

The State of Shellharbour's Children Report

2019

**Communities for Children
Shellharbour**



This report is produced as an initiative of the Communities for Children Shellharbour, and is modelled on the State of Bendigo's Children Report, 2013.

Communities for Children Shellharbour is funded by the Australian Government Department of Social Services.

© Communities for Children Shellharbour. This work may be reproduced and used subject to acknowledgement of the source of any material so reproduced.

This report is for information purposes only. It has been provided on the basis that readers will be responsible for making their own assessments of the matters discussed. All representations, statements and information should be verified and independent advice obtained before acting on any information contained in or in connections with this report.

While every effort has been made to ensure that the information is accurate, Barnardos Communities for Children Shellharbour and/or the Department of Social Services will not accept liability for any loss or damage which may be incurred by any person acting in reliance upon the information.

FOREWORD

Communities for Children is committed to providing the best start in life to the children of Shellharbour through opportunities that will support their development into healthy, well socialised, productive and engaged citizens.

The Australian Government is also committed to a whole of community approach to support and enhance early childhood development and wellbeing for children. A place-based approach has been taken through the Department of Social Services Communities for Children Program, recognising optimal wellbeing depends on a child having a range of personal, social and material resources, to promote a positive developmental trajectory. Therefore, supports and services that are delivered early in a child's life can have a powerful effect on child and family outcomes. Flourishing children are physically healthy, school ready and engage positively with their peers and adults.

Child development is influenced by the settings in which children live and the larger contexts in which they are embedded. This third edition of the State of Shellharbour's Children Report has adopted Bronfenbrenner's social ecological model that supports the notion that childhood development is influenced by several domains which includes family, friends, neighbourhoods, culture and the wider community in which they live. The complexity of the environment influences the way in which a child grows and develops. There is evidence that 'there are two worlds of childhood in contemporary Australia: one for the advantaged and one for the disadvantaged (Bowes, Grace, Hayes, 2015). Shellharbour is no different; some children are developing well and some are developmentally vulnerable. As context influences development, there is a growing interest in how to address these wider impacts.

To plan effectively for the children and families of Shellharbour, a foundation of evidence is required on child development and family functioning. This report seeks to identify the risk factors that impact on developmental outcomes and provide evidence on what influences child wellbeing. Integrative programs can then be designed with a whole of child approach encompassing multiple domains to reduce the risks, provide a buffer and support protective factors.

Childhood development must be central to policy and practice and involve the voices of children. Children thrive when they have the supports they need.



Barnardos Australia
Executive Manager Safety and Prevention
Regional/Rural NSW & ACT

CONTENTS

06	Executive Summary
09	Introduction
12	My Shellharbour
18	My Wellbeing
24	My Family
31	My Learning
44	My Home
52	Communities for Children Shellharbour Community Partners
56	Conclusion
58	References
59	Endnotes

EXECUTIVE SUMMARY

This report is the third State of Shellharbour's Children Report to be released by Communities for Children Shellharbour. The purpose of the Report is to identify what life is like for children living in Shellharbour. Through collaborating with children and collating relevant data and recent research, we can identify community assets and gaps in service. By comparing local data with State and National benchmarks, areas for growth and community strengths will be highlighted. Additionally, with each release, comparative data can be studied over time to track outcomes and gauge any impact of investment in services. By providing a holistic view of the Shellharbour community, it is envisaged that those working with children and families are better able to provide targeted and effective programs. Through the creation of this report the following questions were asked:

- What is it like for a child to live in Shellharbour?
 - Is Shellharbour a place that meets the needs of all children and their families?
-

Table 1: State of Shellharbour's Children Report measures compared with national, state and local benchmarks

Indicators	Measures	Comparative to benchmark
MY WELLBEING		
Immunisations	Social Health Atlas of Australia, New South Wales and Australian Capital Territory	✓
Low birth weight	Health Stats	Close to
Smoking during pregnancy	Health Stats	✗
MY FAMILY		
Low income households	Australian Bureau of Statistics	Close to
Labour force participation	Australian Bureau of Statistics	Close to
Unemployment rate	Australian Bureau of Statistics	✗
MY LEARNING		
Physical health and wellbeing	AEDC, 2018	✗
Social competence	AEDC, 2018	✓
Emotional maturity	AEDC, 2018	✓
Language and cognitive skills	AEDC, 2018	✗
Communication skills and general knowledge	AEDC, 2018	✓
Developmentally vulnerable on one or more domain(s)	AEDC, 2018	✓
Developmentally vulnerable on two or more domains	AEDC, 2018	✗
Children are achieving at school	My School, NAPLAN results	Close to
Children and young people have access to internet at home	Australian Bureau of Statistics	✗

MY HOME

Housing stress	Australian Bureau of Statistics	✗
Households renting social housing	Australian Bureau of Statistics	✗
Socio-Economic Indexes For Areas (SEIFA)	Australian Bureau of Statistics	✗
Incidents of assault – domestic assault	Bureau of Crime Statistics and Research	✓
Child/Juvenile victims of domestic assault	Bureau of Crime Statistics and Research	✓
Incidents of assault - non-domestic assault	Bureau of Crime Statistics and Research	✓
Child/Juvenile victims of assault – non-domestic assault	Bureau of Crime Statistics and Research	✓
Incidents of sexual offences – sexual assault	Bureau of Crime Statistics and Research	✗
Child/Juvenile victims of sexual assault	Bureau of Crime Statistics and Research	✗
Indecent assault, act of indecency and other sexual offences	Bureau of Crime Statistics and Research	Close to
Child/Juvenile victims of indecent assault, act of indecency and other sexual offences	Bureau of Crime Statistics and Research	✗

WHERE WE ARE DOING WELL

- With the 2019 release of Australian Early Development Census (AEDC) data, it was evident that Shellharbour had made improvements in all domains. Additionally, Shellharbour had higher rates of achievement in three of the five domains when compared to the NSW benchmark.
- Immunisation rates continue to be an area of great strength for Shellharbour. When compared to NSW, Shellharbour has higher rates of immunisation in all three age ranges. Additionally, there has been a significant increase in the 5 years age group with 97.9% of children being up to date with their schedule.
- Overall there has been a slight shift upwards in the 2018 NAPLAN results.

AREAS FOR IMPROVEMENT

- SEIFA scores across areas within Shellharbour are deeply concerning. The level of disadvantage identified in Warilla, Lake Illawarra and Barrack Heights is an area that requires continued focus.
- Schools within the most disadvantaged areas continue to receive NAPLAN results that are substantially below the Australian average.
- Shellharbour has higher rates of children falling victim to sexual offences.



INTRODUCTION

“The future of any society depends on its ability to foster the healthy development of the next generation.” (Center on the Developing Child, 2014).

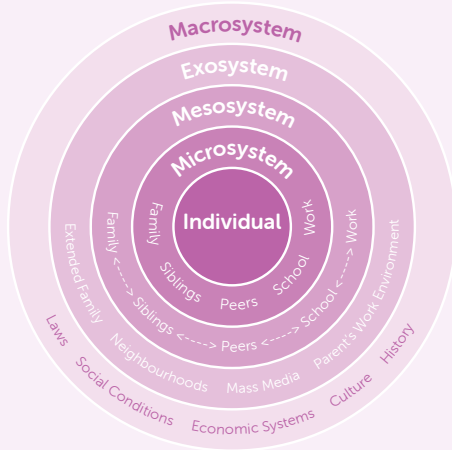
The focus of this report is to bring together local data, current research and the child’s voice to gain perspective on what life is like for children living in Shellharbour. The Communities for Children program received a 12-month extension, taking the funding to June, 2020. By releasing this data, community consultation can continue and provide a strong foundation for various funding submissions and local strategic planning.

With each release of The State of Shellharbour’s Children Report, the design and layout has evolved. Children have always been the focal point. However, this report aims to encourage readers to empathise with children through the inclusion of the Child’s Voice and basing the report domains on Bronfenbrenner’s Ecological Systems Theory. It is envisaged that readers will understand:

- What life is like for children living in Shellharbour.
 - What is important to children.
 - What experiences are impacting children today.
-

BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY

In the 1970's, Urie Bronfenbrenner's Ecological Systems Theory was created and has evolved significantly over time. For this report we have focused on the theory portrayed in the corresponding image.



This theory has been defined as:

"...the scientific study of the progressive, mutual accommodation, throughout the life span, between a growing human organism and the changing immediate environments in which it lives, as this process is affected by relations obtaining within and between these immediate settings, as well as the larger social contexts, both formal and informal, in which the settings are embedded." (Bronfenbrenner as cited in Velez-Agosto, 2017).

Ultimately, the purpose of using this theory as a foundation is to illustrate that children's development occurs within multiple systems that impact on who they are and who they will become. Through using this lens, we can understand that providing children with a positive home, learning and wider community environment is crucial. Moreover, through supporting families to raise their children, we aim to fulfil a child's right to a positive future.

The domains for this report are:

- My Community
- My Wellbeing
- My Family
- My Learning
- My Home

These domains represent five key systems that impact on the child's holistic development.

VOICE OF THE CHILD

Article 12 in the Convention on the Rights of the Child states a child who can form their own view has "...the right to express those views freely in all matters affecting the child." (Convention on the Rights of the Child, 1989). As Australia ratified this Convention in 1990, it is our duty as adults to ensure we uphold this right. When effectively planning for children and their future, the inclusion of children's voices should be a requirement. By including the voices of children we are able to create programs and environments that are meaningful and relevant. Over a six-month period, ten consultation sessions were held with children from Healthy Cities Illawarra's Play Pod and 2,528 drop-in programs. Each session focused on a specific domain. Children were asked to identify what they felt was important to have within each domain. Additionally, extensive conversations occurred to capture their opinions, experiences and understandings of their life. Each domain will begin with the results of these consultations.

TRAUMA LENS

The Australian Childhood Foundation (2013) defines complex trauma as “the emotional, psychological and physiological residue left over from heightened stress that accompanies experiences of danger, violence, significant loss and life-threatening events.”

As in our previous report, a trauma lens will be placed over current data. More specifically, how certain findings may be impacting or impacted by complex trauma. Within each domain, current research will be weaved throughout to provide an essential perspective on how trauma can affect the children of Shellharbour.

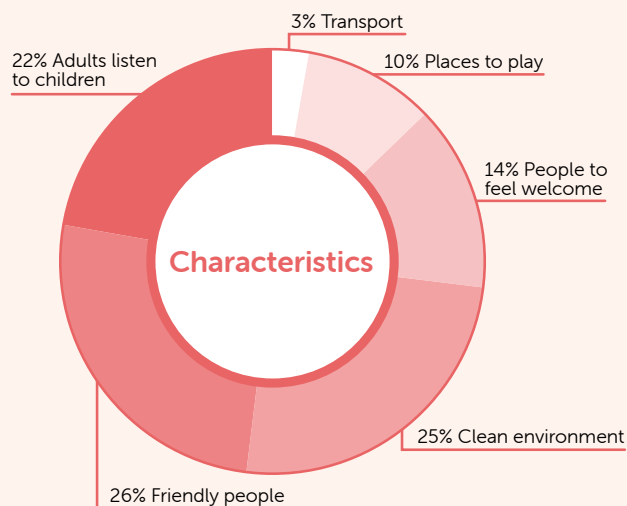




MY SHELLHARBOUR

Communities help shape a child's future. Feeling welcome within and being an active member of your community creates a sense of belonging and self-value.

WHAT DO CHILDREN THINK IS IMPORTANT TO HAVE IN THE COMMUNITY?



"When you walk in a shop you don't want people looking at you like you shouldn't be there." – 10-year-old girl.

"No one wants mess around." – 7-year-old girl.

"I'm going to choose transport because without it you can't get around." – 10-year-old boy.

"Community gives a child support, a sense of belonging, a strong sense of self and a sense of connection. They feel emotionally and physically safe and valued; they develop social abilities and have a sense of sharing and caring for each other." (Circles of Learning, 2019).

FORECAST AREAS

Shellharbour City



■ Shellharbour City

Shellharbour Local Government Area (LGA) continues to be a growing area within the Illawarra. With an Estimated Resident Population of 70,391, we have seen an increase of 4,173 since the 2011 Census. With the extensive work within the Shell Cove area, the Shellharbour LGA continues to develop. Located approximately 100km south of Sydney, Shellharbour can provide families with a cheaper living option whilst working within the Wollongong or Sydney CBD areas. All data within this report describes the Shellharbour LGA, unless stated otherwise.

