



CRAIG FAMILY CENTRE

ANNUAL REPORT 2020

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Our Purpose

We strive to ensure that individuals and families of all kinds are respected by, connected with and engaged in our local community.

The Craig Family Centre is a community-based, not-for-profit organisation providing activities, support and educational services to local residents and families since 1957. We are committed to working with and for the community.

The Craig Family Centre is involved in early learning and developing new programs that encourage information sharing, mutual support and community participation in local and social issues. The Craig has a strong community development focus and encourages participation and involvement by people of all ages, abilities, backgrounds, beliefs and cultures.

About Us

The Craig is an incorporated association with a long history of community inclusion and development. Established in 1957 as a children's centre, the 'Craig' has grown into a multipurpose hub offering children's services, community and Neighbourhood House programs. The Craig is co-located with Access Health and Community and Maternal and Child Health. Strong connections and cross referral is a key feature of the 'wrap around' model that our 'hub' facility provides.

As an incorporated association, the elected Committee of Management is charged with the responsible management of services in accordance with the Constitution on behalf of its members. Day to day operations are run by our Executive Director leading a team of professionals across core funded program and fee for service areas.

Our Vision

The Craig's vision is driven by our belief that people, regardless of income, ethnicity or any diversity that defines them for who they are, should be equally respected and given the same opportunities and access to the same services.

Historically, Ashburton had a large proportion of public housing and low income families but over the past decade rapid gentrification has seen a rise in the overall social and economic index for area (SEIFA) scores that measure disadvantage.

The challenge for our centre is to meet the needs of the broader community whilst not letting low income and socially disadvantaged individuals and families fall through the cracks. We do this with a strong network of partnerships with other service providers in the area, coupled with policies that balance any restrictions to full social inclusion.

Importantly, we are also a strong advocate for sustainability – both in the environment and in our approach to the services we deliver.

Our People

COMMITTEE OF MANAGEMENT

OFFICE BEARERS 2020

CHAIR	Lil Barac-Macey
VICE CHAIR	Joy Vogt
SECRETARY	Bob Stensholt
TREASURER	Bob Stensholt (acting Jan-December 2020)

GENERAL MEMBERS

Adrian Bloch
Tess Guthrie
Winnie Waudu
Samantha Huddle
(April 2020-August 2020)

MANAGEMENT

Executive Director - Peter Sizeland

Administration

Administration Officer – Claire de Vos
Finance Officer – Dan Ryan
Assist Admin Officer – Sophie Allen

Community Programs, Neighbourhood House

Community Programs Coordinator – Mary Heath

Early Learning Support

ELSP Coordinator – Rose Camwell
ELSP Assistant – Lucinda Totney-

Homework Support Group

Program Co-ordinator – Alison Davies (to July 2020)
Sarah Hearn (from July 2020)

Mandarin Program

Program Co-ordinator – Jessica Jiang

Children Services

Children Services Coordinator – Margot Serena
Educational Leader – Shelley Bussell

Joeys Occasional Care

Room Leader - Margot Serena

Kangas 3 Year Old Program

Room Leader - Shakiba Shams

3 Year Old Kindergarten

Kindergarten Teacher- Shelley Bussell
Co-Educators – Shakiba Shams

4 Year Old Kindergarten

Kindergarten Teacher- Liz Shea
Co-Educators - Maree Nolan

Childcare Assistant Educators

Eleni Fotiou
Emily Fung
Marzia Samad
Nasreen Patel

Our Partners

CO-LOCATED SERVICES

Access Health and Community
Ashburton Maternal and Child Health

MAJOR FUNDERS

City of Boroondara
Department of Education & Training (State)
Department of Health & Human Services (State)
Department of Human Services

STRATEGIC PARTNERS

Balwyn Rotary
Bendigo Bank – Ashburton Community
Chadstone and Malvern East Rotary
The Edge Community Fund
Lions Club – Boroondara Gardiners Creek
Shelter Real Estate
Samarinda Ashburton Aged Services
Warners Nursery

COMMUNITY USER GROUPS

Al-Anon Ashburton
Anaphylaxis Australia
Ashburton United Soccer Club
Australian Breastfeeding Association
CamCare
Country Women's Association (CWA) - Ashburton
Egg Decorators Guild of Victoria
Growing Old Living Dangerously (G.O.L.D)
Lion's Club – Boroondara Gardiner's Creek
Mindfulness Melbourne
Prada Willie Association
Salvation Army
Real Mandarin
Theta Healing
Victorian Guild of China Painters

SERVICE PARTNERS

Access Health and Community including CamCare
Ashburton Baptist Church, House of Hope
Ashburton Community Centre
Alamein Neighbourhood House
Neighbourhood Houses Victoria
Playgroups Victoria

AUSPICED GROUPS

Boroondara Youth Foundation
Growing Together
Winton Road Food Forest

Report from the Chair

If 2019 was our transformational year, 2020 was the year of challenge.

