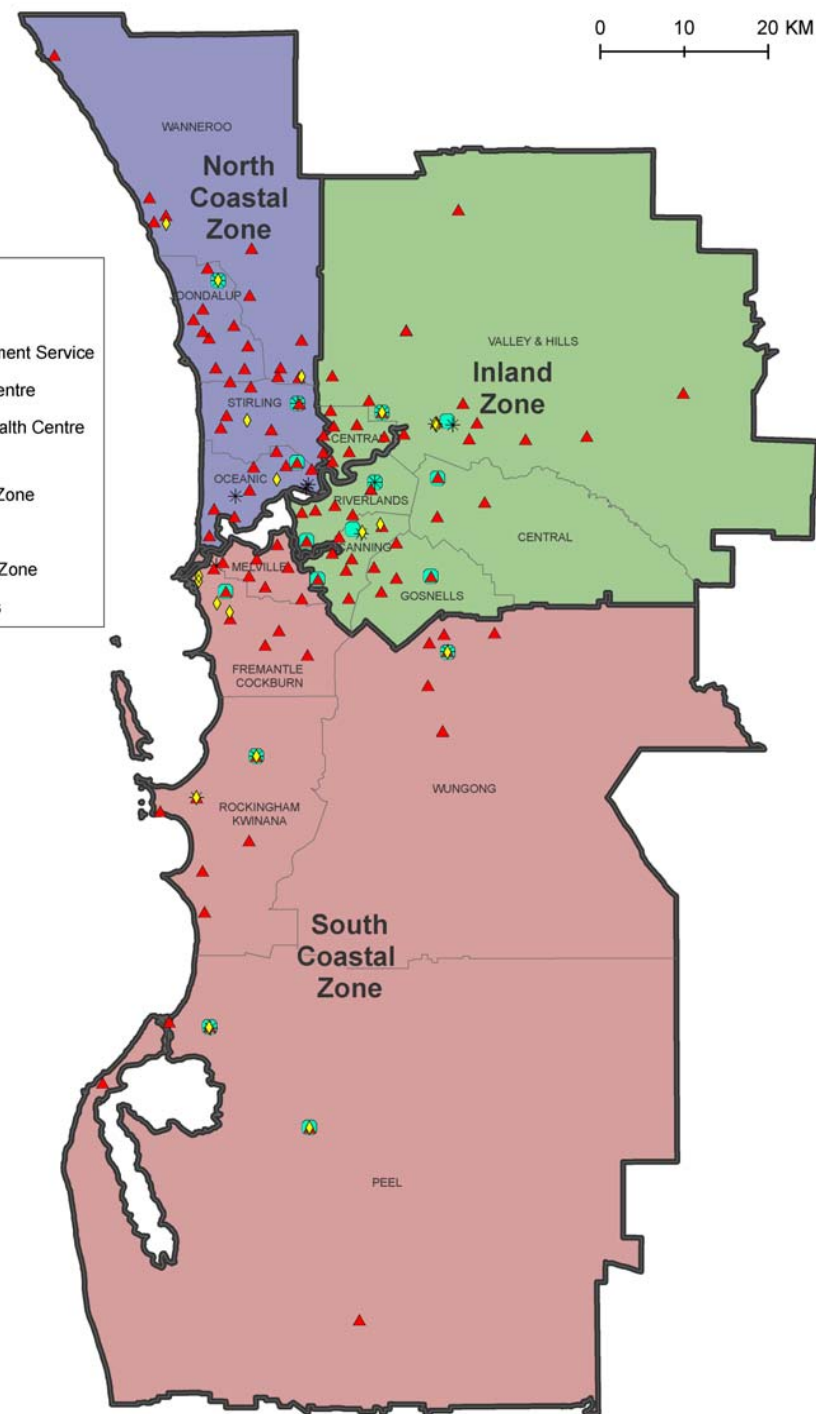


CACH Facilities

- * Admin/Support
- ◇ Child Development Service
- ▲ Child Health Centre
- Community Health Centre