Table 2: Population¹

Shellharbour City - Total	2016	2011	Change
Population	n	n	2011 to 2016
Estimated resident population	70,391	66,218	+4,173

Table 3: Selected sub-population categories²

Shellharbour City - Total	2016			2011			Change
Population group	n	%	NSW %	n	%	NSW %	2011 to 2016
Males	33,444	48.9	49.3	31,158	49.0	49.3	+2,286
Females	35,015	51.1	50.7	32,447	51.0	50.7	+2,568
Aboriginal and Torres Strait Islander population	2,623	3.8	2.9	1,930	3.0	2.5	+693
Australian citizens	61,600	90.0	82.7	57,901	91.0	85.5	+3,699
Eligible voters (citizens aged 18+)	46,086	67.3	63.0	42,444	66.7	64.8	+3,642
Population over 15	54,853	80.1	81.5	50,044	78.7	80.7	+4,809
Employed population	29,606	93.1	93.7	27,411	93.2	94.1	+2,195

Table 4: Age structure - Service age groups³

Shellharbour City - Total	2016			2011			Change
Service age group (years)	n	%	NSW %	n	%	NSW %	2011 to 2016
Babies and pre-schoolers (0 to 4)	4,335	6.3	6.2	4,302	6.8	6.6	+33
Primary schoolers (5 to 11)	6,532	9.5	8.8	6,370	10.0	8.8	+162
Secondary schoolers (12 to 17)	5,644	8.2	7.1	5,907	9.3	7.7	-263
Tertiary education and independence (18 to 24)	6,085	8.9	9.0	5,544	8.7	9.0	+541
Young workforce (25 to 34)	8,009	11.7	14.3	7,237	11.4	13.6	+772

Shellharbour City - Total	2016			2011			Change
Service age group (years)	n	%	NSW %	n	%	NSW %	2011 to 2016
Parents and homebuilders (35 to 49)	13,139	19.2	20.0	13,512	21.2	21.0	-373
Older workers and pre-retirees (50 to 59)	9,279	13.6	12.8	8,167	12.8	12.8	+1,112
Empty nesters and retirees (60 to 69)	7,667	11.2	10.8	6,308	9.9	10.0	+1,359
Seniors (70 to 84)	6,393	9.3	8.9	5,347	8.4	8.3	+1,046
Elderly (85 and over)	1,377	2.0	2.2	911	1.4	2.0	+466
Total	68,460	100	100	63,605	100	100	+4,855

Children aged 0-17 account for 24% of Shellharbour's population, which is greater when compared to NSW (22.1%).

Table 5: Ancestry - Ranked by size⁴

Shellharbour City - Total	2016			2011			Change
Ancestry	n	%	NSW %	n	%	NSW %	2011 to 2016
Australian	27,039	39.5	30.2	25,068	39.4	32.1	+1,971
English	26,643	38.9	30.8	23,942	37.6	31.1	+2,701
Irish	6,619	9.7	9.9	5,482	8.6	9.6	+1,137
Scottish	6,181	9.0	7.8	5,112	8.0	7.6	+1,069
German	3,160	4.6	3.2	2,747	4.3	3.1	+413
Italian	2,813	4.1	3.6	2,344	3.7	3.6	+469
Macedonian	2,211	3.2	0.5	2,074	3.3	0.5	+137
Spanish	1,257	1.8	0.6	1,184	1.9	0.6	+73
Maltese	1,206	1.8	0.9	1,135	1.8	0.9	+71
Dutch	1,106	1.6	1.0	1,148	1.8	1.1	-42

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES IN SHELLHARBOUR CITY

Table 6: Key statistics⁵

Aboriginal and Torres Strait Islander peoples - Shellharbour City	2016		2011		Change
Number of persons usually resident	n	%	n	%	2011 to 2016
Total indigenous population					
Indigenous population	2,625	100	1,929	100	+696
Population summary					
Total population	2,625	100	1,929	100	+696
Males	1,281	48.8	965	50.0	+316
Females	1,344	51.2	964	50.0	+380
Indigenous status					
Aboriginal	2,509	95.6	1,829	95.0	+680
Torres Strait Islander	70	2.7	71	3.7	-1
Both Aboriginal and Torres Strait Islander	46	1.8	25	1.3	+21

As identified within the subpopulation category table, Aboriginal and Torres Strait Islander peoples account for 3.8% of the Shellharbour population. This is higher than NSW's 2.9%. In total, Shellharbour has seen an increase of 696 people (36%) since the 2011 Census.

Table 7: Service age groups⁶

Aboriginal and Torres Strait Islander peoples - Shellharbour City	2016			2011			Change
Service age group (years)	n	%	NSW %	n	%	NSW %	2011 to 2016
0 to 4	319	12.2	11.5	257	13.3	12.2	+62
5 to 11	467	17.8	16.3	349	18.0	16.3	+118
12 to 17	392	15.0	13.0	329	17.0	14.2	+63
18 to 24	334	12.7	12.7	231	11.9	12.0	+103

Aboriginal and Torres Strait Islander peoples - Shellharbour City	2016			2011			Change
Service age group (years)	n	%	NSW %	n	%	NSW %	2011 to 2016
25 to 34	311	11.9	12.8	188	9.7	11.8	+123
35 to 49	393	15.0	16.0	307	15.9	17.6	+86
50 to 59	221	8.4	9.1	162	8.4	8.7	+59
60 to 64	68	2.6	3.2	42	2.2	3.0	+26
65 and over	116	4.4	5.4	69	3.6	4.3	+47
Total people	2,621	100	100	1,934	100	100	+687

As reported in 2016, a large proportion of Shellharbour's Aboriginal and Torres Strait Islander population is aged 0-17 (45%). This is 4.2% higher when compared to NSW.

"The proximal or immediate environments in which young children spend their time play a fundamental role in shaping their development and wellbeing. These include the home environment, as well as early childhood services, and other community environments."
(Centre for Community Child Health, 2014).



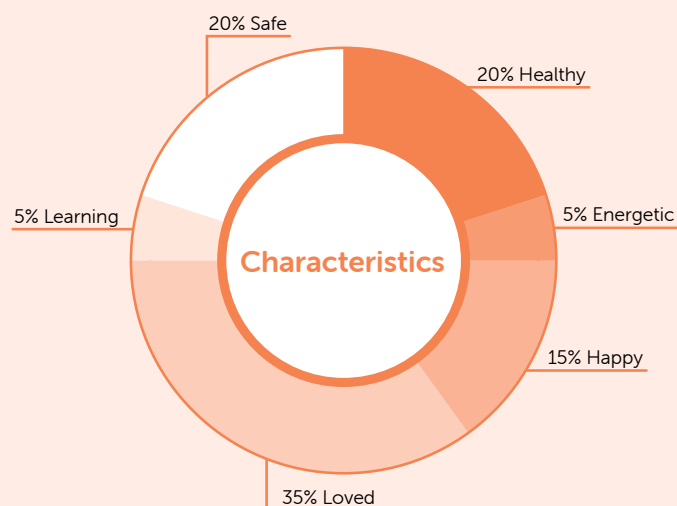


MY WELLBEING

"Measuring wellbeing is important because all children deserve to be happy with how their lives are going, and we can't know if they are unless we ask them." (The Children's Society, 2019).

Observing children's holistic health and wellbeing is crucial when measuring outcomes. Wellbeing is multifaceted. Various milestones, indicators and outcomes need to be observed when creating a holistic view of the child and their wellbeing.

WHAT DO CHILDREN THINK IS IMPORTANT FOR POSITIVE WELLBEING?



"When I get really frustrated and angry I can feel it bubbling and I just explode and only my friends can calm me down."
10-year-old girl.

"I can't stop thinking of junk food but I do want to look after my teeth so they don't get holes." 7-year-old boy.

"Everyone wants to feel loved."
8-year-old girl.

IMMUNISATION RATES

Australia has implemented a National Immunisation Program (NIP). This schedule provides a list of vaccinations along with the recommended age of injection. Below are percentages of children who were vaccinated in 2018 in comparison to 2014.

Table 8: Children are fully immunised by age⁷

Average Percentage Fully Immunised 2014	Shellharbour	NSW
1 year – Children aged 12 months to less than 15 months	93.8%	93%
2 years - Children aged 24 months to less than 27 months	93.4%	89.9%
5 years - Children aged 60 months to less than 63 months	91.2%	93.4%

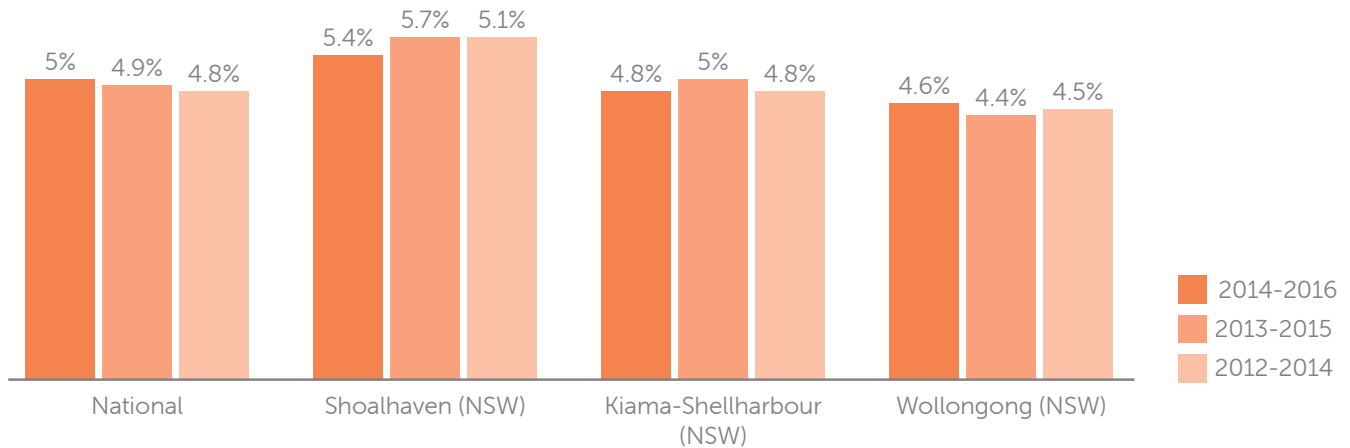
Average Percentage Fully Immunised 2018	Shellharbour	NSW
1 year – Children aged 12 months to less than 15 months	96.5%	94%
2 years - Children aged 24 months to less than 27 months	92.9%	90.2%
5 years - Children aged 60 months to less than 63 months	97.9%	94.6%

Since the 2016 report, there has been an increase in children 0-5 receiving their immunisations with a significant 6.7% increase in children aged 60 to 63 months. The Shellharbour LGA has higher rates of immunisations than NSW for all children aged 0-5. Given that immunisations are an opportunity for a general health check and discussions surrounding children's needs, it is encouraging to see higher rates within Shellharbour.

REFLECTION

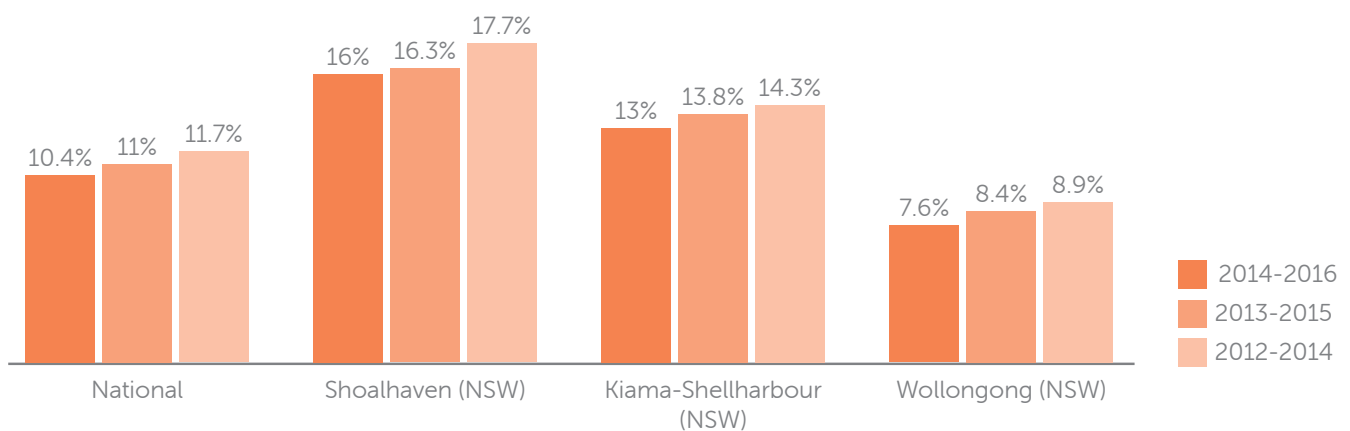
How can we engage with the high percentage of families who utilise the National Immunisation Program?

Table 9: Low birthweight⁸



Low birthweight is defined as a birthweight of less than 2,500 grams. Data for Shellharbour has been collated with data from the Kiama LGA. This needs to be taken into consideration. 4.8% of children born within these LGA's were identified as having a low birthweight. There has been no significant change in the data over the past four years and is similar to the national average.