COVID-19 catalysed our team into a different type of action. Normally at the beginning of each year, the Committee looks to the strategic plan to inform our path for the year ahead. However, in 2020 we began by discussing the likelihood of COVID-19 reaching our shores and by March, had commenced a review of our risk matrix!

This sudden shift in gears prompted us to ask: Are our processes and policies robust enough to handle a pandemic? Is our business model able to withstand the uncertainty of a global health crisis? And most importantly, are our people OK to come to work when the rest of the community is in lockdown? These were not easy questions, and answers were not always immediately available, but I'm pleased to say the Craig withstood a great amount of disruption in 2020 and we do feel stronger – and more resilient – for the experience.

The challenges our team experienced provided ample space for learnings and improvements. For example, the pandemic has enabled the Craig to further strengthen its governance and management processes, incorporating pandemic planning into our risk management practices. We've also demonstrated improved workforce capability, with the team undergoing on-the-job training in areas we never imagined (e.g. online kindergarten classes and online delivery of community programs, such as homework tutoring).

In the past year, we maintained strong stakeholder relations with the community through digital connections as well as with funders via regular updates regarding adjusted program delivery timeframes.



Highlights for this year include the amazing way our entire team flexed to create a new way of working not only with each other, but also with our children and families and the community. Our educators rose to the challenge of working in a COVID-Safe environment with young children whilst also addressing the needs of parents. They delivered online classes for kindergarten children and created take-home kinder packs – a first for everyone involved and special thanks to our educational leaders and kindergarten team for enabling this to happen.

Our new Community Programs Coordinator worked hard to shift as many community programs online as possible, relaunching our entire Term 2 and 3 community offering as a digital suite of programs and classes.

Wellbeing was one area where we saw a natural focus during the height of the pandemic – not only in children's services, but also across our community programs portfolio. Our zoom-based community meet-ups and classes had a strong wellness flavour to them and we envisage this will continue into 2021.

Wellbeing at work is another area the Craig is exploring because we recognise a wellness-focused workplace has benefits for everyone. We plan to utilise the COVID crisis as a force for good and aim to deliver a wellbeing program in 2021 that appeals to our team on myriad levels.

Both our Early Learning Support Program (ELSP) and MUSTER (*Mutual Understanding, Support, Tolerance, Engagement and Respect*) Initiative continued to gain traction in 2020. Although the pandemic created a few false starts for our ELSP and MUSTER coordinators, we persisted and are pleased to see both programs delivering positive social outcomes that are covered in greater detail in this year's report.

The early learning support provided by the Craig is second to none in Boroondara, and we believe it signals a new way of working with families in our sector. Meanwhile, the MUSTER initiative enables the Craig to pursue its goals of building strong stakeholder relations within our community, through various workstreams that will strengthen community resilience through early intervention and inclusion programs.

I'd like to thank our amazing team who turn up each day to deliver an exceptional level of care and support to the children who attend the Craig Family Centre. Likewise to our team who are the face of the Craig in the broader community and who ensure our centre keeps humming with activity and energy – your efforts are much appreciated and recognised.

From a managerial perspective, I would like to thank our Executive Director Peter Sizeland, who steered our team operationally through COVID and helped the Craig navigate its way through uncertain times in 2020.

To our Committee of Management, your counsel and support has been essential this last year and I thank each of you for your dedication and commitment. Outgoing members this year include Tess Guthrie and Sam Huddle. Thank you for your time and support. This year we also welcomed Winnie Waudou to the Committee and I thank Winnie for her valuable contribution.

My sincerest thanks go out to the team at City of Boroondara, to our local Members of Parliament, Federal and State Governments, and to our major funders and partners, all of whom provide support to the Craig to allow us to continue to serve our community.

Lil Barac-Macey

Chair, Committee of Management

Executive Director's Report

The year 2020 will be one to remember! The COVID-19 pandemic required the Craig to be flexible to meet the challenges that were occurring during the year. The result was that although we had restricted sessions for our Children's Services and our Community Programs activities, we were able to continue to provide those services to the local community.

The Craig received considerable support through the JobKeeper initiative and other financial measures from both Federal and State Governments, and the City of Boroondara. These initiatives helped the Craig through the 2020 year. Full details are in the audited financial reports.

My initial plan was to support the Craig as Executive Director until a new one was appointed. However, COVID-19 changed that arrangement and I committed to seeing the organisation through 2020 to ensure continuity of management during the critical periods of the COVID-19 and associated lockdowns. The Committee intends to consider its options during 2021 now that the pandemic has somewhat eased.

