

**COLD. YES.  
DARK. YES.  
BORING. NEVER.**



# *Child and Youth Advocate Network Newsletter*

Winter 2017

Hello everyone and welcome to the winter edition of the Child and Youth Advocate Network Newsletter.

This edition will provide you with information on upcoming events and professional development workshops, as well as information on programs for children and young people.

We continue to profile the important work of our Child Advocate and Support Workers in the network – thanks to Es-Mare from Albany Refuge for providing her story for this edition.

We look forward to the KKS Project continuing its focus on supporting the role of Child Advocates, Child Support Workers and all Refuge staff as they continue their important work with children and young people.

## HAVE YOUR SAY

If you would like to make suggestions, comment on the articles or comment on any other article in the Autumn edition of CYAN please send us your feedback. We would love to hear from you!  
[info@womenscouncil.com.au](mailto:info@womenscouncil.com.au)



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# Child Advocate Profile



Es-Mare van Wyk - Child support worker. Albany Women's Centre (AWC)

I have been the Child Support Worker at the Albany Women's Centre (AWC) since 01 September 2015. Before that I was a Support worker for AWC from 1<sup>st</sup> of March 2014. My history and qualifications start in South Africa where I practiced as a family lawyer in my own firm for 2 years until we immigrated over to Australia.

Services and support provided by us:

1. On intake every child is provided a welcome buddy bag, donated by the Alannah and Madeline Foundation.
2. Liaising with schools regarding children's enrolment.
3. Case management for every child.
4. Risk assessment and safety planning.
5. Transport.
6. Support and advocacy at and with agencies / organisations like CPFS, schools, doctors, Wanslea and Kids Central.
7. Youth focus.
8. Holiday activity enrolments and activities.
9. Crèche for 0 – 4 year olds in the mornings from 10.00 – 11.30.
10. Referrals to Children's counselling or other agencies.

Although there are many, one of my favourite parts of the day is doing youth focus in the afternoon with the school aged children. Youth focus is every Tuesday, Wednesday and Thursday from 3.30 until 4.15. The themes we discuss are more focussed on protective behaviours, and I use the *Ditto's keep safe adventure* book and DVD for activities and as a guide. There are three major rules in the Ditto booklet, which are:

- “1. WE all have the right to feel safe with people”.
2. It's ok to say NO if you feel unsafe or unsure”.

3. "Nothing is so yucky that you can't tell someone about it"

I also co-facilitate a Children's group with the domestic violence children's counsellor through Anglicare WA. We attempt to facilitate a different group every time and at least twice a year for the duration of a term. The number of participating children or families depend on the availability of the spaces and criteria of the specific children's group that we run. The group changes every term. Last term's group was the "I am Special" group program. The major themes covered in the group consisted of: Feelings, Communication, What is Family and Domestic Violence, Feeling safe – Protective Behaviours and Self-esteem. The next group we are facilitating is called the Young Heart connect group. The primary aims for the Young Hearts program are to rebuild broken bonds and attachment between carer and child and to re-connect in a co-operative and mutually enhancing way.

These themes are an important part of enhancing the children's safety and reducing and improving resilience and wellbeing of every child.

Anglicare WA is committed to be a Child Safe Organisation. As part of the Child Safe Organisations WA, I attended a seminar on Child Safe Organisations WA and am now one of the Child Safe Champions nominated for the region.

It is important to note that every occasion we spend time with an adult victim, or with a child, it can be a life changing moment, and we must see it as an opportunity where we are able to plant constructive seeds and give women and children tools to use to cope with their situations and life in general. Although we might not see the seeds grow, we know it has planted and with time and nurturing they will grow and bear fruit.

## Meeting Schedule for Child and Youth Advocate Network

, Tuesday 19<sup>th</sup> September 2017 10-12 City West Lotteries house 2 Delhi Street West Perth

Tuesday 12<sup>th</sup> December 2017 10-12. City West Lotteries house 2 Delhi Street West Perth

### Child Advocate Meeting - Tuesday 20<sup>th</sup> June at Wooree Miya

#### **Child and Youth Advocate Network Meeting Tuesday 20th June 2017**

Wooree Miya hosted the CAYAN meeting with 12 Child and Youth Advocates from eight Refuges attending.

Dallas and Sherrilee gave us a tour of the amazing new Wooree Miya Refuge. The meeting that followed covered a range of issues including feedback on the draft Fact Sheets, network members' ideas on adding to/ customizing the "Services that can help after the refuge" Fact Sheet to include unique local services. There was also discussion on the need for more liaison with the Education Department about consistent responses where a VRO exists and on Child and Youth Advocates' training needs.