Table 10: Smoking during pregnancy⁹



For this data set, smoking during pregnancy was self-reported smoking of tobacco at any time during pregnancy. Data for Shellharbour has been collated with the Kiama LGA. This needs to be taken into consideration. 13% of pregnant women self-reported smoking tobacco during their pregnancy. A slight decrease has been identified from 2012 to 2016. However, our region is still showing higher rates when compared to national statistics and adjacent LGAs.

"Children whose mothers smoked while pregnant are more likely to smoke and become nicotine dependent themselves as adults." (PwC, 2019).

MENTAL HEALTH

“Kids need good mental health - not only to be able to deal with challenges and adapt to change, but so they can feel good about themselves, build healthy relationships with others and enjoy life.” (Health Direct, 2019).

Data surrounding mental health on a local level is difficult to source. In 2015, the National Report on The Mental Health of Children and Adolescents was released. Data was collected from 6,310 families including parents and carers of 4-17 year-olds in the general population and 11-17 year-olds themselves. This national report stated mental disorders including:

- Anxiety disorder
- Major depressive disorder
- Attention-deficit/hyperactivity disorder
- Conduct disorder

Of interest are the statistics surrounding the prevalence of mental disorders when children and young people lived in specific households under certain circumstances. Such circumstances have been identified within the Shellharbour LGA. Although these circumstances and mental disorders are not mutually exclusive, these statistics do show a trend that should be noted within this report.

Table 11: Prevalence of mental disorders: Household income¹⁰

Household income before tax	% of males with a mental disorder	% of females with a mental disorder	Total % of persons with a mental disorder
\$130,000 or more per year	12.3	8.8	10.5
\$52,000 - \$129,999 per year	13.8	10.8	12.3
Less than \$52,000 per year	24.4	16.1	20.5

Further within this report is data surrounding household income within the Shellharbour LGA. With 24.4% of males and 16.1% of females being identified as having mental disorders when household income is less than \$52,000 per year, it is important to note that 18.5% of Shellharbour households had incomes below \$33,800 a year. Additionally, other suburbs had higher rates of households with low incomes.

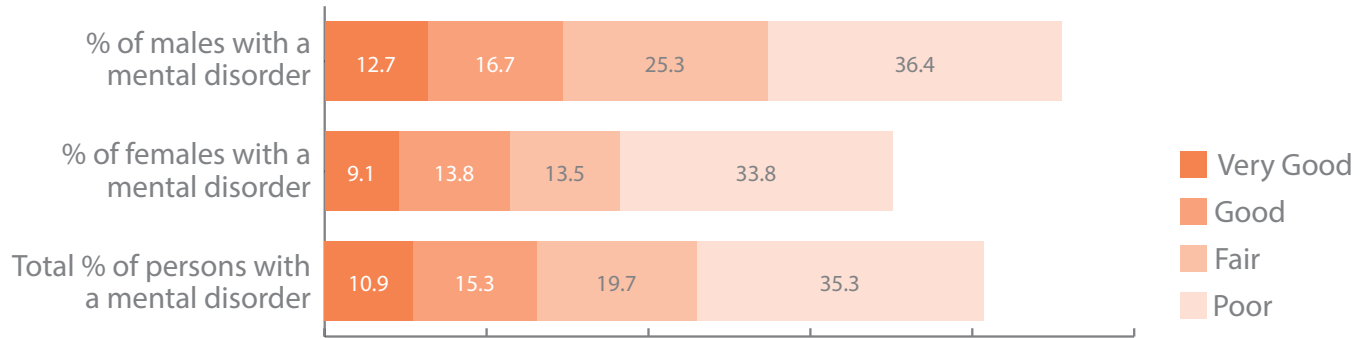


Table 12: Prevalence of mental disorders: Labour force status¹¹

Parent or carer labour force status	% of males with a mental disorder	% of females with a mental disorder	Total % of persons with a mental disorder
Both parents or carers employed	12.6	9.0	10.8
One parent or carer employed, one parent or carer not in employment	15.5	10.1	12.9
Both parents or carers not in employment	23.4	18.7	21.3
Sole parent or carer employed	16.9	17.1	17.0
Sole parent or carer not in employment	36.0	22.0	29.6

Further within this report is data surrounding labour force status within the Shellharbour LGA. This table shows that there was an increase in prevalence of mental disorders increases when both parents or a sole parent are not in employment.

Table 13: Prevalence of mental disorders: Level of family functioning¹²



With no local data on family functioning, these statistics are to be kept in mind when working with families and children who need support in the Shellharbour LGA.

REFLECTION

How can we best support the mental health of our children and young people?



CHILDREN WITH ADDITIONAL NEEDS

“Supporting children with additional needs enables them to participate and feel included; this also helps promote their strengths and may reduce their risk of developing mental health difficulties.” (Kidsmatter, 2017)

The transition into early childhood and primary education can bring great stress and upheaval to children and families. Families with children with additional needs can experience higher levels of stress as they advocate for their child and their needs. With various additional supports needed to ensure a smooth transition, early and consistent communication is key to ensure the learning environment is ready for all children and their needs.

Table 14: Special needs emerging trends¹³

Special Needs	2018 (n)	2018 (%)	2015 (n)	2015 (%)	2012 (n)	2012 (%)
Children with special needs status	38	4.0	38	3.8	51	3.7
Children needing further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development)	128	13.9	131	13.1	97	9.1

Although no significant change has been identified since the last AEDC, it must be noted that 13.9% of children required further assessment when entering kindergarten. Delays in organising appropriate funding for children with additional needs can have a detrimental impact on transitions into school. With some funding processes taking up to six months or more, it is crucial that children with additional needs are identified and the school informed at least 12 months prior to the child starting kindergarten.

NEEDS ASSISTANCE WITH CORE ACTIVITIES

“This population is defined as people who need assistance in their day-to-day lives with any or all of the following core activities – self-care, mobility or communication because of a disability, long-term health condition (lasting six months or more) or old age” (ABS, 2019).

Table 15: Needs assistance with core activities¹⁴

Shellharbour City - Persons (Usual residence)	2016			2011			Change
Assistance needed by age group (years)	n	%	NSW %	n	%	NSW %	2011 to 2016
0 to 4	55	1.3	1.1	50	1.2	1.0	+5
5 to 9	183	3.9	3.1	142	3.2	2.6	+41
10 to 19	342	3.7	2.9	245	2.6	2.2	+97

When compared to NSW, Shellharbour has higher rates of need for assistance in all age ranges from 0-19. Additionally, the need for assistance with core activities for those aged 0-19 has increased since the previous Census.

The background is a solid light blue color with a repeating pattern of stylized, smiling faces. These faces are drawn with simple black outlines and have different hairstyles, including spiky hair, pigtails, and a headscarf. The faces are scattered across the entire page, creating a playful and friendly atmosphere.

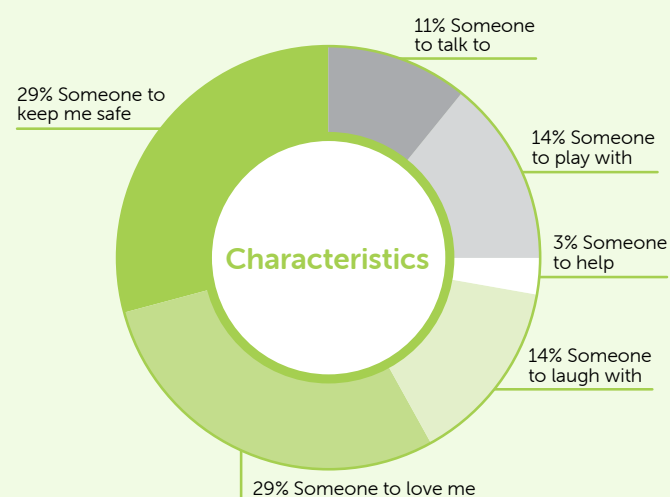
MY FAMILY

"A family shares emotional bonds, common values, goals and responsibilities. Family members contribute significantly to the wellbeing of each other." (Relationships Australia

Queensland, 2019)

Each family is unique. The relationships children have with parents, caregivers and close family members will form the foundation for future relationships. Having strong familial ties throughout their early years is crucial.

WHAT DO CHILDREN THINK IS IMPORTANT TO HAVE IN A FAMILY?



"You just need people to be there for you no matter what." – 10-year-old girl.

"I need to feel loved the most. That's really important." – 9-year-old girl.

"You should go home and feel safe with your family." – 10-year-old boy.

Table 16: Household type¹⁵

Shellharbour City - Total households (Enumerated)	2016			2011			Change
Households by type	n	%	NSW %	n	%	NSW %	2011 to 2016
Couples with children	8,429	34.1	31.5	8,159	35.5	31.7	+270
Couples without children	6,242	25.2	24.2	5,813	25.3	24.5	+429
One parent families	3,430	13.9	10.7	3,222	14.0	11.0	+208
Other families	223	0.9	1.2	224	1.0	1.2	-1
Group household	460	1.9	3.9	379	1.6	3.6	+81
Lone person	4,856	19.6	22.4	4,632	20.1	23.1	+224
Other not classifiable household	951	3.8	4.8	426	1.9	3.6	+525
Visitor only households	138	0.6	1.3	146	0.6	1.3	-8
Total households	24,729	100.0	100.0	23,001	100.0	100.0	+1,728

"Couple families with young children consist of a couple (registered or de-facto marriage, opposite sex or same-sex) with at least one child of any age who is usually resident in the family household. The family may also include any number of other related individuals e.g. brothers, sisters, uncles, grandparents. Children can include step-children, adopted and foster children, and the family may also include adult children (possibly caring for elderly parents)."

Since the 2011 Census, little change has been noted within the Shellharbour LGA counting a total of 34.1% of households as couples with children. Although this is 2.6% higher than NSW, it is important to look at the suburb breakdown in the following tables.

Table 17: Couple families with children¹⁶

Shellharbour City - Enumerated			
Area	Number of families	Total households	%
Albion Park - Rural West	2,045	4,646	44.0
Albion Park Rail - Croom	721	2,492	28.9
Barrack Heights	649	2,262	28.7
Blackbutt - Shellharbour City Centre	447	1,277	35.0
Flinders	1,016	2,187	46.5
Lake Illawarra	271	1,461	18.6
Mount Warrigal	533	1,726	30.9
Oak Flats	713	2,383	29.9
Shell Cove - Dunmore	946	1,806	52.4
Shellharbour - Barrack Point	495	1,613	30.7
Warilla	572	2,627	21.8
Shellharbour City	8,429	24,729	34.1
Regional NSW	267,930	1,055,202	25.4
Illawarra SA4	34,378	110,589	31.1
New South Wales	875,264	2,774,866	31.5
Australia	2,687,377	8,861,642	30.3

Within this table we can see the significant differences between each suburb, with the Shell Cove – Dunmore area reaching 52.4% and Lake Illawarra at 18.6%.

Table 18: One parent families with dependent children¹⁷

Shellharbour City - Enumerated			
Area	Number of families	Total households	%
Albion Park - Rural West	328	4,646	7.1
Albion Park Rail - Croom	217	2,492	8.7
Barrack Heights	201	2,262	8.9
Blackbutt - Shellharbour City Centre	75	1,277	5.9
Flinders	129	2,187	5.9
Lake Illawarra	108	1,461	7.4
Mount Warrigal	141	1,726	8.1
Oak Flats	162	2,383	6.8
Shell Cove - Dunmore	81	1,806	4.5
Shellharbour - Barrack Point	83	1,613	5.1

Shellharbour City - Enumerated			
Area	Number of families	Total households	%
Warilla	218	2,627	8.3
Shellharbour City	1,773	24,729	7.2
Regional NSW	61,242	1,055,202	5.8
Illawarra SA4	6,058	110,589	5.5
New South Wales	138,129	2,774,866	5.0
Australia	448,845	8,861,642	5.1

Similar to figures seen in 'Couple Families with Children' we are seeing significant differences between some of the suburbs within the Shellharbour LGA. Shell Cove-Dunmore had the lowest rate with 4.5% and Barrack Heights with the highest rate at 8.9%. With the NSW rate at 5%, the Shellharbour LGA had 10 of its 11 suburbs with higher rates than that of the state.

Table 19: Low income households (less than 650 per week)¹⁸

Shellharbour City - Enumerated			
Area	Number of families	Total households	%
Albion Park - Rural West	570	4,546	12.5
Albion Park Rail - Croom	441	2,333	18.9
Barrack Heights	474	2,098	22.6
Blackbutt - Shellharbour City Centre	244	1,266	19.3
Flinders	222	2,090	10.6
Lake Illawarra	429	1,392	30.8
Mount Warrigal	343	1,661	20.7
Oak Flats	410	2,283	18.0
Shell Cove - Dunmore	113	1,717	6.6
Shellharbour - Barrack Point	276	1,567	17.6
Warilla	709	2,465	28.8
Shellharbour City	4,398	23,773	18.5
Regional NSW	220,797	1,001,390	22.0
Illawarra SA4	21,173	106,261	19.9
New South Wales	469,011	2,640,304	17.8
Australia	1,514,250	8,434,530	18.0

The ABS (2019) defines low-income households as "those households with a combined gross income of less than \$650 per week before tax in 2016. This threshold was chosen because it is close to the bottom 25% of households Australia-wide."