Notwithstanding COVID-19, we were able to provide high quality Community Programs online and introduced some new activities including: Chinese Seniors group; Tuesday Morning Music, Acting and Singing for Teens; Movies, Musicals and Popstars; Yoga for Kids; Family Yoga; and Bright Brains Homework Club.

Our MUSTER program (Mutual, Understanding, Support, Tolerance Engagement and Respect), was delayed during the COVID restrictions as activities were not able to be undertaken, however, it is planned that the initiative will be back on track during 2021.



Similarly, our Early Learning Support Program was also impacted but luckily, our team was able to pivot to phone and email service delivery, enabling families to continue to connect with relevant referral services during 2020.

Children's Services remained open during the year and continued to offer three and four year old kindergarten, three year old Kangas program and Joeys sessional care. Changes to drop off and pick up arrangements together with staggered sessional times were introduced to meet changed circumstances.

During the period when our service was restricted to only vulnerable children, and those of essential workers, home learning packs were prepared to enable children to continue their activities at home.

Many thanks go to our supporters, volunteers, Members of Parliament, Federal and State Governments, City of Boroondara, local Bendigo Bank, funders, and partners to support the Craig in delivering services to the local community.

I would like to thank our staff for their professionalism, enthusiasm and dedication during this unusual year. To our Children's Services team, Margot, Shelley, Liz, Maree, Emily, Nasreen, Eleni, Marzia, Shakiba, Anne and Heather. To Our Community Programs Coordinator, Mary, our Early Learning Support Program Rose and Lucinda, Claire our administration officer and Dan our Finance officer, thank you for all your efforts and support during the year.

I would also thank the Committee of Management for their commitment and dedication to the Craig and their support to management and staff.

Peter Sizeland

Executive Director

Treasurer's Report

The following comments have been based on the audited Financial Statements presented at the Annual General meeting of the Craig Family Centre for the 2020 financial year.

Overall Comment

The Craig Family Centre incurred a surplus for the year of \$249,164 compared to a surplus of \$60,945 in 2019. The main contribution to this result was the receipt of the Government stimulus package as a consequence of COVID-19.

The Craig prepares its budget based on a break even or a minor surplus. However, without the Government's stimulus package the Craig would have incurred a deficit of \$271,270. This outcome is a result of reduced revenues in the Children's Services programs and hire of rooms at the Craig for community activities.

Revenue

Total Revenue for the year increased by \$217,558 to \$1,196,914, (\$979,356 in 2019). The main revenue items were Children's Services revenue of \$265,329 and grants from Government and local organisations totalling \$374,419. Non-recurring Government subsidies by way of the COVID-19 stimulus package were received during the year.

Expenses

Total Expenses for the year increased by \$29,339 to \$947,750 (\$918,411 in 2019). Minor increases were incurred for Employee Benefits of \$23,435 to \$762,037 and Other Expenses of \$22,714 to \$107,267.

Assets

Total Assets were \$677,345 compared to \$496,895 in 2019. The main change was due to an increase in Current Assets (including cash) of \$178,338 to \$669,803 (\$491,465 in 2019).

Liabilities

Total Liabilities decreased by \$68,714 to \$262,717 (\$331,431 in 2019). This is mainly attributed to income received in advance for the following year, such as Children's Services revenue, being less than 2019, mainly as a consequence of the Government's free 4YO kindergarten and subsidised 3YO kindergarten programs in 2021.

Equity

Equity (net assets) were \$414,628 compared to \$165,464 for the previous year, an increase of \$249,164.

Other Issues

There are no outstanding issues that have not been reported in the audited Financial Statements. Current arrangements regarding grants from Government and other organisations are expected to continue in 2021.

Bob Stensholt

Acting Treasurer

Membership Report 2020

Groups / Members	2020
Craig Family Centre Children's Services	
Occasional Care	
3 Year Old Program	
4 year Old Kindergarten	
Total Number of Children's Services Members	291
Craig Family Centre Programs	
Committee of Management	8
Movies, Musicals, Popstars!	22
Homework Group	130
Chinese Seniors	13
Playgroup	33
Community and Auspiced Groups	
G.O.L.D Group	50
Total Craig Family Centre Members (2020)	547

Children's Services

2-5 YO Educational Program

2020 in the Joeys room was a year of many challenges, and amazing successes. The year began with each and all of us attempting to navigate the pandemic. With COVID-19 protocols in place in Term 2, a complete overhaul of how to operate in a pandemic quickly became the norm.

The educators in the room – Emily, Nasreen and Margot – continued to maintain a high standard of practise, sensitive to the needs of the families who attended during both lockdown periods.

For those children who attended, the educators worked together to promote a curriculum of open-ended, child initiated activities. Examples include: extending each child's learning by engaging their interest and motivation; allowing the children to exercise choice and empowering them to make independent decisions; and providing learning opportunities that linked to their culture, enabling families to support and encourage connection from home, improving overall wellbeing.

