Tasmania’s Child and Family Centres
STRATEGIC PLAN 2015–2017

Our Vision
We aim to develop successful, skilled and innovative Tasmanians.

Our Mission
To provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and to contribute positively to the community.

CFC Vision for 2015-2017
All Tasmanian children have the best possible start in life, are healthy, safe and curious learners, nurtured by confident, capable families living in strong, supportive communities.

Our Purpose
Child and Family Centres aim to improve the health and well-being, education and care of Tasmania’s children (pre-birth to 5 years) by supporting families and improving their access to quality services in the local community.

Our Priorities
Child and Family Centres are a Whole of Government initiative with an important role in achieving the Learners First strategy that includes a focus on ‘Bright Beginnings for the Early Years’ and these strategic priorities:

- Planning and delivering high quality education and care programs and services for babies and young children, so they develop as confident and curious learners prior to beginning school.
- Engaging, supporting and working with local children and families in a collaborative way by connecting to and working with relevant health, well-being, education and community services.
- Developing and maintaining strong relationships between families, schools, services and the broader community.
- Working with children and families using the Early Years Learning Framework for Australia.

The beliefs that guide us in our work

<table>
<thead>
<tr>
<th>Children and families are our focus</th>
<th>Appreciating difference and diversity</th>
<th>Being part of the community</th>
<th>Active learning for children, adults and community members</th>
<th>Working collaboratively to build positive environments and community capacity</th>
<th>Creating fair access to resources and support</th>
<th>Ensuring high quality</th>
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<tbody>
<tr>
<td>• Working with families/carers, supporting them as their child’s first and most important teacher.</td>
<td>• Our centres are welcoming places and inclusive of local community members; being accessible and accepting.</td>
<td>• Our centres are respectful and culturally responsive to the needs of families and groups in our local communities.</td>
<td>• We deliver creative, supportive, and shared learning programs in environments which support and provide opportunities for lifelong learning.</td>
<td>• We work together with families and a range of health and community services to create ongoing positive change.</td>
<td>• Working with local communities and families enables us to provide appropriate support and make referrals as required.</td>
<td>• We deliver effective programs with families that support healthy development in children from before birth.</td>
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<td>• Lying an holistic approach builds connections between children, families and communities and recognises the importance of shared relationships and partnerships for learning and development.</td>
<td>• Everyone has the right to engage in learning opportunities in culturally appropriate settings.</td>
<td>• Establishing effective partnerships that support families, carers and services within our programs and communities.</td>
<td>• We collaborate to provide appropriate, timely and practical responses to support children, young people and their families.</td>
<td>• Our centres aim to meet the changing needs of our communities.</td>
<td>• Our services are planned and delivered using evidence-based best practice.</td>
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How we will achieve our vision and monitor our progress

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<th>Priority Areas</th>
<th>Goals</th>
<th>Progress Measures</th>
<th>Data Sources</th>
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| Learning and Wellbeing | To provide high quality learning, health and wellbeing programs that support children and families to learn and thrive. | Delivery of quality programs to children and families involved in the centres. | Our planning and work will be informed by the following:
- Child and Family Centres’ data collection (statewide)
- Evaluation Project data
- School data sets (e.g. Launching into Learning, Kindergarten Development Check, Performance Indicators in Primary School, NAPLAN)
- The Australian Early Development Census
- Other health and wellbeing data as available
- Community engagement in governance processes |
| Community Belonging | To build each community’s sense of belonging with their centre as a place of importance. | The number of families, children and community members actively participating at the centres. |
| Working Together | To create and maintain strong and flexible partnerships between everyone involved in each centre’s community. | The number of partnering organisations and services involved in the centres that are working collaboratively and effectively with families, schools and each other. |
| Measuring Outcomes | To develop tools that will show the difference the centres are making to the lives of children, their families, support services and the community. | The tools and the data collected by these tools meet the needs of centres and reporting requirements |