With Shell Cove-Dunmore coming in well below the state average at 6.6% and Lake Illawarra coming in well above with 30.8%, the disparity between some of Shellharbour's suburbs is evident. Additionally, seven of Shellharbour's 11 suburbs have higher rates of low-income households.

REFLECTION

As income has been found to impact children's outcomes across multiple domains, what additional support might children require coming from low-income households? (Cooper and Stewart, 2017).

Table 20: Labour force participation rate¹⁹

Shellharbour City - Usual residence			
Area	n	Total people ages 15+	%
Albion Park - Rural West	7,321	11,188	65.4
Albion Park Rail - Croom	3,170	5,692	55.7
Barrack Heights	2,503	4,765	52.5
Blackbutt - Shellharbour City Centre	1,749	2,945	59.4
Flinders	3,406	5,084	67.0
Lake Illawarra	1,304	2,702	48.3
Mount Warrigal	1,949	3,913	49.8
Oak Flats	3,034	5,295	57.3
Shell Cove - Dunmore	3,019	4,350	69.4
Shellharbour - Barrack Point	2,018	3,532	57.1
Warilla	2,357	5,376	43.8
Shellharbour City	31,802	54,853	58.0
Regional NSW	1,182,587	2,158,269	54.8
Illawarra SA4	136,710	239,723	57.0
New South Wales	3,605,886	6,093,897	59.2
Australia	11,471,294	19,037,293	60.3

"The labour force is defined as all people who were either employed, or unemployed and looking for work in the week prior to Census. The remainder of the population were not in the labour force (not employed and not looking for work). The percentage calculated in this map is known as the participation rate and is the population in the labour force divided by the total population aged 15 or more in the area."

Table 21: Mothers in the workforce²⁰

Shellharbour City - Enumerated			
Area	n	Total mothers	%
Albion Park - Rural West	1,918	2,593	74.0
Albion Park Rail - Croom	728	1,085	67.1
Barrack Heights	597	986	60.6
Blackbutt - Shellharbour City Centre	430	609	70.6
Flinders	934	1,224	76.3
Lake Illawarra	264	482	54.8
Mount Warrigal	463	767	60.3
Oak Flats	685	1,017	67.4
Shell Cove - Dunmore	837	1,060	78.9
Shellharbour - Barrack Point	479	661	72.5
Warilla	486	939	51.8
Shellharbour City	7,839	11,425	68.6
Regional NSW	252,899	364,684	69.3
Illawarra SA4	31,198	45,386	68.7
New South Wales	758,959	1,131,348	67.1
Australia	2,370,275	3,466,794	68.4

"Mothers are defined in the Census as females either in a couple relationship, in a family with children, or lone parents. Children can include step and foster children. Mothers in the labour force are mothers who were either employed, or unemployed and looking for work in the week prior to Census. The population for calculation of percentages is all mothers (females with dependent children), so the percentages shown in this map can be regarded as a "participation rate" for mothers." Understanding these figures is crucial for planning services such as early childhood education and transport and ensuring there are job opportunities.



Table 22: Unemployment rate²¹

Shellharbour City - Enumerated			
Area	n	Total labour force age 15+	%
Albion Park - Rural West	411	7,182	5.7
Albion Park Rail - Croom	212	3,110	6.8
Barrack Heights	211	2,486	8.5
Blackbutt - Shellharbour City Centre	111	1,753	6.3
Flinders	174	3,368	5.2
Lake Illawarra	119	1,314	9.1
Mount Warrigal	192	1,925	10.0
Oak Flats	211	3,000	7.0
Shell Cove - Dunmore	169	2,941	5.7
Shellharbour - Barrack Point	101	1,994	5.1
Warilla	249	2,323	10.7
Shellharbour City	2,223	31,480	7.1
Illawarra SA4	9,478	135,566	7.0
New South Wales	225,684	3,604,046	6.3
Australia	787,455	11,471,291	6.9

With the state unemployment rate at 6.3%, seven out of Shellharbour's 11 suburbs have recorded higher rates of unemployment.

TRAUMA LENS

"The presence of supportive adults who create safe environments that help children learn to cope with and recover from major adverse experiences is one of the critical ingredients that make serious stressful events tolerable." (Center on the Developing Child, 2014).



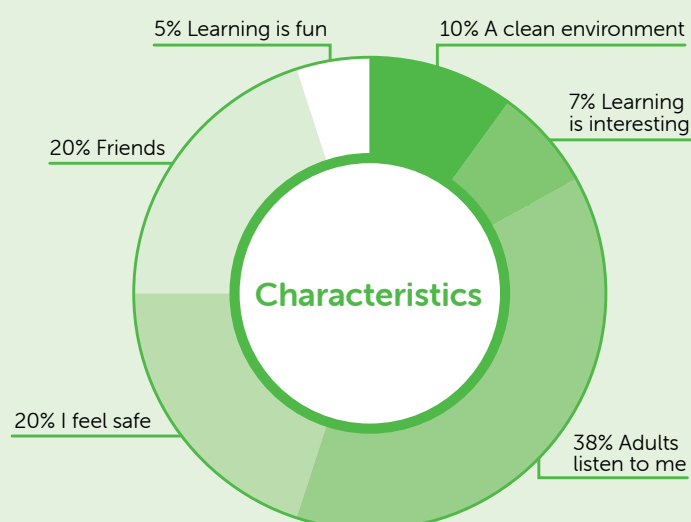
The background is a solid green color with a repeating pattern of white line-art icons of school supplies. Each icon has a simple, smiling face. The icons include: a ruler, a pencil, a paperclip, a triangle, a book, a test tube, a beaker, and a protractor. They are scattered across the entire page.

MY LEARNING

“Evidence tells us that a person’s life successes, health and emotional wellbeing have their roots in early childhood. We know that if we get it right in the early years, we can expect to see children thrive throughout school and their adult lives.” (AEDC, 2019).

Learning is an integral part of childhood. In the early years, children build their foundations for a strong and successful future. Learning environments need to meet children’s individual needs to ensure they have the best opportunity to learn and grow.

WHAT DO CHILDREN THINK IS IMPORTANT TO LEARN?



"I'm not allowed to yell at adults so I don't know why they can yell at me?"
– 10-year-old girl.

"I try not to talk but if I don't understand something I need to ask a friend and then I get in trouble for talking." – 10-year-old girl.

"I don't like when you get in trouble and you have to sit and do nothing. If you do the wrong thing you should be able to read a book or do something specific."
– 10-year-old girl

2018 AUSTRALIAN EARLY DEVELOPMENT CENSUS.

The Australian Early Development Census (AEDC) collects data on children's development the year they enter primary education. This data is organised into five separate developmental domains. In 2018, 949 children living in the Shellharbour LGA attending 40 different schools were measured.

Table 23: AEDC Demographics²²

Demographics	2018		2015		2012	
	n	%	n	%	n	%
Sex – Male	470	49.5	507	50.7	461	51.3
Sex – Female	479	50.5	493	49.3	427	48.7
Aboriginal and Torres Strait Islander Children	75	7.9	92	9.2	63	7.0
Children born in another country	16	1.7	16	1.6	15	1.7
Children with English as a second language	56	5.9	58	5.8	71	7.9
Children with a language background other than English and who ARE proficient in English	75	7.9	81	8.1	78	8.7
Children with a language background other than English and who ARE NOT proficient in English	9	0.9	11	1.1	8	0.9
Children with a primary caregiver who reported they completed some form of post-school qualification	736	80.7	703	76.1	-	-

In comparison to previous collections, little significant change has been seen within Shellharbour's demographics.

Table 24: Involvement in Early Childhood Education and Care in Shellharbour²³

Early Education	2018		2015		2012	
	n	%	n	%	n	%
Playgroup	107	21.5	68	6.8	121	13.5
Day care	414	54.8	299	29.9	243	27.1
Preschool or kindergarten	815	93.1	814	81.4	615	68.5
Family day care	39	6.1	37	3.7	37	4.1
Grandparent	193	33.2	143	14.3	126	14.0
Other relative	51	9	25	2.5	44	4.9
Nanny	7	1.1	6	0.6	6	0.7
Other	21	3.7	31	3.1	24	2.7

Due to the various forms and definitions of early childhood education and care, it is not possible to distinguish the percentage of children who accessed any formal education prior to school. Interestingly, the percentage of children who are cared for by a grandparent has increased from 2.5% in 2015 to 9% in 2018. Additionally, there was a significant increase of children who attended Playgroups (14.7%) and Day care (24.9).

REFLECTION

As high-quality early childhood education benefits children from disadvantaged backgrounds the most, how do we support families to access this for their children? (AEDC, 2019).



Table 25: Australian Early Development Census Domains²⁴

Physical health and wellbeing 2012	Shellharbour 71.3%	NSW 78.1%
Physical health and wellbeing 2015	Shellharbour 72%	NSW 77.8%
Physical health and wellbeing 2018	Shellharbour 78%	NSW 78.5%
This domain measures fine and gross motor skills along with independence. Additionally, a child's readiness to learn as they arrive for the day is also measured including levels of hunger and energy. From the 2018 data we can see an improvement of 5%. Additionally, Shellharbour is only slightly behind NSW.		
Social competence 2012	Shellharbour 76.6%	NSW 78%
Social competence 2015	Shellharbour 75.5%	NSW 76.5%
Social competence 2018	Shellharbour 78.2%	NSW 77.1%
Within this domain skills include: • Socialising with peers and teachers • Respect and care for others • Confident and capable of following school routines A slight increase of 2.7% was measured within this domain. In addition, Shellharbour had slightly higher results than NSW.		
Emotional maturity 2012	Shellharbour 80.9%	NSW 81.2%
Emotional maturity 2015	Shellharbour 77.4%	NSW 79.1%
Emotional maturity 2018	Shellharbour 81.5%	NSW 80.2%
Emotional maturity encompasses a range of skills such as: • Good concentration • Pro-social behaviour • Calm and engaged demeanour A significant improvement of 4.1% was observed from the 2018 results. Shellharbour had higher rates than that of NSW.		
Language and cognitive skills 2012	Shellharbour 87.3%	NSW 87.2%
Language and cognitive skills 2015	Shellharbour 89%	NSW 87.9%
Language and cognitive skills 2018	Shellharbour 87%	NSW 87.2%
The skills measured within this domain include: • Displays an interest in books, reading and writing • Capable of reading and writing simple words • Can count and recognise numbers and shapes A slight decrease of 2% was observed within this domain and Shellharbour's results were slightly behind NSW.		

Communication skills and general knowledge 2012	Shellharbour 68%	NSW 74.7%
Communication skills and general knowledge 2015	Shellharbour 71.4%	NSW 75.9%
Communication skills and general knowledge 2018	Shellharbour 77.1%	NSW 76.8%
This domain focuses on skills such as: - Telling stories - Communicating with peers and teachers Shellharbour has seen a steady improvement within this domain. There was a significant increase of 5.7% since the 2015 collection giving this LGA a higher result when compared to NSW.		

Table 26: Children developmentally vulnerable on one or more domains 2012 - 2018²⁵

Developmentally vulnerable on one or more domains in 2012	Shellharbour 21.2%	NSW 19.9%
Developmentally vulnerable on one or more domains in 2015	Shellharbour 21.4%	NSW 20.2%
Developmentally vulnerable on one or more domains in 2018	Shellharbour 18.6%	NSW 19.9%
Shellharbour has seen a significant decrease of children developmentally vulnerable on one or more domains of 2.8%. This LGA now sits below the NSW rate.		

Table 27: Children developmentally vulnerable on two or more domains 2012 - 2018²⁶

Developmentally vulnerable on two or more domains in 2012	Shellharbour 10.9%	NSW 9.2%
Developmentally vulnerable on two or more domains in 2015	Shellharbour 9.8%	NSW 9.6%
Developmentally vulnerable on two or more domains in 2018	Shellharbour 10.4%	NSW 9.6%
An increase of 0.6% of children who are developmentally vulnerable on two or more domains was seen in 2018. With NSW rates at 9.6%, the Shellharbour LGA has a higher percentage of children who are struggling in two or more domains.		