Paradoxically, COVID-19 created an optimal learning environment for some children, stimulating their confidence, independence and disposition. New routines and transitions became part of their normal day.

Working collaboratively with Kinder 3 and 4 we continued to support our families with home educational resources, Zoom meet-ups, and additional online media resources.

The end of year celebrations were somewhat subdued, due to COVID-19 protocols in place however, we managed to experience the



festive season in our own way and there was a feeling of great accomplishment.

I am so proud to be a part of a truly dedicated, diligent and enthusiastic team whose support and encouragement has matched our commitment to provide exceptional educational experiences for the children while supporting their families in what was regarded as a significantly challenging year for everyone.

I would like to thank Liz Shea (Kinder 4 teacher) for all her support, use of resources, professional flexibility, and her ongoing commitment to maintain our program delivery, face to face, and on-line.

The Craig Family Centre is a very capable organisation. Throughout 2020 we displayed enormous tenacity and resolve being able to maintain our program delivery, in the most extraordinary ways and under the most extraordinary conditions. Thank you to the Children's Services team.

*Margot Serena, Emily Fung, Nasreen Patel,
Eleni Fatiou
Children's Services Occasional Care*

Kindergarten 3 and 3 YO Program

In 2020, the Craig's 3-year-old room was unlike any other year experienced. Despite the challenges we faced in managing onsite and remote learning during the pandemic, we successfully maintained connection with most of the children and their families. When returning to the centre in Term 4, the group very quickly and enthusiastically settled back into familiar routines, enjoying their time at kinder.

While getting to know each other in the group, we enjoyed sharing and learning about the diverse cultural and linguistic backgrounds of each child. The children enjoyed referring to our world map and talking about different countries that they were familiar with. We shared words and learned some simple songs and counting in different languages. Some children enjoyed teaching the teachers!

Whilst on site last year, the children engaged with nature and participated in lots of gardening activities. They learnt how to safely handle real metal tools in the garden and digging patch. We talked about safety with soil and the reason we use gloves. We constructed the new worm farm and compost bin, talked about recycling and composting, and why worms are beneficial for the soil. The children set up two new vegetable patch garden beds (with some help from their educators), lining the insides with coir, filling with soil and watering the garden beds. The children really enjoyed planting and nurturing seeds, watching them grow into seedlings and mature into plants that we then harvested. There was great excitement when harvesting the enormous radishes after returning from lockdown!

During this gardening project the children learned about many of the principles of sustainable living.

We talked about why we were moving the old wooden sandpit toolboxes, and how we can repurpose items when they no longer serve the original intention. This led to discussion about art materials, collecting, studying and use of natural materials as well as recyclables. The children soon discovered the joy of creating through box-construction and we encouraged children to extend on their ideas by using a range of other resources such as small lids, sticks or gumnuts.



Although COVID-19 protocols prevented us from enjoying the rich sense of community and engagement usually experienced with parent participation, 2020 did provide an increased opportunity for us to work on nurturing the children's emotional intelligence, self-help, and independence skills.

All the children demonstrated great resilience in coping with significant changes to our daily arrival and departure times. They very quickly settled into routines that required greater self-regulation and became confident and effective in managing their own belongings and their physical self-care needs, including hygiene practices.

Throughout the year we concentrated on supporting the children's wellbeing and strived to create a sense of belonging and connection. We worked intentionally to help children identify, label, and express different feelings in themselves and in others.

The children enjoyed a variety of activities that helped to build self-regulation skills, such as relaxation exercises, yoga stretches and guided visualisations.

We learnt about resilience, what it means, and how to achieve it through the three daily practices of gratitude, mindfulness and kindness. Many of the children became very aware of how others in the group were feeling, and they demonstrated compassion and kindness frequently.

We also encouraged connections with siblings and friends in other classrooms, facilitating time together to ensure everyone felt supported and nurtured while onsite.



Throughout 2020 we sought some other ways to help the children feel connected to their world around them. We attended many online "incursions", including indigenous story times and workshops, music and movement activities and even circus skills sessions.

During lockdown, many children enjoyed working on some simple home learning activities, attending online classes, small group story times and/or chatting over the telephone or Facetime.

Overall, it was a more successful year than we had anticipated due to lockdowns, with the children developing a stronger sense of agency and personal confidence within the learning environment. They became confident learners and successful communicators in seeking help when needed and when sharing their thinking and interests.

Shelley Bussell, Shakiba Shams and Marzia Samad

Kindergarten 3 and 3 YO Program

Kindergarten 4

During Term 1 we focused on establishing relationships with our families, which also involved exploring aspects around “*Identity*” with the children, a key aspect of the Victorian Early Years Learning Development Framework (VEYLDF).

One of our *Identity* activities is the creation of a family names mobile that hangs at our front door, creating a sense of belonging. In our kindergarten, as with the whole Craig ethos, we pride ourselves on having strong, positive connections with the community.