*Therese Smith, Project Officer*

## Stopping Family Violence

SFV is a funded peak to drive forward the agenda on perpetrator responsibility and grow the evidence base that supports best practice in working with perpetrators across the intervention systems. SFV will be supporting the WA Men's Behaviour Change (MBC) program service providers to develop an implementation plan for the National Outcomes Standards for Perpetrator Interventions (NOSPI) and developing minimum standards in WA MBC programs.

Delivering training to develop and expand the workforce is a priority, and the one-day conference *Pivoting to the perpetrator: honouring children's experiences*, was an excellent opportunity to hear from state, national and international speakers about the impact of male partner violence on children, perpetrators perceptions of their parenting capacity and the role of men's behavior change programs and parenting programs in responding to these men.

This is a brief outline of two of the presentations.

Dr Katreena Scott, Assistant Professor at the University of Toronto, is part of the team that developed the *Caring Dads* program. This is a 17-week program with 2-hour group sessions and individual session with participants. The facilitators maintain contact with the mothers. The principles of the Caring Dads program are:

1. Men's participation in the program must have the potential to benefit the child regardless of father's success or lack of success in changing. The children's safety is the priority.
2. Children's safety and wellbeing is intrinsically connected to that of their mothers, (one facilitator in the program must have a strong background in women's DFV advocacy work). A core goal is to help men understand that you can't be a good dad and an abusive partner (or ex-partner).
3. Interventions must be prepared to address clients whose motivation for change may be low. A strong emphasis on engaging the male, because if engagement fails, this heightens risk to the children and mother as no-one is monitoring the perpetrator.

***"If the child has to deal with him, we have to deal with him "***

4. There is a focus on promoting child-centered fathering rather than child management skills; i.e. *How do I make my child safe, not just do as I say?*
5. Rebuilding the emotional security and trust with the child; the child drives the pace of change and rebuilding process.

Research into Caring Dads.

Scott, K. L. & Lishak, V. (2012). Evaluation of an intervention program for maltreating fathers: Statistically and clinically significant change. *Child Abuse and Neglect*, 36(9), 680-684.

•Scott, K. L. & Crooks, C. V. (2007). Preliminary evaluation of an intervention program for maltreating fathers. *Brief Treatment and Crisis Intervention*, 7, 224-238.

•McConnell, N., Barnard, M., Holdsworth, T., & Taylor, J. (2016). *Caring Dads, Safer Children* Evaluation Report. National Society for the Prevention of Cruelty to Children. London, UK.

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/caring-dads-safer-children-evaluation-report/>

A pilot of the *Caring Dads* program is currently underway in Queensland, and Professor Cathy Humphries in Victoria is running a large multisite research evaluation of *Caring Dads*.

Dr Susan Heward-Belle from University of Sydney, who did her PHD on the impact of male partner violence on children, identified very clearly the common practice of child protection when assessing DFV issues in a family.

**What we look at with mothers.**

Parenting skills  
Mental health  
Substance usage  
Relationship choices  
Meeting children's basic needs  
Kin network  
Employment choices  
Child care choices

**What we look at with fathers**

Employment  
Substance usage  
Criminal History

The challenge is to move from holding women responsible for managing the relationship and the parenting to asking - what is he doing to behave respectfully and responsibly towards his children and their mother?

## Walk in Their Shoes

WA Family Law Pathways Network and the Family Court of Western Australia present bi-monthly *Walk in Their Shoes* tours, to assist practitioners in the sector to understand the pathways families take when accessing the Court. These tours include a walk-through of the Court's services, an observation of a child related proceeding list, and a Q&A panel with a Magistrate, Family Consultant, Legal Aid lawyer and Department for Child Protection and Family Support representative. The tours run from 9.30am - 12 noon and are free of charge, however booking is essential.