Table 28: Proportion of children vulnerable on one or more AEDC domain(s) in 2018²⁷

Suburb	% of children on one or more domain(s)
Albion Park and Surrounds	15.3
Albion Park Rail	19.3
Barrack Heights	25
Blackbutt	15.6
Flinders	17.4
Lake Illawarra	24.2
Mount Warrigal	15.7
Oak Flats	22.1
Shell Cove	14.9
Shellharbour/Barrack Point	13.6
Warilla	30

When breaking down data into each of the suburbs, varying results are observed. Shellharbour/Barrack Point has the lowest rates of 13.6%, followed by Shell Cove with 14.9%. Warilla has the highest rates with 30% of children in this suburb vulnerable on one or more domains with rates of 20% in Barrack Heights and 24.2% in Lake Illawarra.

Table 29: Proportion of children vulnerable on two or more AEDC domains in 2018²⁸

Suburb	% of children on two or more domain(s)
Albion Park and Surrounds	6.8
Albion Park Rail	16.5
Barrack Heights	15.3
Blackbutt	6.3
Flinders	8.3
Lake Illawarra	8.8
Mount Warrigal	11.8
Oak Flats	14.3
Shell Cove	5.3
Shellharbour/Barrack Point	6.8
Warilla	20

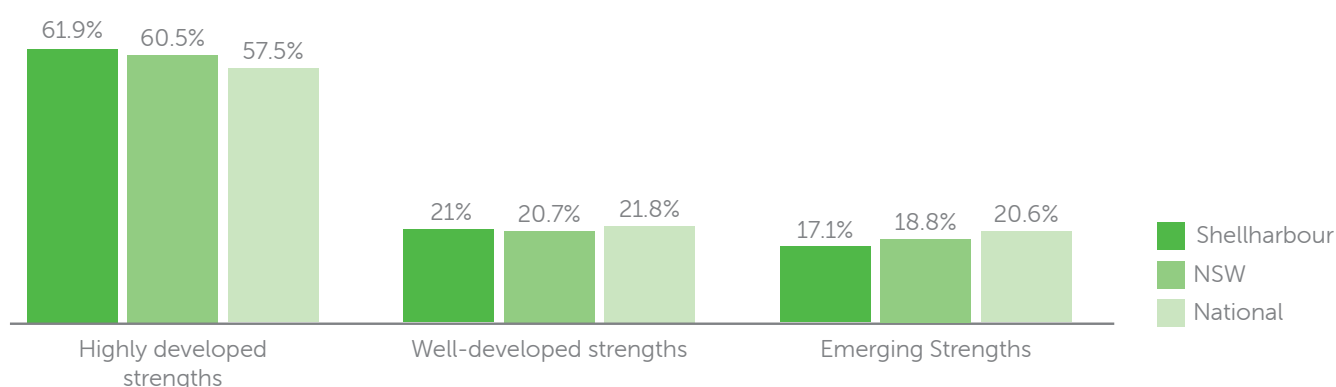
Shell Cove has the lowest rate of children who are vulnerable on two or more domains at 5.3%. Again, Warilla has the highest level of vulnerability with 20% of children being deemed vulnerable on two or more domains along with Albion Park Rail at 16.5% and Barrack Heights at 15.3%. As there are no statistics that show the total number of domains children are vulnerable on, it isn't known how many of the five domains children are vulnerable on.

MULTIPLE STRENGTH INDICATOR 2018

“The Multiple Strength Indicator is a summary indicator that measures developmental strengths in social and emotional development such as self-control, pro-social skills, respectful behaviour towards peers, teachers and property, and curiosity about the world. The indicator also identifies children who have advanced literacy skills, a particular interest in reading, numeracy and memory, and very good communication skills.” (AEDC, 2019).

The Multiple Strength Indicator (MSI) includes 39 items which provide an indication of strength in development as children enter school. The cut-points for the MSI are:

- Emerging strengths – Children who hold strengths in 0-19 MSI items
- Well-developed strengths – Children who hold strengths in 19 – 27 MSI items
- Highly developed strengths – Children who hold strengths in 28 – 39 MSI items.



When compared with NSW and Australia, Shellharbour showed higher rates of highly developed strengths. Additionally, this LGA displayed lower rates of emerging strengths.

Table 30: Shellharbour Early Childhood Education Services Quality Ratings as of March 2019²⁹

	Exceeding	Meeting	Working to-ward	Significant Improvement Required	Excellent
Shellharbour Centre based Services 42 = 100%	50%	33%	17%	0%	0%
NSW 5,191 = 100% (ACEC-QA National Register Mar 2019)	28%	46%	25%	Less than 1%	Less than 1%

Since the last report more early childhood services within the Shellharbour LGA received a rating of Exceeding. In addition, a lower number of services received a rating of Working Towards.

TRAUMA LENS

"The quality of the early care and education that many young children receive in programs outside their homes plays an important role in whether (and to what extent) their brains are exposed to elevated stress hormones early in life." (Center on the Developing Child, 2014).



PRIMARY EDUCATION

"The goal of the school education system is not simply to impart learning. It seeks also to build the qualities that will enable students to contribute to the overall wellbeing of our society – skills and attributes such as confidence, teamwork, problem-solving, aspiration and a love of learning." (PWC, 2017).

Table 31: Schools within the Shellharbour Local Government Area 2018³⁰

School Name	School suburb	Type	Number of students	% of Indigenous students	% of attendance rate Semester 1	% of students attending 90% or more Semester 1
Albion Park Rail Public School	Albion Park Rail	Primary	356	21	90	67
Albion Park Public School	Albion Park	Primary	469	6	93	77
Mount Terry Public School	Albion Park	Primary	729	6	93	77
St Paul's Catholic Primary School	Albion Park	Primary	364	4	93	78
Barrack Heights Public School	Barrack Heights	Primary	236	21	92	72
Calderwood Christian School	Calderwood	Combined	238	3	92	71
Shellharbour Anglican College	Dunmore	Combined	680	0	93	75
Flinders Public School	Flinders	Primary	568	6	93	77

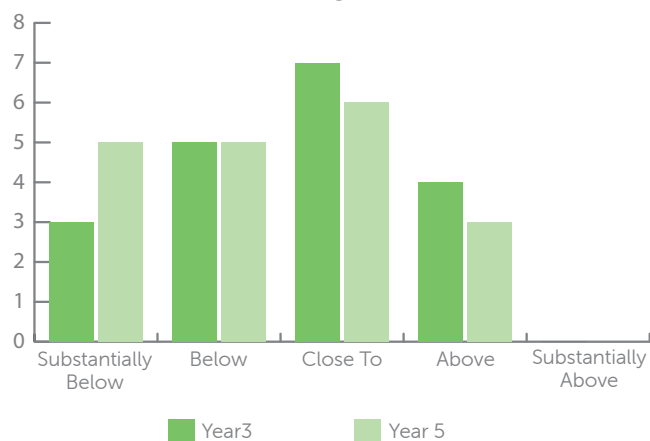
School Name	School suburb	Type	Number of students	% of Indigenous students	% of attendance rate Semester 1	% of students attending 90% or more Semester 1
Lake Illawarra South Public School	Lake Illawarra	Primary	235	8	93	79
Balarang Public School	Oak Flats	Primary	270	12	95	85
Oak Flats Public School	Oak Flats	Primary	437	10	92	75
Shell Cove Public School	Shell Cove	Primary	535	4	94	78
Amity College	Shellharbour	Primary	-	-	-	-
Shellharbour Public School	Shellharbour	Primary	482	4	94	80
Stella Maris Catholic Primary School	Shellharbour	Primary	376	4	93	74
Nazareth Catholic Primary School	Shellharbour	Primary	401	1	93	72
Tullimbar Public School	Tullimbar	Primary	326	6	93	76
Peterborough School	Warilla	Special	100	8	-	-
Warilla North Public School	Warilla	Primary	154	33	90	65
Mount Warrigal Public School	Warilla	Primary	213	22	92	64
Warilla Public School	Warilla	Primary	258	10	92	71



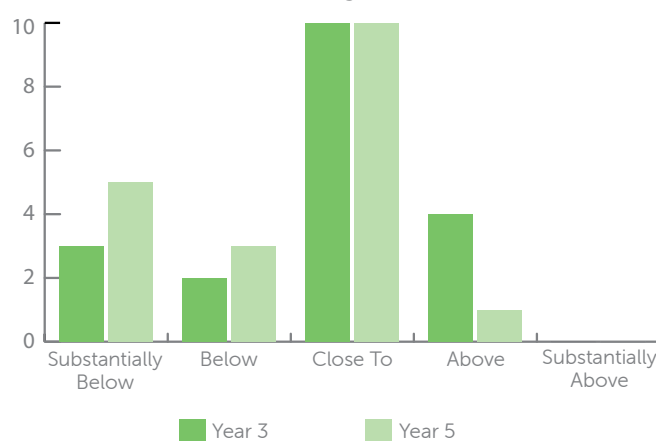
NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY

Each year children in years 3, 5, 7 and 9 complete the National Assessment Program – Literacy and Numeracy (NAPLAN). Data below includes results for 2016 and 2018. This data provides comparisons in the areas of reading, writing, spelling, grammar and numeracy. The tables below include results from schools within the Shellharbour LGA when measured against the Australian average. In total, 19 schools have been included as Peterborough do not sit for NAPLAN and results from Amity College were collated with their Sydney campus and therefore cannot be used. All data was sourced from the My School website.