The Emergent Curriculum in Term 2 highlighted interests initiated by many children: volcanic eruptions and prehistoric animals, metamorphosis of mini creatures, and a curiosity about animals from around the world.

Our amazing children demonstrated an awesome ability to learn some fairly sophisticated concepts through play and teacher guided intentional teaching.



Under normal circumstances, part of the integrated curriculum planning would have incorporated an incursion from ‘Wild Action’ but we had to be innovative and adapt our teaching when Covid-19 lockdowns interrupted our plans.



During Terms 2 and 3 we had short windows of opportunity to have onsite contact with our children, due to COVID-19 restrictions, so our team of educators conscientiously tried to achieve the personalised learning activities in a short amount of time, by creating a stimulating ambience in the room to showcase varied learning experiences. The room was divided into zones, with areas devoted to the Indigenous hunter-gatherer lifestyle, and the thematic exploration of animals to name a few. Individualised literacy and numeracy sessions were also facilitated.

Portfolios were sent home to provide insight into the ongoing program (which parents appreciated, since Covid-19 restrictions prevented them from attending our premises).

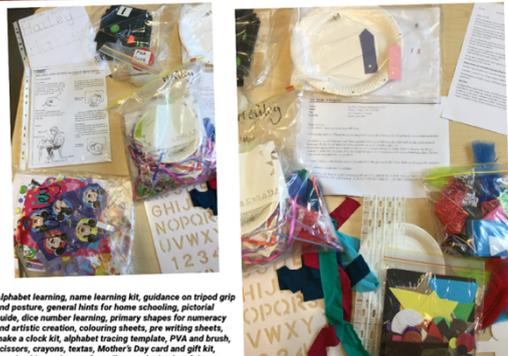
We also facilitated home learning situations during lockdown periods for those children unable to attend kindergarten by creating different home learning packs which included alphabet and numeracy – linked to the theme of animals from different habitats; craft packs; fun packs; books and puzzles. Every little aspect was catered for, such as providing neat storage packs, scissors, paste, texas, and the activities themselves.

At the same time, our educators maintained a streamlined kindergarten service for vulnerable children and children of permitted workers throughout the 6 week lockdown period.



By Term 4, we were able to offer onsite kindergarten services to all our families. Although COVID-19 protocols limited our ability to host our usual family and community end of year event, we nonetheless managed to hold a mini-concert for a scaled down audience, ending the year on a positive note of social togetherness.

Kindergarten 4, 2020 Home packs for Covid 19 education support



Alphabet learning, name learning kit, guidance on tripod grip and posture, general hints for home schooling, pictorial guide, dice number learning, primary shapes for numeracy and artistic creation, colouring sheets, pre writing sheets, make a clock kit, alphabet tracing template, PVA and brush, scissors, crayons, texas, Mother's Day card and gift kit, weaving kit, card paper for collage and mixed craft items. Also poem: The People Stayed at Home.

Evaluation: three homepacks were created for children who did not access the limited service during lockdown, and prior to that, in Term 2, when parents exercised the option to keep children at home. The homepacks and contact with kinder teacher Liz created a sense of continuity, as did the opportunities children had, to speak to Liz on her personal phone. Small gifts were also included in the homepacks. Parents with older children who had to concentrate for online learning, reported that the homepacks enabled their kindergarten children to feel included and positives occupied in learning and creative activities.



Overall, on reflection, we collaborated well with families to prepare their children for transitioning to school in 2021.

Liz Shea, Maree Nolan

Kindergarten 4

Working With Our Community

Community Programs Report

The onset of COVID-19 in March 2020 resulted in our onsite Community Programs and Events being cancelled or moved online. The sudden change to our 2020 strategic plan required us to immediately explore various online platforms and provide training to staff and volunteers in online safety, conduct and engagement.

Great strides were made to increase our digital presence as well as developing and adhering to COVID-Safe Plans for the eventual return to on-site program delivery.

Our members were gradually invited to return to the Craig as per local Government guidelines in late 2020.

In 2020, our major focus as a Neighbourhood House was the social wellbeing of our members and the greater Ashburton community. In particular, the wellbeing of those most vulnerable to social isolation during the pandemic, and including new parents; children and youth learning remotely; senior citizens; and our culturally and linguistically diverse (CALD) communities.

The redirection of existing community programs to our new online model created significant service delivery challenges, particularly for our regular, 'bustling' playgroup program.

Growth areas included the Bright Brains Homework Club and Chinese Seniors Social Group. Newly created programs included the 'Health & Wellbeing Workshops Series', 2020

Children's Week Art Competition, 'Safe Seats, Safe Kids' car seat safety program, and 'Movies, Musicals & Popstars!' musical theatre program.

