Gladstone Region Wellbeing Action Plan

Designed and endorsed by the Gladstone Region Community (2022)

Core Principles: Community-led – actions are a result of community voice, sector identified improvements and stakeholder contributions focused on community vision and identified priorities (Theory of Change)

Change Elements	Strategy	Objectives	Projects and Action
Our parents have **Access to Supports**	Optimise Access to Support Service Information	• Improve access to service information for clients and referrers • Increase quality, accuracy and currency of service information and resources across the service system • Improve sustainable, embedded, effective and efficient processes to maintain quality service information	**Service Directories and Referral Pathway Resources** • Align and optimise directories and processes used to access services in the region • Increase quality, accuracy and currency of information to meet client and referrer needs • Develop referrals pathway visuals to support effective referrals
Our parents have **Parenting Confidence**	Early Intervention for Earlier Improved Wellbeing	• Increase wellbeing outcomes earlier while building independence and reducing escalation of client need • Increase client retention – reducing disengagement resulting from extended wait times • Divert and reduce demand on intensive support services	**Pilot Early Intervention Case Management Model** • Identify clients whose needs are unmet due to eligibility • Increase and optimise active early interventions that support empowerment of client • Support client with emerging or escalating needs to access early support including via warm referrals
Our parents have **Healthy Lifestyles**	Coordinated response to complex cases	• Reduce demand on client to retell their story multiple times • Increase clarity of pathways to support • Increase communication between services • Increase earlier outcomes for clients through reduced escalation and complexity	**Coordinated Case Management for Complex Cases** • Single intake process • Collaborative assessment of client needs • Collaborative design and scheduling of client case plan • Collaborative assessment of client progress to adapt case plan to support client achieve goals
	Integrated Service System	• Increase collaboration • Increase right service, right time for client • Improve client outcomes	**Service System Collaboration** • Collaborative program and service mapping • Collaborative problem solving and system improvements • Shared practice framework, narrative and tools • Training to support capacity building needs of whole sector
Our children have **A Healthy Start to Life**	Measurement and Evaluation for Continuous Improvement	• Visibility of input:output ratios for visibility of what is working/not working so well • Increase capacity to control energy invested in solutions and outcomes achieved – informing continuous improvement and enabling capacity to increase wellbeing outcomes	**Service System Continuous Improvement & Capacity Building** • Collective goals and continuous improvement plan • Data sharing for effective measurement, monitoring and evaluation to identify improvements opportunities • Data and evaluation capacity building
	Service System Capacity Reduce capacity pressure on services due to unfilled roles	• Attract skills to region to meet needs – short-term • Address barriers to attraction – eg housing costs • Address skills gaps – long-term through local training pipelines including training and schools programs	**Skills Attraction and Retention** • Workforce needs and gaps assessment • Workforce development planning – training pipelines • Skills attraction and retention strategy and capacity building • Liveability promotion

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Our families have access to **Employment**	Employment pathways for parents	• Increase accessible and effective training and employment pathways for parents • Early supports to enable eligibility for training and employment and enable retention employment	**Training and Employment Pathways** • Map training pathways • Existing training pathways and new pathways explored for design of training opportunities • Redesign of job structures • Work readiness development of capacity and confidence
Our families have access to **Housing**	Housing availability, affordability and availability and access to supports	• Access to housing supports that enable and empower independence wherever possible • Reduce vulnerability of families created by rental stress • Reduce impact on skills attraction that subsequently impact capacity of support services to deliver quality and timely supports	**Housing Affordability** • Enable referrals to housing supports through mapping • Predict and unblock bottlenecks to increasing housing stock while modeling 'appropriate' stock levels • Seek successful examples that influence commercial market through incentive
Our parents have **Access to Supports** We are connected to **self-identity, culture, community**	Equitable participation and access to supports for vulnerable families and children Equitable participation and access to supports for First Nations	• Proportionate representation in support services and opportunities • Appropriate service provision informed by feedback from community members not accessing services • Reduce stigma inhibiting access to supports • Community awareness of lived experience to enable understanding and support of disadvantaged families • Sufficient and appropriate community empathy advocacy and outreach • Access to enablers – eg employment - drivers licence	**Equitable Participation** • Identify ratio of cohorts represented in vulnerable indicators – compared to representation in support service presentation numbers • Ensure services are reaching the community members they are designed to support – location, demographic cohort • Seek stories from vulnerable community members not accessing supports to understand barriers or reasons for avoidance • Evaluate effectiveness of and support change to meet needs of identified clients
Our parents have **Parenting Confidence** Our parents have **Healthy Lifestyles** Our children have **A Healthy Start to Life**	Promotion of childhood development and available parenting supports	• Target promotion, education and awareness and supports to reach our most vulnerable families • Increase awareness and knowledge of child development and protective factors in families that promote child wellbeing • Increase access to parenting supports and early connection	**Early Childhood Development** • Identify trends in cohort access – prior to child commencing school – eg new to Gladstone – identify entry points eg school enrolment, Centrelink, real estate • Target and tailor education and awareness to meet needs of most vulnerable families
	Early intervention for development supports - focused on ages 0-3 years	• Increase awareness of early assessment and intervention benefits • Increase early assessments and supports available • Reduce assessment needs at school age - where earlier intervention supports on track development	**Early Identification of Support Needs** • Identify access and outcomes supports for mother pre/ post birth - maternal checks • Identify early intervention opportunities • Maternal Hub - outreach assessment centers – early attachment supports • 3-year checks with effective incentives to engage
Our children have access to **Quality Early Education Supports**	Earlier response to assessment needs	• Increase effective and efficient access to assessments and early intervention supports to support families and enable children to thrive earlier • Reduce waitlists for supports • Earlier intervention for child development supports – reduce number of children assessed by teacher at school as needing further assessment (AEDC)	**Readiness for School** • Identify needs with school - actions taken, any barriers, waitlists and interim supports • Provide assessment opportunity at earlier milestones than AEDC • Reverse engineer assessment process and outcomes – engage specialists to support teachers at point of identification and to implement early response, where safe to, while awaiting assessment eg common behavioral management plan strategies • Identify cohorts not accessing supports and assessment referrals through identified child (AEDC)/school/location to target supports

The Gladstone Region Wellbeing Action Plan aims to:

- Build on and leverage local strengths, assets and sector achievements, in a continuous improvement approach to increasing wellbeing outcomes for clients and community
- Avoid duplication and optimise existing assets to do more with what we have
- Pilot new initiatives with appropriate measurement and evaluation to evidence return on investment and improved wellbeing outcomes for community

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