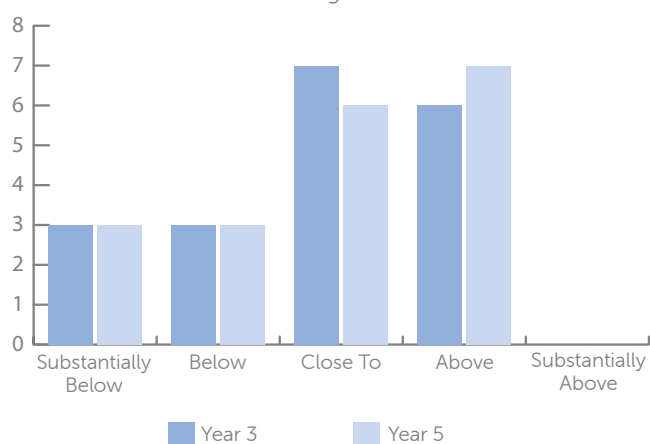
Reading 2018



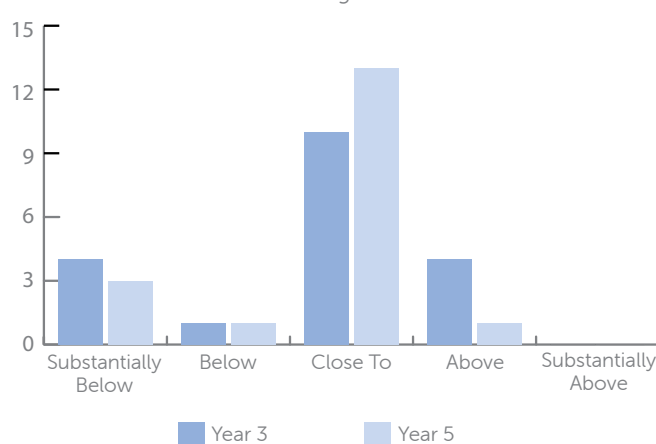
Reading 2016



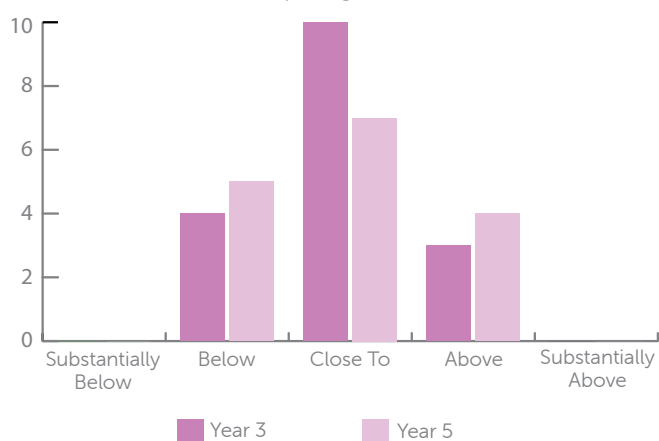
Writing 2018



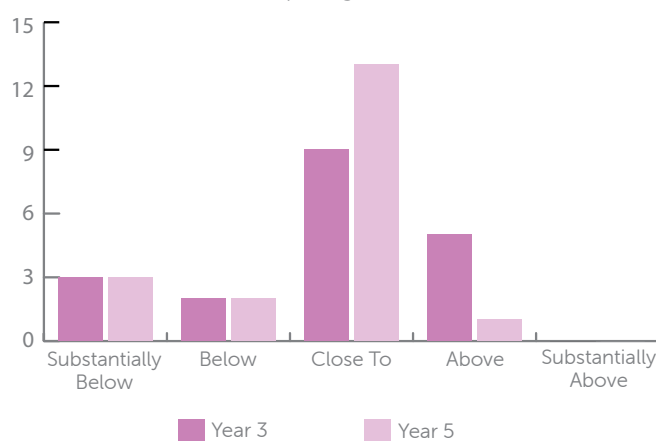
Writing 2016

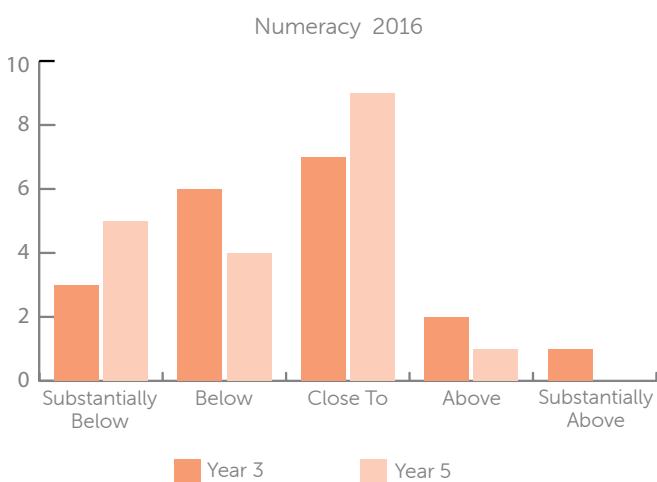
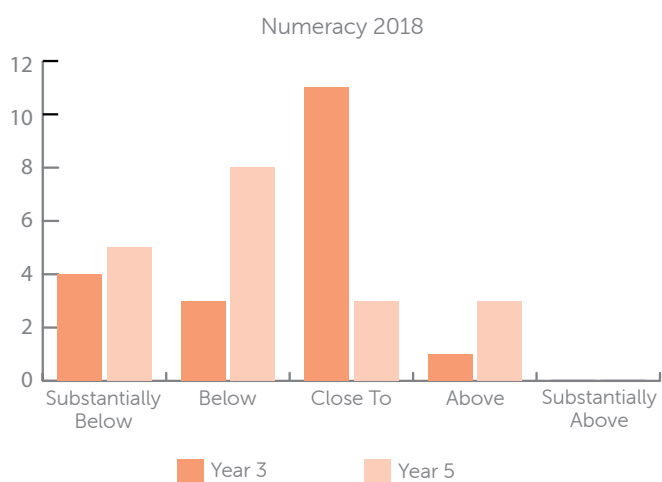
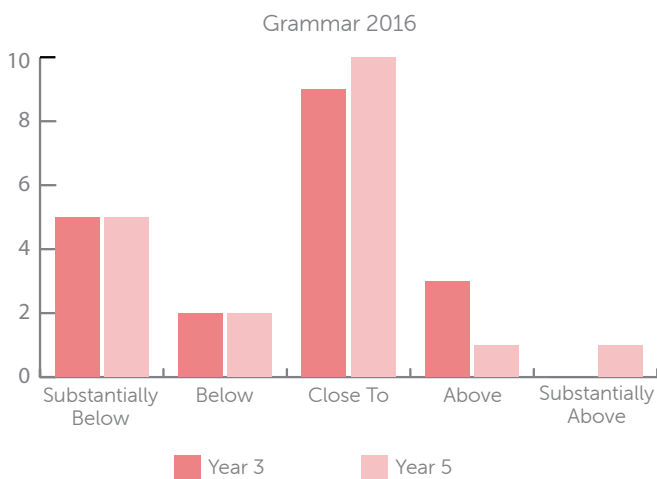
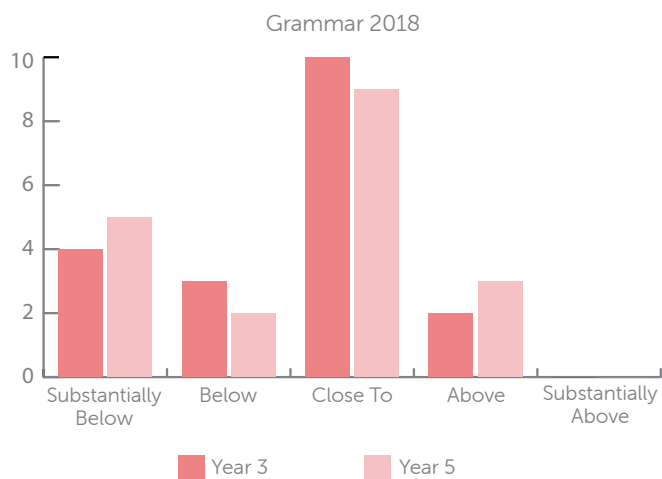


Spelling 2018



Spelling 2016





Overall, there has not been any significant changes within these results. Other than the improved results in 'Spelling', a similar number of schools attained averages within the substantially below category.

REFLECTION

How can we engage and build positive relationships with local schools?

ACCESS TO THE INTERNET

“The Internet can help everyone, at every stage of life, to improve their educational attainments and job opportunities.” (The Internet Society, 2017).

Table 32: Households with an internet connection³¹

Shellharbour City - Enumerated			
Area	Number	Total households	Percent %
Albion Park - Rural West	3,933	4,690	83.9
Albion Park Rail - Croom	1,981	2,599	76.2
Barrack Heights	1,629	2,224	73.2
Blackbutt - Shellharbour City Centre	1,012	1,303	77.7
Flinders	1,876	2,239	83.8
Lake Illawarra	918	1,454	63.2
Mount Warrigal	1,363	1,742	78.2
Oak Flats	1,860	2,421	76.8
Shell Cove - Dunmore	1,655	1,802	91.9
Shellharbour - Barrack Point	1,235	1,650	74.8
Warilla	1,700	2,661	63.9
Shellharbour City	19,169	24,725	77.5
Regional NSW	771,036	1,055,176	73.1
Illawarra SA4	85,401	110,581	77.2
New South Wales	2,171,135	2,774,853	78.2
Australia	6,982,229	8,861,601	78.8

With 78.2% of NSW households having internet connection, Shellharbour has seven suburbs that are below that rate. The lowest suburbs including Lake Illawarra (63.2%), Warilla (63.9%) and Barrack Heights (73.2%).

TRAUMA LENS

"Children and adolescents who have repeated opportunity to develop new skills and cognitive capacities in relational environments in which they feel safe and supported, are more likely to overcome the deficits suffered as a result of experiencing complex trauma." (Howard, 2018)



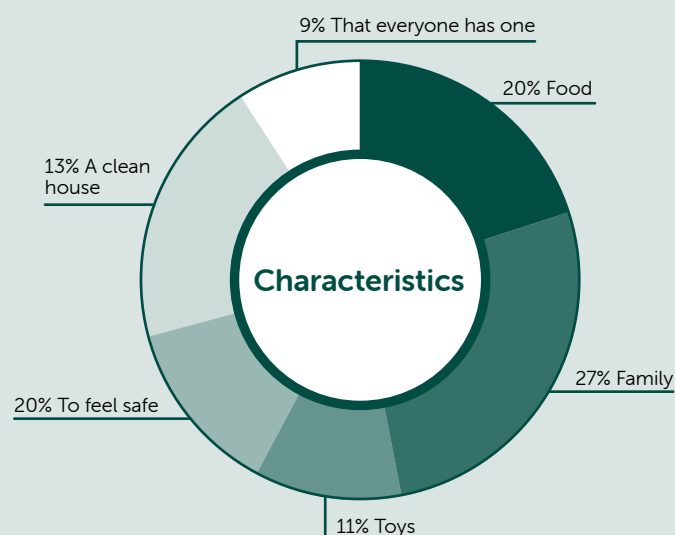


MY HOME

A home is more than bricks and mortar. The World Health Organisation explains the home is a “protective, safe and intimate refuge where one develops a sense of identity and attachment.” (AIFS, 2008).

Given the high importance of developing a sense of self and attachment to trusting relationships, it is crucial that all children have access to a safe and secure home environment.

WHAT DO CHILDREN THINK IS IMPORTANT TO HAVE IN A HOME?



"If you don't feel safe you don't feel like doing anything." – 11-year-old boy.

"I hate feeling hungry." – 8-year-old boy.

"When there is mess around I can't concentrate." – 10-year-old girl

HOUSING

"Experiences common to stressed renters and stressed recent purchasers included the constant stress associated with a lack of money (which contributed to health problems and stress on family relationships), and financial hardship outcomes (such as children missing out on school activities and adequate health care)." (AIFS, 2008).

Housing stress is defined as per the National Centre for Social and Economic Modelling (NATSEM) model as households in the lowest 40% of equivalised incomes (income adjusted using equivalence factors to remove the effect of household size and composition) across Australia, who are paying more than 30% of their usual gross weekly income on rent or mortgage repayments (ABS, 2018).

Table 33: Housing Stress³²

Shellharbour City - Enumerated			
Area	n	Total households	%
Albion Park - Rural West	424	4,646	9.1
Albion Park Rail - Croom	344	2,492	13.8
Barrack Heights	357	2,262	15.8
Blackbutt - Shellharbour City Centre	154	1,277	12.1
Flinders	222	2,187	10.2
Lake Illawarra	326	1,461	22.3
Mount Warrigal	182	1,726	10.5
Oak Flats	254	2,383	10.7
Shell Cove - Dunmore	117	1,806	6.5
Shellharbour - Barrack Point	196	1,613	12.2

Shellharbour City - Enumerated			
Area	n	Total households	%
Warilla	441	2,627	16.8
Shellharbour City	3,072	24,729	12.4
Regional NSW	120,464	1,055,202	11.4
Illawarra SA4	13,515	110,589	12.2
New South Wales	324,150	2,774,866	11.7
Australia	1,014,220	8,861,642	11.4

With 11.7% of NSW households living under housing stress, Shellharbour has six suburbs with higher rates of stress. The three suburbs with the highest rates include Lake Illawarra (22.3%), Warilla (16.8%) and Barrack Heights (15.8%). Overall, the Shellharbour LGA has higher levels of housing stress when compared to NSW and Australia.

Table 34: Households renting social housing³³

Shellharbour City - Enumerated			
Area	n	Total households	%
Albion Park - Rural West	79	4,646	1.7
Albion Park Rail - Croom	159	2,492	6.4
Barrack Heights	234	2,262	10.3
Blackbutt - Shellharbour City Centre	114	1,277	8.9
Flinders	97	2,187	4.4
Lake Illawarra	221	1,461	15.1
Mount Warrigal	188	1,726	10.9
Oak Flats	21	2,383	0.9
Shell Cove - Dunmore	0	1,806	0.0
Shellharbour - Barrack Point	115	1,613	7.1
Warilla	428	2,627	16.3
Shellharbour City	1,705	24,729	6.9
Regional NSW	44,523	1,055,202	4.2
Illawarra SA4	7,533	110,589	6.8
New South Wales	123,263	2,774,866	4.4
Australia	354,451	8,861,642	4.0

This data includes all dwellings, which are rented by a resident of the household, and where the landlord is a State/Territory Government housing authority (generally referred to as public housing or Housing Commission) and households renting from a housing co-operative, community organisation or church group.

Shellharbour has seven suburbs with higher rates of residents in rented social housing than that of NSW (4.4%). The top three suburbs include Warilla (16.3%), Lake Illawarra (15.1%) and Mount Warrigal (10.9%). Again, Shellharbour has higher rates of social housing when compared to NSW and Australia.

REFLECTION

How can we create a true understanding of current housing issues?