Playgroup

The year commenced with two active, parent-led Playgroups, meeting weekly on Tuesday and Thursday mornings. The onset of COVID-19 saw both groups move online for the duration of Terms 2 & 3, with the view of keeping parents and carers (and children where possible) socially connected. These groups were welcomed back to the Community Courtyard for 'outdoor play' in Term 4, in line with our COVID-Safe plan.

Ongoing social support via phone and email was provided to new and existing families throughout the year, on an as needs basis.

Ashburton Food Forest



The Ashburton Food Forest is located on Winton Road Ashburton. The objective of this initiative is to increase community participation in environmentally sustainable activities. The Food Forest started well in Term 1 however participation ceased in late March with the onset of COVID-19 and subsequent lockdown restrictions.

By Term 4, members began to return to the Food Forest and a significant tidy-up was underway.

Chinese Seniors Social Group

Funded by the Australian Government Department of Home Affairs, the Chinese Seniors Social Group was developed to assist local Mandarin-speaking seniors to develop their English skills, make new social connections, and assist with integration into mainstream Australian culture.

The Chinese Seniors Social Group was moved online in Term 2 in response to the onset of COVID-19. As many of the seniors were faced with the risk of severe social isolation, the number of meetings was increased to twice weekly. Seniors continued to meet twice weekly throughout the year in strong numbers, facilitated by bilingual Mandarin/English teachers. English lessons were scheduled for Tuesdays, and cultural immersion activities for Fridays.

Bright Brains Homework Club

The Bright Brains Homework Club (BBHC) provides a safe and supportive out-of-school learning environment to students from years 1 to 10, with trained Volunteer Homework Tutors assisting students to develop their academic skills, including numeracy, literacy, advanced mathematics and essay writing.

In 2020, BBHC was disrupted by the pandemic and the program was moved online. Our priority thus shifted to the students' overall sense of social wellbeing throughout Melbourne's months-long lockdown and period of remote learning. We focused on creating a new weekly ritual for students, providing a fun and safe place to learn and to

be, offering a sense of community, familiarity, connection and belonging.

Upon homework and study completion each week, students enjoyed a group games segment, where they were provided with the opportunity to practice their knowledge of grammar, vocabulary and pronunciation, improving fluency and building confidence. Games also allowed students to develop skills around co-operation, collaboration, turn taking and concentration. A lot of fun was had along the way!



We supported students from the following academic institutions: Ashburton Primary School, Canterbury Girls Secondary College, Canterbury Primary School, Hartwell Primary School, Parkhill Primary School, St Michaels Parish Primary, and Wattle Park Primary School.

Our Volunteer Tutors came from diverse backgrounds and predominantly consisted of university students who demonstrated warmth, humility, adaptability and enthusiasm. We are thankful to all our Volunteer Homework Tutors who generously contributed their time each week to support the learning needs and social wellbeing of our BBHC students.

Bright Brains Homework Club was well coordinated by Alison Davies until July 2020 and by Sarah Hearn from July onwards.

Movies, Musicals & Popstars!

'Movies, Musicals & Popstars!' is a musical theatre class, created specifically in response to Melbourne's lockdown. The program was designed to engage primary school students in years four to six, giving them the opportunity to pursue their creativity and build confidence through the performing arts.

Weekly classes were well attended throughout terms two, three and four by performing arts teacher Belinda Jenkin.

Pilates

Wednesday Pilates classes were well attended throughout Term 1, facilitated by Catriona McCallum. Physical classes ceased with the onset of COVID-19.

2020 Children's Week

The theme for Children's Week 2020 was to celebrate the right of all children to choose their own friends and safely connect with others.

To help celebrate Children's Week 2020, we invited children and young people to enter our Children's Week Art Competition. They were asked to draw, paint, or digitally illustrate a picture that showed how they stayed connected with family, friends and community during Melbourne's COVID-19 lockdown.

Finalists were selected from the following schools and kindergartens: Craig Family Centre, Glen Iris Uniting Church Kindergarten, Rowen Street Kindergarten, Glen Iris Primary School, Ashburton Primary School and Canterbury Primary School.

Many local businesses from High Street Ashburton generously donated prizes for our

finalists. This in turn provided us with the opportunity to promote local business. We are grateful to have received generous contributions from Sergio's Pizza Bistro, The Corner Deli, Ashburton Meats, The Leaf Bookshop, Real Toys and Tinta Crayons.



Harriet L, 'Ballet Class', 2020 Kinder Winner



Sianna Z, 'Stay Home in Lockdown', 2020 Primary School Winner

G.O.L.D. Group

G.O.L.D. (Growing Old, Living Dangerously) is a social group specifically for women aged 55+. In response to COVID-19 restrictions, the G.O.L.D. group ceased all onsite meetings and social outings. Instead, the group established themselves online, where they continued to meet fortnightly from April 2020, for the duration of the year.