CACH Zones

- North Coastal Zone
- Inland Zone
- South Coastal Zone
- CACH Regions





Community Child Health provides leadership in Child Health Policy for WA



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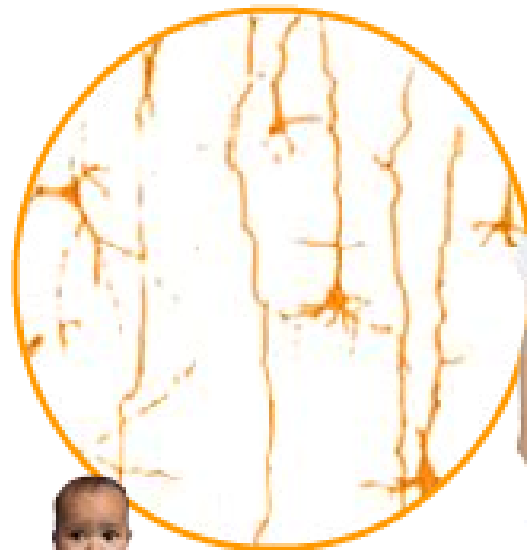
The importance of the early years



Brain development



At Birth



6 Years Old



14 Years Old



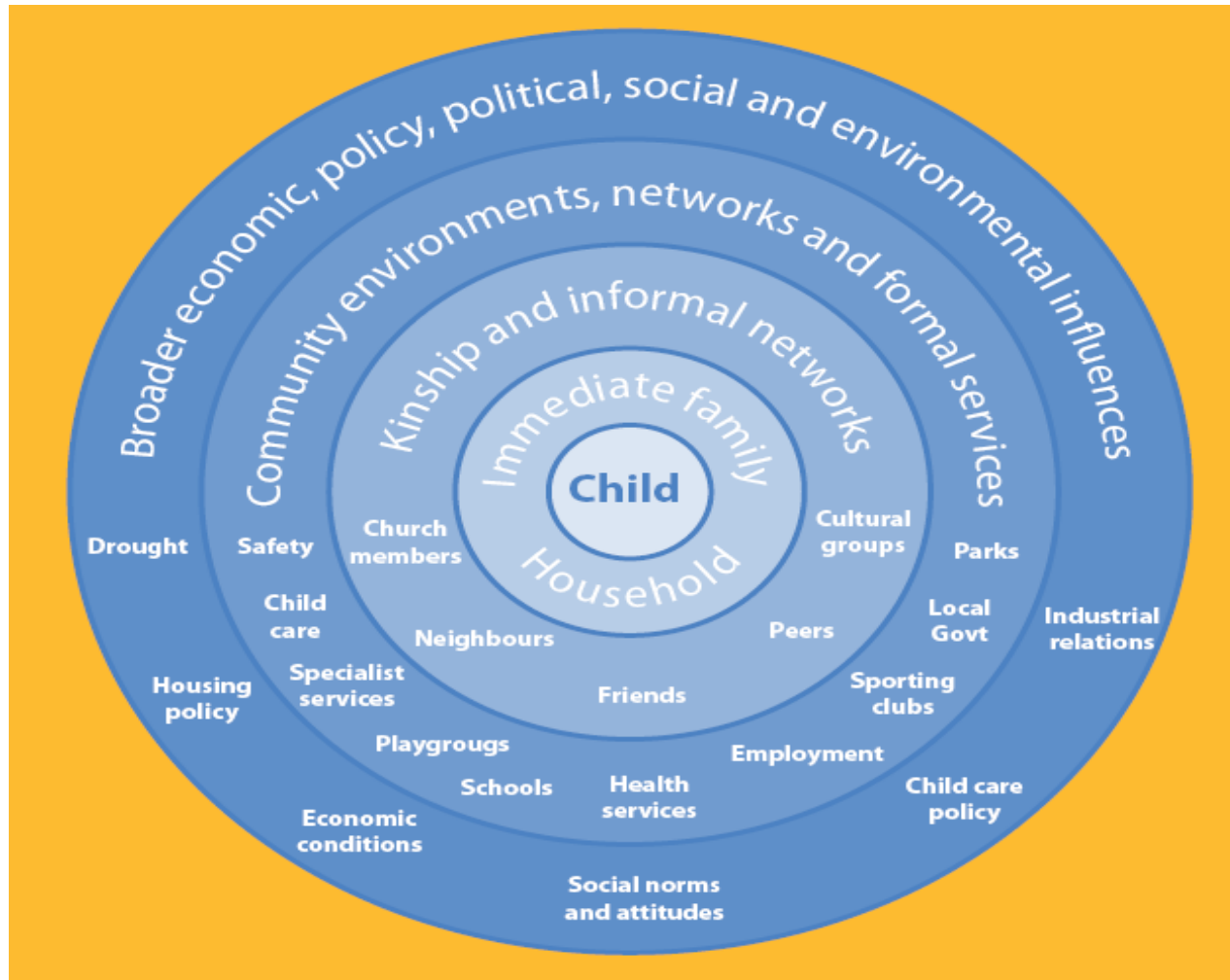
Source: AEDI website <http://training.aedi.org.au>