INDEX OF RELATIVE SOCIO-ECONOMIC DISADVANTAGE

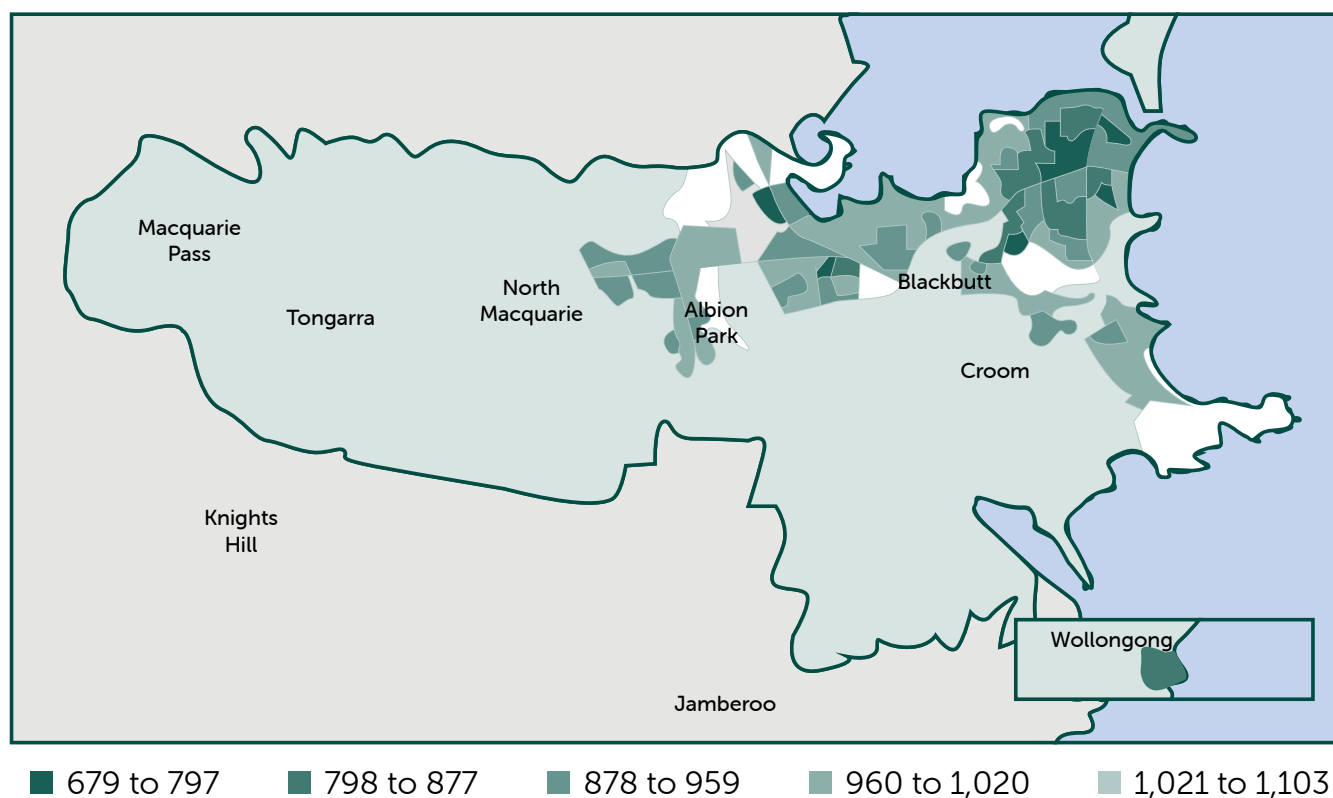
Growing up in poverty can have long-lasting effects on children and can “negatively affect their school life and mean they are less likely to achieve the educational outcomes (and in turn employment outcomes) that then limit their overall life outcomes, passing on disadvantage to the next generation.” (The Smith Family, 2019).

“SEIFA (Socio-economic Index for Areas—Advantage and Disadvantage) is a measure that allows comparison across all geographic areas in Australia in terms of advantage and disadvantage.” (Department of Social Services).

Table 35: SEIFA Index³⁴

Shellharbour City's small areas and benchmark areas		
Area	2016 Index	%
Shell Cove - Dunmore	1,083.3	92
Flinders	1,037.1	69
Albion Park - Rural West	1,022.0	59
Shellharbour - Barrack Point	1,010.5	52
Australia	1,001.9	46
New South Wales	1,001.0	45
Illawarra SA4	991.3	41
Blackbutt - Shellharbour City Centre	983.8	36
Oak Flats	979.6	34
Shellharbour City	976.0	32
Regional NSW	971.0	29
Albion Park Rail - Croom	940.7	19
Mount Warrigal	938.9	18
Barrack Heights	918.2	13
Lake Illawarra	865.2	6
Warilla	857.3	6

This data is a clear representation of socio-economic status across the Shellharbour LGA. At the top we see Shell Cove – Dunmore in the 92nd percentile. Moving down to Lake Illawarra and Warilla the 6th percentile. With NSW in the 45th percentile, Shellharbour has seven suburbs that have a higher rate of disadvantage. In addition, certain pockets within these suburbs have lower SEIFA scores such as areas in Barrack Heights (679), Warilla (744) and Albion Park Rail (792).



REFLECTION

As negative impacts from poverty carries significant costs to individuals, families and the broader community, where can the best investments be made to minimise future financial expenditure? (Warren, 2017).

TRAUMA LENS

"The kinds of stressful experiences that are endemic to families living in poverty can alter children's neurobiology in ways that undermine their health, their social competence, and their ability to succeed in school and in life." (Centre for Community Child Health, 2014).



CRIME IN SHELLHARBOUR

Children who witness or experience violence can "...feel emotional and physical "aftershocks" for months or even years. They can relive the event again and again in their minds and be less able to function normally in their day-to-day lives." (healthychildren.org, 2016).

Being safe from crime is a basic human right. Unfortunately, due to crimes such as domestic and non-domestic violence and sexual assault, some children are witness and/or falling victim to serious abuse, which can have acute implications for their current and future health and development.

Table 36: Incidents of assault (domestic assault)³⁵

Local Government Area	Year to December 2016		Year to December 2018	
	Count	Rate/100,000	Count	Rate/100,000
Shellharbour	234	331.9	200	283.6
New South Wales	29147	376.6	29572	382.1

From 2016 to 2018, Shellharbour has seen a decrease in the rates of reported domestic assault. Additionally, this LGA now has lower rates when compared to NSW. However, when looking at specific suburbs rates are much greater: Albion Park Rail (443.9), Lake Illawarra (426.6) and Warilla (497.9). These statistics act as a reminder to delve into localised data.

Table 37: Child/Juvenile victims of assault (domestic assault)³⁶

Local Government Area	Year to December 2016		Year to December 2018	
	Count	Rate/100,000	Count	Rate/100,000
Shellharbour	40	231.2	30	173.4
New South Wales	3568	206.6	3581	207.4

Since 2016, Shellharbour has seen a decrease in the reported rates of children and juveniles falling victim to domestic assault. Additionally, when compared to NSW, this LGA has lower rates.

Table 38: Incidents of assault (non-domestic assault)³⁷

Local Government Area	Year to December 2016		Year to December 2018	
	Count	Rate/100,000	Count	Rate/100,000
Shellharbour	236	334.7	171	242.5
New South Wales	31768	410.5	31698	409.6

Shellharbour has seen a significant decrease in the number of reported non-domestic assaults. These rates are almost half of NSW.

Table 39: Child/Juvenile victims of assault (non-domestic assault)³⁸

Local Government Area	Year to December 2016		Year to December 2018	
	Count	Rate/100,000	Count	Rate/100,000
Shellharbour	59	341.0	54	312.1
New South Wales	5245	303.7	5860	339.3

A slight decrease of children and juveniles falling victim to non-domestic assaults was seen since 2016. In addition, the Shellharbour LGA has rates slightly lower than NSW.

Table 40: Incidents of sexual offences (sexual assault)

Local Government Area	Year to December 2016		Year to December 2018	
	Count	Rate/100,000	Count	Rate/100,000
Shellharbour	52	73.7	61	86.5
New South Wales	5242	67.7	5816	75.1

An increase of sexual assaults were reported since 2016. Additionally, Shellharbour has slightly higher rates when compared to NSW.

Table 41: Child/Juvenile victims of sexual offences (sexual assault)³⁹

Local Government Area	Year to December 2016		Year to December 2018	
	Count	Rate/100,000	Count	Rate/100,000
Shellharbour	42	242.7	61	352.5
New South Wales	3759	217.7	3977	230.3

There has been a significant increase of children and juveniles falling victim to sexual assault. Additionally, there is a much greater rate in Shellharbour when compared to NSW.

Table 42: Incidents of sexual offences (indecent assault, act of indecency and other sexual offences)⁴⁰

Local Government Area	Year to December 2016		Year to December 2018	
	Count	Rate/100,000	Count	Rate/100,000
Shellharbour	67	95.0	70	99.3
New South Wales	7024	90.8	7867	101.7

No great difference has been seen of reported incidents of sexual offences. Additionally, Shellharbour's rates are just under that of NSW.

Table 43: Child/Juvenile victims of sexual offences (indecent assault, act of indecency and other sexual offences)⁴¹

Local Government Area	Year to December 2016		Year to December 2018	
	Count	Rate/100,000	Count	Rate/100,000
Shellharbour	59	341.0	69	398.8
New South Wales	4682	271.1	5385	311.8

A slight increase of children and juveniles falling victim to sexual offences has been noted from 2016 to 2018. Again, Shellharbour has higher rates when compared to NSW.

TRAUMA LENS

“Negative home environments during the first thousand days have been linked to a host of developmental issues, including inferior language development; behaviour problems; insufficient school readiness; aggression, anxiety and depression; and impaired cognitive development.” (PwC, 2019).



REFLECTION

How do we build trusting relationships with families in order to provide meaningful support through a crisis?

The background is a solid dark blue color. It is decorated with a repeating pattern of stylized, light blue line-art faces of children. These faces are arranged in a grid-like fashion, with some faces appearing slightly larger or more prominent than others. The faces have simple features: two dots for eyes and a curved line for a smile. Some faces are enclosed in a circle, while others are more abstract, resembling a head and shoulders profile.

COMMUNITIES FOR CHILDREN SHELLHARBOUR **COMMUNITY PARTNERS**

Utilising our previous State of Shellharbour's Children Report, an extensive consultation process took place. From gaps identified through these sessions a select number of programs were approved by the Consultative Committee, Barnardos and The Department of Social Services. Within the latest 12-month extension to June 2020, Priority Areas within the 2015-2019 Strategic Plan have remained the same. These are:

- Early Childhood Education
- Transition to School
- School Engagement
- Family Health and Parenting Skills

Moving forward the Communities for Children Program Shellharbour subcontract Community Partners that target these Priority Areas through various delivery models.



Sing and Grow - Shellharbour Community

Sing and Grow is a music therapy program that provides services for young children 0 -5 and their families. Programs focus on strengthening family relationships, building capacity in parents to support their children's development in the early years of life, and encouraging the use of music within communities. Sing and Grow delivers a range of programs within local neighbourhood centres, schools as community centres, early learning services and a range of community services. Through music, children and

their families interact therapeutically whilst learning important skills such as communication, turn-taking, sharing and listening. Each song involves instruments, actions and/or movement to encourage positive brain development.

Priority Areas:

- Early Childhood Education
- Transition to School



Southern Youth and Family Services - Birth to Primary Parenting Program

Southern Youth and Family Services offer a range of programs for young people. This initiative is child and family focused offering a suite of programs such as Circle of Security and 1-2-3 Magic. Additionally, families requiring

more support can receive intensive parenting and family support through home visiting and child and family case management. Included within this program is the Young Parents support group which aims to assist young parents to achieve positive outcomes in child development and behaviour, safety and physical well-being and child/parent relationships. The Abecedarian Approach Australia (3a) and its focus on language development from birth is weaved throughout this group to support attachment and improve language skills within young children. These skills are then passed onto parents to continue within the home learning environment.

Priority Areas:

- Family Health and Parenting Skills



The Smith Family - Shellharbour Community

Student to Student is a highly effective evidence-based program aimed at improving children's reading skills. Children in middle to upper primary who are deemed to be behind in their reading levels by two or more years, are paired with a high school student. They read to their buddy three times

a week during Term 2 and 3 within the school year. Children's reading levels are assessed prior to and on completion of the program. Providing children with consistent opportunities to read in a non-threatening environment, increases skill and confidence in themselves and their ability to learn.

Service Priority Area:

- School Engagement



Healthy Cities – TALK

Healthy Cities Illawarra provide a range of support programs and opportunities for school children within the TALK program. These include a range of evidence-based programs such as Seasons for Growth, which focus on promoting positive friendships and social interactions. Additional groups for children to attend include book club and 2528 Tweens Drop In based in Warilla. Play Pod is a community focused after-school program for children

attending Barrack Heights Public School. Children are provided with a range of fun activities in which they can socialise and work together with their peers. DRUMBEAT is another program delivered by Healthy Cities Illawarra. It is offered at various locations throughout the year, children can explore their emotions through drumming.

Service Priority Areas:

- School Engagement
- Family Health and Parenting Skills



**Family Services
Illawarra Inc.**



Family Services Illawarra - Park and Play

Park and Play will provide fun, facilitated play sessions each week during the school term. Two weekly sessions are held within the grounds of Barrack Heights Public School and Warilla North Public School with a primary aim of improving school readiness for children and their families. Further sessions are held in local parks with a strong emphasis on building community connectedness for vulnerable families. All sessions seek to resource and

support parents and carers to appreciate the value of play prior to school learning and promote confident transitions to school. The Abecedarian Approach plays a strong role within these sessions as children and families are encouraged to embed rich language experiences for children from birth. These sessions allow children who do not access formal early education an opportunity to develop and prepare for kindergarten. Additionally, during school holidays a family fun session is conducted.

Service Priority Areas:

- Early Childhood Education
- Transition to School



Noogaleek Child Care and Winnianggay Preschool - Transition to School Our Way

Noogaleek Child Care and Winnanggay Preschool are early childhood education facilities in the Berkley area. Due to a transport service, multiple children from the 2528 postcode attend these centres. Children heading into

primary school will be offered additional support making this important transition. Children will be encouraged and supported to complete health care checks and meet with educators at their future school to ensure the early stages of school are as enjoyable as possible.