We continued to support the G.O.L.D. group by liaising with their president Judy Grist throughout the year, and supported their quest for topical presenters and to reusable fabric face masks, early on in the lockdown (with the help of CWA Ashburton).

Health & Wellbeing Workshop Series

The 2020 Health & Wellbeing Workshop Series was developed in response to community needs, after a 6-month period of COVID-19 lockdown. Each of the three workshops was designed to inform and inspire members of our community to care for themselves and one another during the lockdown period and to help them prepare their children coming out of lockdown.

Workshops were both informative and interactive, delivered online and free to locals. The series consisted of the following three workshops:

‘Sarah & Emma talk Kids in COVID’

Access Health & Community’s Educational & Developmental Psychologist Sarah Gelman and Camcare’s Family Social Worker Emma Lechte presented a Q&A discussion about our children’s behaviour and mental health during and beyond lockdown. Topics included adapting to new routines, identifying and responding to anxiety across the various developmental stages and the importance of creating new family rituals in a COVID world.



‘Andrew talks Good Posture & Spinal Health’

Ashburton chiropractor Dr. Andrew Cordeiro discussed the importance of good posture and its impact on our health, creating ergonomics workstations, and the importance of gradually returning to a more active lifestyle.

‘Natalie talks Good Digestion’

Ashburton naturopath Natalie Cruttenden discussed the importance of good digestive health, diet, food intolerance and the importance of good gut health and its impact on our overall wellbeing.



Safe Seats, Safe Kids Program

The Safe Seats, Safe Kids (SSSK) program delivers free child car restraint fitting and safety checks to all local parents, grandparents and carers. It was developed after studies revealed up to 70% of child car restraints were incorrectly installed or used, posing a serious safety risk to children travelling in those restraints.

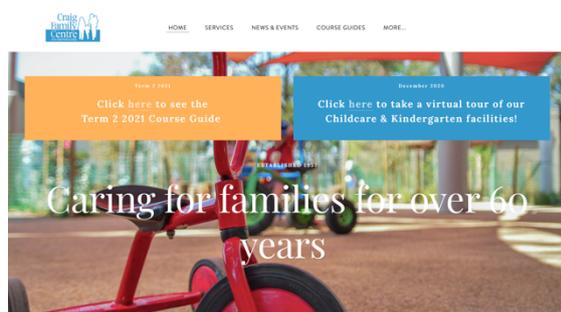
This project launched at the Craig in November 2020 in partnership with Neighbourhood Houses Victoria. It received a strong response, and the program was confirmed as ongoing. A professional technician was established at the Craig for a full day each fortnight.

Online Development

2020 saw an immediate and increased need to communicate with our members and broader community digitally, as the lockdown meant that 'foot traffic' came to a grinding halt.

We worked hard to develop our website and social media pages, ensuring members could stay fully informed about services during the lockdown periods.

Website modifications allowed online visitors to take virtual tours of the centre and register and pay for events and programs online. Digital newsletters and course guides were all further developed to link into the new online booking and payment systems.



Community Survey

We developed a comprehensive 2020 Community Survey which was launched digitally to Craig members and the greater Ashburton community. We were pleased to receive a very strong response, as this helps to inform the focus and design of our community programs.

Special Thanks

During such a challenging and fast-moving year, it is important to acknowledge the value of the professional networks and partnerships who provided us with the relevant support, information and specialist knowledge required to remain operational, allowing us to serve our members.

Special thanks to the following organisations:

- Centre for Multicultural Youth (CMY)
- Network of Inner Eastern Community Houses (NIECH)
- Boroondara Volunteer Resource Centre (BVRC)
- Boroondara Youth Services
- Monash Youth Services
- The Edge Community Fund
- Access Health and Community including CamCare
- Neighborhood Houses Victoria

Mary Heath

Community Programs Coordinator (from March 2020)

Update on Grants – The MUSTER Initiative

The “Mutual Understanding, Support, Tolerance, Engagement and Respect Initiative”

In 2019, the Craig was awarded a grant by the Federal Government for the development of inclusion and resilience programs for children and families attending the Craig Family Centre. Since then, we have implemented a number of the initial supports outlined in the MUSTER workstreams.

Due to the COVID-19 lockdown requirements, adjustments were made to each program to ensure adequate and timely delivery to our families and their children. This grant has enabled us to:

Increase service delivery via specific programs aimed at building resilience and inclusion.

At the beginning of the 2020 year, the MUSTER initiative introduced cultural workshops and integration classes in kindergarten 3 room.

Due to the high proportion of Mandarin speaking children in the rooms, in partnership with Real Mandarin, the children in Kindergarten 3 received weekly sessions in the classroom, to [1] support inclusiveness and two-way interactions between the children; and [2] to increase effective communication for those learning English.