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Communities influence children's development



Source: Bronfenbrenner, 1979 cited by AEDI website



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School Readiness



‘There is clear evidence that gaps in children’s functioning and achievement develop early and are significant by the time they reach school.

As a result, children enter school with marked differences in the cognitive, non-cognitive and social skills needed for success in the school environment....

...Children who enter school are not yet ready to learn, tend to do less well in school, are more likely to become teenage parents, to engage in criminal activities, and to have mental health problems. Ultimately, these children tend to have lower education levels on leaving school and are more likely to have poor employment records in adulthood.’

School Readiness, ARACY, Feb 2009.





Ability gaps open early in life

‘ Ability gaps between advantaged and other children open up early before schooling begins.

Conventional school based policies start too late to completely remedy early deficits, although they can do some good.

Children who start ahead keep accelerating past their peers, widening the gap...Early advantages accumulate, so do early disadvantages...

The best way to improve the schools is to improve the early environments of the children sent to them.

- Heckman J. & Masterov DV, 2005



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Supporting optimal early childhood development greatly increases children's chances of:

- Successful transition to school
- Better educational outcomes
- Developing strong language and learning skills
- Better life long outcomes in education, employment and health
- Avoiding criminal behaviour



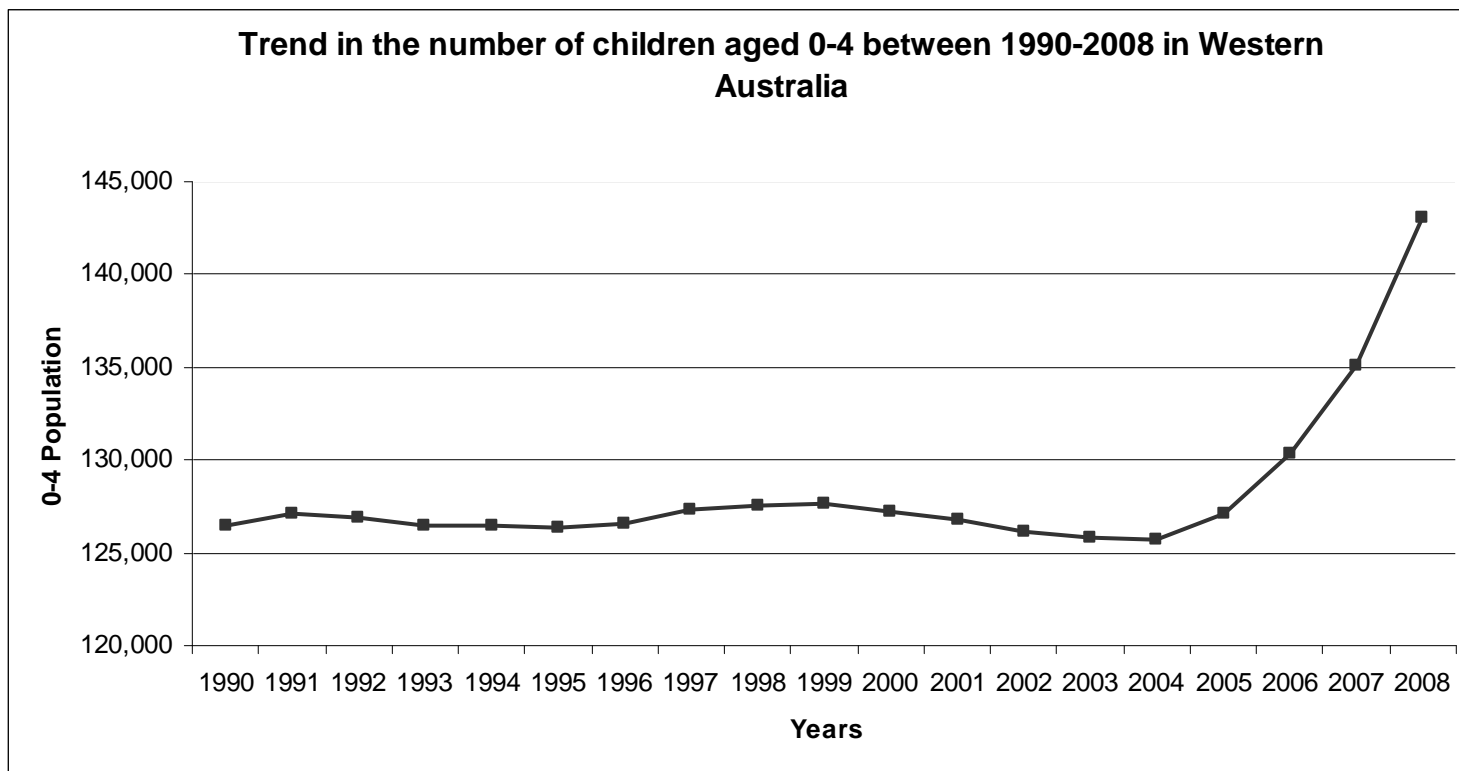
WA Population increase 0-4yr olds 1990-2008