Tour dates for 2017:

16 August **BOOK NOW** Email: [Jane.Azzopardi@RelationshipsWA.org.au](mailto:Jane.Azzopardi@RelationshipsWA.org.au)

Programs for children and young people

**1300 822 953 | SMS: 0409 745 645**

**betterhealthprogram.org**

**TERM 3 2017 PROGRAMS**

**17/07/2017 - 22/09/2017**

**IS YOUR CHILD 7 - 13 YEARS?**

**ARE YOU WORRIED ABOUT THEIR WEIGHT?**

**FUN, FREE** 10-week program to help families to lead healthier and happier lives

Build confidence and boost self esteem

Get fit playing fun games and activities

Meet new friends and learn new healthy eating and goal setting skills

Set goals to reach and maintain a healthy weight

**Mirrabooka**

Herb Graham Rec Centre

Thursdays

4.00pm - 6.00pm

**Rockingham**

Mike Barnett Sports Complex

Tuesdays

4.00pm - 6.00pm

**Joondalup**

HBF Arena

Thursdays

4.00pm - 6.00pm

**Ellenbrook**

Arbor Grove Primary School

Wednesdays

4.00pm - 6.00pm

**Cannington**

Bounce Cannington

Tuesdays or Wednesdays

4.00pm - 6.00pm

**Cockburn**

Cockburn Integrated Health

Thursdays

4.00pm - 6.00pm

## The Importance of Online “Safety by Design”: Enter LEGO

By: Julie Inman Grant, Children's eSafety Commissioner

March 22 2017

The technology industry has a long history of designing products with the needs of users in mind, and responding to user risks. At the turn of the recent century, “Y2K Armageddon” failed to materialise, but more robust online and infrastructure security became the new clarion call. This saw ‘security by design’ (SbD) embedded as a standard element in the technology development process, and is now just as important, if not more, in the era of the Cloud.

Several major data breaches and privacy-encroaching technologies later, ‘privacy by design’ (PbD) became the next development process imperative. This was another positive step, showing how the industry could respond to the needs and concerns of users.

Fast forward to 2017, and one has to wonder why ‘safety by design’, particularly for online services that facilitate user interaction, has not taken off. In the age of mobile phones and rampant social media (and the sexting, grooming and cyberbullying that has come with these interactive platforms), why are safety tools retro-fitted after the damage is done? Surely, online companies and app developers should be considering the potential misuse of their platforms before they go to market, particularly for those aimed at kids and teens.

I am really pleased that today the team from LEGO have done just that. We all know and love LEGO as creative play and educational tool for kids (and adults alike), and as the company has extended into the digital world they have sought to incorporate ‘safety by design’ as part of their development and launch of LEGO Life.

LEGO Life is essentially a moderated social media site—meaning adults are ‘online chaperoning’ the users, 24/7. The site offers users a range of safety features for its under 13-year-old users including friendly emojis to communicate—rather than words—no ability for users to share personal information and a stated commitment to safety through LEGO’s Safety Pledge.

LEGO is by no means the only provider of digital technologies to use such safety by design principles. But having trialed LEGO Life, I believe the protections they have incorporated set a high bar for other providers. In creating a child-friendly digital play experience where safety has been comprehensively considered and soundly addressed, LEGO has shown that it is possible to do this at the design stage, rather than retrospectively.

This is so important when it comes to kids and teens, as the risks of being online are high. Research by the eSafety Office shows Australian kids aged 8 – 13 years are, with or without their parents' consent, already active users of social media and they do share personal information online.

For example, our research showed that 25 per cent of kids allow the photos they post to be seen by all users. And 35 per cent of kids don't think about who can see their photos before they post them online. All of which sounds open and sharing, but runs the risk of content being available to strangers online.

This is where safety by design comes into its own. Kids will be online—it's their world. And parents are often happy to let them do so. What kids' platforms, apps or devices using the safety by design principle offer is minimised risk and a greater ability to manage issues when they arise: so kids can play, more safely. They can also learn how to communicate with others online using the basic principles of positivity, civility and respect.

While safety issues have been paramount for more than a decade, it may take some time for safety considerations to become the standard in development. Often, companies want to get their product out to market – they don't want to dilute features and may determine that adding safety protections at the start is costly to develop and maintain. But, I would suggest that the cost to business reputation and to users—particularly kids—is too high for online platform and app providers to ignore.

While technology can help get us closer to where we want to be safety wise, it will never be the total solution. Nothing can be absolutely safe or totally foolproof. As a parent, it's good to look for both the online experiences that best protect kids, as well as the support technologies to help safeguard children—there are a number of products on the market, some commercial, that are well worth investigating.

Ultimately, the greatest help we can offer our children and young people is to remain engaged with them: being mindful of their interests, online and offline. We need to start conversations with them early and often. Have fun with them on the digital playground. And always, always, work together to explore the world online, safely.