Due to the COVID-19 lockdown, lessons were paused during lockdown and will recommence in 2021.

Provide Early Intervention therapy and support.

Throughout the 2020 year, Anne Muscatello an experienced play-based therapist introduced a social skills learning program for the children in the Occasional Care and 3 year old program rooms. The program has been implemented to promote the development of social and emotional wellbeing and management of these emotions in a social setting. This program was developed and implemented in partnership with both ELSP and MUSTER.

Build childhood development programs for children, parents and carers – sports and recreation.

In collaboration with ELSP, MUSTER implemented facilitated swimming lessons at APARC for the children in Kindergarten 4. Parents were invited to attend and support their children to learn to swim and develop water safety awareness. The sessions ran throughout term on a weekly basis with the class being split into four groups for their lessons.

Sessions were temporarily paused due to the COVID-19 lockdown, and will recommence in 2021.

Identify emerging community leaders and assist them to deliver respectful relationships and programs in their communities in their language.

Three and four-year-old Kindergarten classes with a parent from each family were invited to attend the first peoples exhibit at

Melbourne Museum to promote cultural awareness. The opportunity to view the exhibit aimed to provide the children with a greater understanding of other cultures and cultural awareness.

In the 3-year-old program room, parents from different cultures were invited to come into the room to share their culture through food and stories with the children.

Due to the COVID-19 lockdown, some of these activities were deferred during lockdown and will recommence in 2021.

Provide assistance with basic literacy and language skills to facilitate program participation.

In partnership with Alamein Neighborhood Learning Centre, the Craig offered educational activities for parents and their children to partake together, giving parents the opportunity to develop their literacy and numeracy skills. This program supports vulnerable parents by creating pathways for an eventual return to higher education and work.

During the lockdown period, the majority of these activities continued to be delivered to families via zoom meetings.

Provide educational workshops for all staff and associated professionals who support people from multicultural communities with a physical or cognitive disability.

The professional development stream enables the Craig's employees to seek and achieve additional professional skills via educational workshops. Both ELSP and MUSTER coordinators are undertaking professional development via the Peaceful Kids program, with the aim of delivering this program to families within the Craig.

Lucinda Totney

Update on Grants – Early Learning Support Program (ELSP)

The Early Learning Support Program aims to address barriers to accessing childcare and other services; and build relationships with vulnerable children and their families. We do this by providing ‘free or low cost services for vulnerable children and their families to ensure a holistic therapeutic response’ whilst continuing to support children and families one-to-one, and helping them to engage in additional learning activities within our Centre and online.

2020 proved to be a very unique year due to the challenges necessitated by COVID-19, and the need to expand the services provided by ELSP. Throughout the year, we continued to provide support and services to families within the Craig Family Centre via phone, email and / or zoom calls.

Through the referral pathways first established in 2018 ELSP provides one-to-one sessions to address the needs of referred families and develop a care plan for each vulnerable child. We also provide support for families to access additional funds for childcare and activities where needed.

Due to the COVID-19 lockdown, we were unable to meet our 2020 parental cohort in person. Instead, we built relationships and provided support to the families of the Craig via email, phone and zoom where possible. Through these conversations, parents identified where they believed their children’s needs were, prompting the development of several initiatives in collaboration with the Craig’s MUSTER program.

2020 ELSP activities:

Swimming Lessons – Ashburton Pool and Recreation Centre (APARC)

At the beginning of 2020, 4YO Kindergarten undertook facilitated swimming lessons at APARC. The lessons were run throughout Term 1 on a weekly basis with the class being split into four groups. The Swimming lessons were run to promote water safety and physical exercise for all children, including those from vulnerable families. All parents were invited to attend to watch their children.

Social Skills

In collaboration with the MUSTER program, the Craig Family Centre ran a social skills program facilitated by Anne Muscatello. Through a holistic play-based approach the social skills program was implemented to nurture the children’s ability to express and manage their emotions in a social setting. Throughout 2020 the program was implemented in the Occasional Care and 3YO Program rooms.

Families who had been identified as vulnerable and needing additional supports were provided services and aids within and outside of the kindergarten, including:

- **7 children** received the Additional Childcare Subsidy (ACCS)
- **2 children** supported with additional aid in the classroom under Kindergarten Inclusion (KIS)
- **4 Edge applications** approved for children to access sport and recreational programs
- **2 referrals** to St Kilda Mums for Emergency Relief (clothing, shoes, bedding etc)

Lucinda Totney and Rose Camwell

Financial Statements 2020

Please refer to the separate document titled:

Craig Family Centre Incorporated – Financial Statements for the Year Ending 31 December 2020.

Contact us

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Visit us online at www.craigfc.org.au and www.facebook.com/craigfamilycentre

Images contained within this report are courtesy of the Craig Family Centre, Unsplash and Dreamtime.