WA: 19% ↑

Aust: 12%

2004 ← → 2009



Source: Australian Bureau of Statistics, Nov 2009



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“The rates and types of problems that we are currently seeing in our children and youth are unprecedented, complex problems that require innovative solutions.”

Fiona Stanley



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National: areas of concern

- Poorer outcomes for Indigenous children.
- 1 in 5 children estimated to be overweight or obese.
- Over one-third of child deaths are preventable as they are caused by injuries.

WA: areas for improvement

- Indigenous infant mortality and teenage birth rate
- Immunisation
- Language and cognitive skills before school entry





If we continue to provide services in the same way we will produce the same results...

Collaboration can really change things...





Challis

Parenting & Early Learning Centre



- A comprehensive, integrated, multi-agency, health, education and social resource.
- Focused on early learning and family support.
- Located on the school premises.

- Building connectedness with the school community
- Improving school readiness of children
- Building parental knowledge of child development



Some examples of collaborative early years work

- **Tranby Primary School:** Speech therapist input
- **Balga Primary School:** Speech therapist input and visiting child health nurse undertaking screening for those at-risk families not attending the local clinic.
- **Speech Outreach Service for Aboriginal Children (Armadale & Midvale):** A speech and language developmental playgroup with culturally appropriate activities. *CACH, DOE, Derbyl Yerrigan, Indigenous Ear Health Network.*
- **Child Australia & CACH CDS (Peel):** Developmental playgroup and training staff to work with children with a developmental delay or difficulty – targeting high risk parents/families who may be socially isolated.
- **Bulla Bulla Aboriginal Playgroup (Ashfield):** Providing developmental information to Aboriginal parents. *CACH CDS*
- **Pineview (Fremantle):** Speech Pathology services to at risk school. *DOE, CACH*
- **Caralee Community School:** A developmental playgroup focus for children who are at risk or who have a developmental delay or difficulty. *CACH, DOE, Cockburn Council, other community groups*
- **Joining Together (Fremantle):** A therapeutic group focussing on parent/child relationship and improving attachment. *CAMHS, CACH*
- **Day Care In-servicing (Rockingham/Kwinana/Peel):** Working in partnership with day care organisations to educate day care staff about developmental norms and strategies to assist with normal development. *CACH, Family Day Care, Child Australia*





Health is committed to significantly improving collaboration and developing more partnerships across the sector.

There must be a concerted effort to continue to overcome the silo approach across government.

Health is seeking partnerships in developing child health policy and service delivery models, in liaison with communities and the early childhood sector.

Closing comments.





Future Directions



- The 2010 State Budget - \$49.68 million over 4 years to improve access to child development services state-wide.
- Commitment to working with Department of Treasury and Finance (DTF) and the Department of the Premier and Cabinet (DPC) to promote the development of non-government providers to develop models which focus on genuine collaboration and partnership with the community sector, and introduce competitive tension in the delivery of child development services.





Collaboration to support better outcomes for children with identified developmental concern/s