## About BRAVE Self-Help

### Introduction to BRAVE Self-Help

BRAVE Self-Help is an interactive, **online program** for the prevention and treatment of childhood and adolescent anxiety. With *beyondblue's* support, it was made available **free of charge** to all young Australians aged 8-17 and their parents. The program is based on a world leading, therapist-supported internet treatment (BRAVE-ONLINE; [www.brave-online.com](http://www.brave-online.com)) that has been shown to be highly effective in treating youth anxiety. BRAVE Self-Help is a great resource that school-based professionals can help their students work through, or recommend to parents of students that may be experiencing difficulties with anxiety. BRAVE Self-Help is freely available and can be completed at home or at school, at the young person's own pace.

BRAVE was developed as a generic anxiety intervention and is suitable for young people experiencing Separation Anxiety, Generalised Anxiety, Social Anxiety and Specific Phobias. It is not suitable for children and adolescents who have been diagnosed with Panic Disorder, Obsessive Compulsive Disorder or Post-Traumatic Stress Disorder and nor is it a general well-being program for all students. While children suffering from these disorders may find some of the program strategies useful, such anxiety disorders typically require a much more specific treatment approach, or additional treatment strategies to supplement these generic skills.

If you would like to find out more about the research supporting the BRAVE Program, please see the FAQs for Professionals page <https://brave4you.psy.uq.edu.au/faq>

### **Program Structure**

There are four versions of the BRAVE Program:

- ☑ BRAVE for Children 8 – 12 years old;
- ☑ BRAVE for Teenagers 12 – 17 years old;
- ☑ BRAVE for Parents of Children;
- ☑ BRAVE for Parents of Teenagers.

The child program consists of 10 sessions, with six sessions in the parent version, while the teen program has 10 sessions and five for the parents. The parent programs are designed such that parents can participate at the same time the child completes their program, and there is now some research to show that parent participation may increase effectiveness of the program. However, it is not necessary for parents to complete the parent program at the same time. Parents are also able to complete the program, even if their child does not. All versions of the program can be completed independently. All versions have two 'booster' sessions, to be completed one month and three months following the completion of the program.

### **Timing of Sessions**

Each session of the program takes between 30 and 60 minutes to complete, depending on the student's individual pace. If they exit a session before completing it, students will be able to resume the session at the point where they left off when they next log in. Students should ideally complete one BRAVE session per week. This allows students the opportunity to implement and practice skills before progressing to the next session that builds upon these skills. The sessions are 'locked' so that they cannot be completed out of order, however, young people can complete the sessions at a speed faster than one per week. An automatic email is sent to the registered email address seven days after a session is completed, and when the session is overdue, to remind users to log-in and complete the next session.

### **Content**

BRAVE is an acronym for the CBT anxiety management strategies covered in the program. Each letter refers to a different strategy:

<b>Body Signs</b>	Training in the detection of the physiological symptoms of anxiety
<b>Relax</b>	Calming down one's body signs using relaxation techniques
<b>Activate Helpful Thoughts</b>	Training in coping self-talk and cognitive restructuring
<b>Victory Over Fears</b>	Incorporating strategies for overcoming fears using exposure and problem solving
<b>Enjoy Yourself</b>	Learning about positive reinforcement and self-reward

The child and adolescent programs focus on the acquisition of these anxiety management strategies. In the parent versions of BRAVE, parents receive training in the strategies and are empowered to help their child acquire these skills and use the strategies learned in the program. There are also examples provided to help manage situations where their child becomes anxious.

To learn more

<https://brave4you.psy.uq.edu.au>

### × Emerging Minds to lead innovative new initiative for professionals working with parents, children and families

The Minister for Health, Greg Hunt, has announced funding for the Emerging Minds: National Workforce Centre for Child Mental Health, the first initiative of its kind in Australia.

The innovative project, which follows a competitive tender process, sees the creation of 42 new jobs and will be led by COPMI's parent body Emerging Minds in a collaborative partnership with the [Australian Institute of Family Studies \(AIFS\)](#), the [Australian National University \(ANU\)](#), the [Parenting Research Centre](#), and the [Royal Australian College of General Practitioners \(RACGP\)](#).

The Centre will provide a free online gateway to innovative information, training and resources for professionals and services working with parents, families and children (from infancy up to 12 years of age) at risk of developing mental health difficulties.

The Centre will also provide a national network of child mental health consultants who will give local support to organisations to identify, assess and support children at risk of developing mental health difficulties and build their resilience.

## CARLY'S LAW

The Criminal Code Amendment (Protecting Minors Online) Bill, commonly referred to as Carly's Law, "targets online predators preparing or planning to cause harm, to, procure or engage in sexual activity with a child," including individuals who misrepresent their age.