Service Priority Areas:

- Early Childhood Education
- Transition to School



Mission Australia - Transitional Program

Mission Australia – Transitional Program provides a range of supports to children heading off to school who have a diagnosed disability or are still working towards diagnosis. Supports include, assessments, connecting in

with therapeutic services and developing care plans for their transition into school. Additionally, children and their families will be supported into the school system through meeting school staff to ensure the school environment is suitable to ensure a smooth transition from day one.

Service Priority Areas:

- Early Childhood Education
- Transition to School



Illawarra Area Child Care - Enriching Language Through Practice

The 'Enriching Language Through Practice' program utilises the evidence based 'Abecedarian Approach Australia (3a)', to support and mentor local early childhood educators. 3A places a priority on children's language;

because language, based on research evidence is essential to early learning and school readiness. This program delivers the 3a program to four ECEC services in the Shellharbour LGA with a specific focus on children aged 0- 3 years. Each service receives fortnightly onsite interactive coaching sessions for their Educational Leader and the trained educator, which will support the implementation of 3a strategies into educational programs. Through this support, services in the area receive valuable tools to support and encourage early language which is a key indicator of future success. Services placed in disadvantaged areas have been targeted to meet the greatest need.

Service Priority Areas:

- Early Childhood Education



Illawarra Area Child Care -Positive Partnerships.

This program is an innovative inclusion model which brings early childhood education and early childhood intervention professionals together to support children who are vulnerable, have diagnosed or undiagnosed disabilities

or have experienced trauma. This program utilises attachment and trauma informed practices. Through embedding a dedicated Family Worker within the early learning service, educators and families are offered additional support to care for and educate children who experience a range of vulnerabilities. In addition, educators are provided with a range of professional development opportunities to extend their skills in education and self-care. This program will run within the Warilla Occasional Child Care service in which high levels of children experiencing development delays and trauma are enrolled.

Service Priority Areas:

- Early Childhood Education
- Family Health and Parenting Skills



Southern Youth and Family Services - Indigenous Network Program

Southern Youth and Family Services (SYFS) provide a transition to High School program for Aboriginal students entering Years 7 and 8. By establishing and building connections to Primary Schools and relevant agencies, students are identified in Year 6 during Term 4 then connected to Year 7 School Advisors. A

range of cultural and fun activities are offered that are embedded in living and social learning outcomes that strengthen; personal development, communication skills and resilience. Mentoring and case management is provided to the students and their families which is aimed at increasing cultural identity and connections, reducing barriers to school engagement and enhancing protective factors. Student referrals are received from Warilla High School, Lake Illawarra High School, Oak Flats High School and Albion Park High School. Strong collaboration is undertaken between the relevant schools, including key personnel such as Principals, Aboriginal Education Officers, Teachers, Year Advisors, Counsellors and SYFS to ensure the identified needs are progressed and communicated.

Service Priority Areas:

- School Engagement



Beyond Empathy – Ready Steady Program

Ready Steady (NSW) is a project focusing on improving language development for children who live in places that are considered disadvantaged. It engages children, young people, parents and the whole community in promoting

dynamic language development with their children, leading to an increase in the number and quality of the words they encounter, which has been shown to dramatically improve their educational and life opportunity outcomes. The Ready Steady Program uses a range of creative tools such as podcasts, story and audio workshops, video and photography workshops and theatre workshops. Through using and extending children's language through various mediums, their language is strengthened, and their voices are heard.

Service Priority Areas:

- Early Childhood Education
- School Engagement



CONCLUSION

The State of Shellharbour's Children Report is a crucial element of the consultation process for Communities for Children Shellharbour. Information and data within the report is utilised to inform not only the program, but to support local services to plan for the delivery of programs for children and their families. The following risk factors have been identified:

- Economic disadvantage
- Risk of low birth weight
- Disability
- Poor mental health
- Unemployment
- Learning vulnerabilities
- Housing stress
- Domestic violence
- Sexual and indecent assault
- Children at risk of significant harm

AREAS FOR FURTHER EXPLORATION

When compiling statistics for reports such as this there are areas in which data cannot be found on a local level or utilised due to confidentiality. As such, the areas we wish to explore further in upcoming consultation sessions include:

- Child protection issues such as the prevalence of Risk of Significant Harm Reports
- Homelessness
- Rates of children entering the Out of Home Care system
- Unreported incidents of domestic violence

By consulting with services who work within these spaces, we aim to further develop our understanding of what life is like for children living in Shellharbour.

Through creating a strong foundation based on children's voices, along with local data and current research, this report will support decision making to ensure that services are well targeted and relevant to the needs of the community. From here it is envisaged that:

- Additional risk and protective factors will be identified
- Future initiatives will be planned based on current data
- Outcomes will continue to be measured to ensure effectiveness.

With the release of this report alongside continued consultation with the Shellharbour community, Community Partner's and the Consultative Committee, Communities for Children Shellharbour will continue to advocate for our children's right to a strong future.



REFERENCES

- Australian Childhood Foundation (2010). 'Making Space for Learning – Trauma Informed Practice Schools', Ringwood.
- Australian Early Development Census (2019) [Online] <https://www.aedc.gov.au/data/data-explorer?id=135218> Accessed February, 2019).
- Bowes, J, Grace, R, Hodge, K. (2012). "Children, families and communities: Contexts and Consequences" Oxford University Press, Sydney.
- Centre for Community Health (2019). [Online] <https://www.rch.org.au/ccch/> Accessed March, 2019).
- Center on the Developing Child (2015). "The Science of Early Childhood Development Closing the gap between what we know and what we do" [Online] https://developingchild.harvard.edu/wp-content/uploads/2015/05/Science_Early_Childhood_Development.pdf Accessed April, 2019.
- Circles of Learning (2019). [Online] <http://www.circlesoflearning.org.au/pdf/The%20Importance%20of%20Developing%20Community.pdf> Accessed May, 2019.
- Cooper, K. and Stewart, K. (2017). As cited in 'Income directly effects children's outcomes' [Online] <https://www.sciencedaily.com/releases/2017/07/170712084747.htm> Accessed July, 2019.
- Health Direct (2019). 'Kids and Mental health.' [Online] <https://www.healthdirect.gov.au/kids-mental-health> Accessed June, 2019.
- Healthy Children.org (2019). 'Childhood exposure to violence.' [Online] <https://www.healthychildren.org/English/safety-prevention/at-home/Pages/Crime-Violence-and-Your-Child.aspx> Accessed July, 2019.
- Howard, J. (2018) 'A systemic framework for trauma aware schooling in Queensland.' [Online] <https://eprints.qut.edu.au/120276/1/Howard%2C%20State-Wide%20Framework%20Trauma-Aware%20Schooling%2C%20Research%20Report%202018.pdf> Accessed May, 2019.
- KidsMatter (2017). 'Additional needs: Where to start?' [Online] http://www.imagineeducation.com.au/files/CHC30113/KM_20ECMI_20Additional_20Needs_20Where_20to_20Start.pdf Accessed July, 2019.
- Lawrence, D. Johnson, S. Hafekost, J. Boterhoven de Haan, K. Sawyer, M. Ainley, J. Zubrick, S.R. (2015). 'The Mental health of children and adolescents. Report on the Second Australian Child and Adolescent Survey of Mental Health and Wellbeing.' [Online] <https://www1.health.gov.au/internet/main/publishing.nsf/Content/9DA8CA21306FE6EDCA257E2700016945/%24File/child2.pdf> Accessed February, 2019.
- Marie, S (2017). 'Bronfenbrenner's Ecological Approach.' [Online] <http://www.suemarie.info/2017/10/bronfenbrenners-bioecological-approach.html> Accessed May, 2019.
- PWC (2017). 'Education will be the engine room to Australia's future prosperity.' [Online] <https://www.pwc.com.au/education/education-reform-mar17.pdf> Accessed June, 2019.
- PWC (2019). 'The First 1000 days: A case for investment.' [Online] <https://www.pwc.com.au/health/first-1000-days-report-apr19.pdf> Accessed May, 2019.
- Relationships Australia Queensland (2019) [Online] <https://www.raq.org.au> Accessed July, 2019
- The Children's Society (2019). [Online] <https://www.childrenssociety.org.uk/what-we-do/research/what-is-child-wellbeing> Accessed June, 2019).
- Robinson, E. Rennell, A. (2008). 'Housing stress and the mental health and wellbeing of families.' [Online] <https://aifs.gov.au/cfca/publications/housing-stress-and-mental-health-and-wellbeing-families> Accessed March, 2019.
- The Internet Society (2017). 'Internet Access and Education: Key considerations for policy makers.' [Online] <https://www.internetsociety.org/resources/doc/2017/internet-access-and-education/> Accessed July, 2019.
- The Smith Family (2019) 'Poverty in Australia.' [Online] <https://www.thesmithfamily.com.au/poverty-in-australia> Accessed July, 2019.
- United Nations Human Rights Office of the High Commissioner (1989). 'Convention on the Rights of the Child'. [Online] <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> Accessed October, 2016.
- Warren, D. (2017). 'Low income and poverty dynamics: Implications for child outcomes.' [Online] <https://aifs.gov.au/publications/low-income-and-poverty-dynamics-implications-child-outcomes> Accessed July, 2019.

ENDNOTES

- ¹ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ² Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ³ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ⁴ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ⁵ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ⁶ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ⁷ Social Health Atlas of Australia New South Wales and Australian capital Territory Data by Local Government Area Published
- ⁸ Health Stats New South Wales – www.healthstats.nsw.gov.au
- ⁹ Health Stats New South Wales – www.healthstats.nsw.gov.au
- ¹⁰ Lawrence, D. Johnson, S. Hafekost, J. Boterhoven de Haan, K. Sawyer, M. Ainley, J. Zubrick, S.R. (2015). 'The Mental health of children and adolescents. Report on the Second Australian Child and Adolescent Survey of Mental Health and Wellbeing.'
- ¹¹ Lawrence, D. Johnson, S. Hafekost, J. Boterhoven de Haan, K. Sawyer, M. Ainley, J. Zubrick, S.R. (2015). 'The Mental health of children and adolescents. Report on the Second Australian Child and Adolescent Survey of Mental Health and Wellbeing.'
- ¹² Lawrence, D. Johnson, S. Hafekost, J. Boterhoven de Haan, K. Sawyer, M. Ainley, J. Zubrick, S.R. (2015). 'The Mental health of children and adolescents. Report on the Second Australian Child and Adolescent Survey of Mental Health and Wellbeing.'
- ¹³ Australian Early Development Census 2019, www.aedc.gov.au
- ¹⁴ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ¹⁵ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ¹⁶ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ¹⁷ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ¹⁸ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ¹⁹ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ²⁰ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ²¹ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ²² Australian Early Development Census 2019, www.aedc.gov.au
- ²³ Australian Early Development Census 2019, www.aedc.gov.au
- ²⁴ Australian Early Development Census 2019, www.aedc.gov.au
- ²⁵ Australian Early Development Census 2019, www.aedc.gov.au
- ²⁶ Australian Early Development Census 2019, www.aedc.gov.au
- ²⁷ Australian Early Development Census 2019, www.aedc.gov.au
- ²⁸ Australian Early Development Census 2019, www.aedc.gov.au
- ²⁹ ACECQA NQF Snapshot, Q4 2018 – www.cecqa.gov.au
- ³⁰ My School – www.myschool.edu.au
- ³¹ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ³² Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ³³ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ³⁴ Australian Bureau of Statistics 2016: Basic Community Profile – Shellharbour www.abs.gov.au
- ³⁵ NSW Bureau of Crime Statistics and Research Crime Tool (2019) <http://crimetool.bocsar.nsw.gov.au/bocsar>
- ³⁶ NSW Bureau of Crime Statistics and Research Crime Tool (2019) <http://crimetool.bocsar.nsw.gov.au/bocsar>
- ³⁷ NSW Bureau of Crime Statistics and Research Crime Tool (2019) <http://crimetool.bocsar.nsw.gov.au/bocsar>
- ³⁸ NSW Bureau of Crime Statistics and Research Crime Tool (2019) <http://crimetool.bocsar.nsw.gov.au/bocsar>
- ³⁹ NSW Bureau of Crime Statistics and Research Crime Tool (2019) <http://crimetool.bocsar.nsw.gov.au/bocsar>
- ⁴⁰ NSW Bureau of Crime Statistics and Research Crime Tool (2019) <http://crimetool.bocsar.nsw.gov.au/bocsar>
- ⁴¹ NSW Bureau of Crime Statistics and Research Crime Tool (2019) <http://crimetool.bocsar.nsw.gov.au/bocsar>

MORE INFO

**Communities for Children Shellharbour
Barnardos South Coast**

3/25 Lake Entrance Road
Warilla NSW 2528
Ph: 02 4275 8555

1800 061 000
barnardos.org.au