It is known as Carly's Law after 15-year-old Carly Ryan, who was murdered 10 years ago by a 50-year-old paedophile who pretended on the internet to be 20 to lure her to a meeting.

The change makes it a crime to plan to harm a child under 16 and in particular targets predators who misrepresent their age.

Online sex predators who lie about their age in grooming minors will face a 10-year jail sentence, the new laws will also provide police with the power to intervene earlier to prevent predatory acts against children.



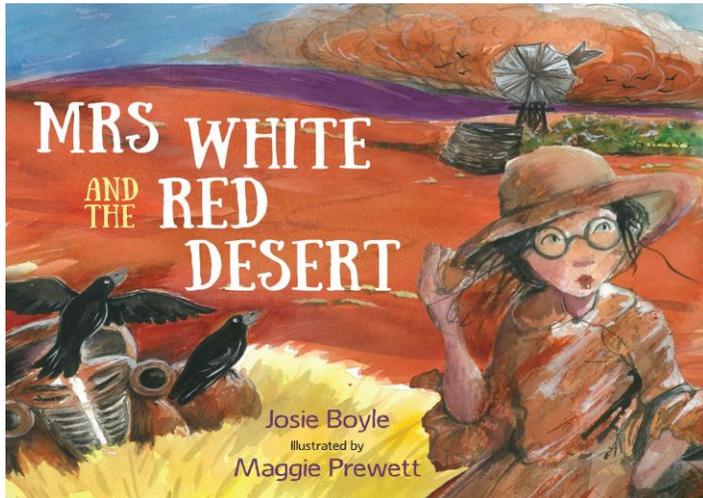
MOPS is a community for mums – a meeting place where mums of young children can be themselves, share learning and friendship with other mothers at the same stage, and gain confidence in mothering. MOPS groups are hosted by Christian churches and are open to all mums of young children (from 0-6 years). MOPS groups vary in size from 10 to 75 women. Classic MOPS groups usually meet fortnightly during school terms. Mums enjoy 'time out' while their children are cared for in MOPPETS, a program with age-appropriate activities including playdough, car mats, singing, outdoor play, bible stories and craft. The MOPS leadership team is made up of women who are themselves mothers of preschoolers and have the support of a more experienced mum who acts as a mentor.

MOPS groups are hosted by churches in every state in Australia and meetings are usually held in church buildings. But MOPS is not just for Christian women. In fact, mums of all faiths – or no faith – are welcome to attend. If you have children under 6, or if you're pregnant, you're eligible for MOPS. MOPS aims to encourage and equip all mums to be the best mum they can be – because Better Mums Make A Better World.

Check out the website [www.mops.org.au](http://www.mops.org.au) to see if this is an option that might suit you.

Indigenous picture books.

Magabala Books is a Broome based publishing house established in the 1980s, that now has the most extensive list of Indigenous children's literature on any Australian publisher. Magabala books ensures that Indigenous peoples retain the copyright on their stories and receive the benefits from the sale of the books. Check out their website [www.magabala.com](http://www.magabala.com) for the full range of titles and resources.



### **Mrs White and the Red Desert**

Josie Wowolla Boyle

Illustrated by Maggie Prewett

When a group of desert children invite their school teacher, Mrs White, home for dinner to show her why their homework is always grubby, no-one expects what is to come!

They are happily showing Mrs White their higgledy piggledy garden when suddenly a big red sand storm comes billowing over the hill. Sand and spinifex whips at their legs and flies at their heads. They can hardly see through the storm.

They hurry back home, only to discover that everything is now red. Their lovely clean house is covered in red dust. The beds are red. The washing on the line is red. The table is red. Their delicious dinner is red and ruined. And Mrs White's clean white

dress has turned into a dusty red dress. Now Mrs White finally knows why the children's homework is always so grubby

## The Deep Bond between Companion Animals and Children

Social scientists and human-animal bond researchers have long known that deep relationships formed with pets when we are young can reverberate and resonate across the lifespan. But are such cross-species relationships comparable to human relationships and are they important in the social development of children? Researchers at the University of Cambridge interviewed 77 12-year-olds and found that it is possible to view child-pet relationships in the same way as human relationships. The children expressed their experiences with pets and siblings in similar terms regarding four aspects of relationship: companionship, intimate disclosure, satisfaction, and conflict. Significantly, participants derived more satisfaction and engaged in less conflict with their pets than with their siblings.

They reported that although gender does not necessarily influence how strong child-pet relationships are, boys and girls may relate differently. Results showed that girls reported more disclosure, companionship, and conflict with their pet than did boys. The species of the pet was also significant: dog owners reported greater satisfaction and companionship with their pet than did owners of other pets.

Previous studies have claimed that the companionship felt with animals plays a major role in the social development during early adolescence. Youths who have pets were shown to be more likely to sign up to social clubs and engage more often in group activities. The researchers noted that close child-pet relationships can be therapeutic and valuable, particularly by protecting young people from otherwise problematic inter-personal relationships. The low conflict associated with child-pet relationships indicates that such relationships are non-conflictual and positive in nature.

The findings of this study highlight the importance of young persons' relationships with their companion animals, regardless of gender or pet type, and that pet and sibling relationships are comparable.

-- Cassels, M.T., White, N., Gee, N., & Hughes, C. (2017). One of the family? Measuring young adolescents' relationships with pets and siblings. *Journal of Applied Developmental Psychology, 49*, 12-20.

LINK NEWSLETTER MAY 2017



New research by the Telethon Kids Institute has found children who attend playgroups achieve better early primary school outcomes.

Researchers, who were commissioned by Playgroup Australia, analysed Australian Early Developmental Census (AEDC) data from both 2012 and 2015 for the study.

They found children who had attended a playgroup performed better on all AEDC child development domains including: Physical, Social, Emotional, Language and Cognitive skills, and Communication. AEDC domains are a key indicator of success in academic achievement in the later school years.

Approximately 65% of children across Australia do not attend playgroups and the report found they were 1.7 times more likely to be developmentally vulnerable on one or more of the AEDC domains during their first year of primary school. These positive effects of playgroup on child development were observed for children from a wide range of backgrounds, suggesting that playgroup is universally beneficial for children.

“This research provides further evidence that children who attend a playgroup experience a range of benefits when they start school, and the research contributes to the growing evidence base about the important role that playgroups play in the mix of early childhood programs and services for Australian children,” report co-author, Dr Tess Gregory, said.

Furthermore, the report explored teacher feedback from 2015 AEDC data about children’s transition into school. Children who did not attend a playgroup prior to commencing school were almost twice as likely to be rated by their teacher as having trouble adjusting to primary school than children who had attended a playgroup.

*mummatters* is a free health tool that makes it easier for women to keep track of their emotional wellbeing during pregnancy and after birth. The tool is available on the internet, and was developed by Bupa in partnership with the University of New South Wales and St John of God.

*mummatters* includes a clinically validated screening tool for women to self-assess for symptoms of depression or other psychosocial risk factors. It’s very easy to navigate, and helps users stay on track with friendly reminders, inspirational messages and links to useful resources.

*mummatters* also encourages women to create a tailored emotional wellness plan, and to regularly ‘check-in’ to monitor their emotional wellbeing through pregnancy and the first year after birth. It’s a powerful way to help women make sense of how they are feeling during the perinatal period. After all, having a baby can be a wonderful experience but it can also come with unexpected challenges and a range of new emotions, both positive and negative.

If you or your clients are pregnant or recently had a baby, *mummatters* is the resource for you. Check it out at [www.bupa.com.au/mummatters](http://www.bupa.com.au/mummatters).

For more information, please contact [info@mummatters.com.au](mailto:info@mummatters.com.au).

## Youth 2017 survey closes Monday July 31 2017

### Here's your chance to talk to Australia

Results from the Youth Survey are widely reported in national, state and local media – often sparking debate online, in government, in major NGOs and also more locally in schools and your community.

### Be heard by government

Youth Survey findings are discussed across federal, state and local government and are included in many key policy and research documents. Government agencies are keen to hear young people's opinions about the issues that matter to you.

### Help people in need

Mission Australia and other community service organisations use the findings to help develop better youth services and improve the way they work with young people in the community. Results provide us with a unique perspective on the concerns of young people and how we can best assist them.

[Missionaustralia.com.au/youthsurvey](http://Missionaustralia.com.au/youthsurvey)

## Variety Toy Bank

Jewels of Fashion Luncheon and Fashion Parade - Friday 8 September 2017.

Early Bird tickets are available now and there is a special price for booking a table of 10. Proceeds from the ticket sales, raffle and auction go to the Women's Council Promoting Safety and Respect program. Toys donated by the guests will be available for collection from the Women's Council office the following Monday 11 and Tuesday 12 September.

Book tickets through Variety Toy Bank: <https://www.varietytoybank.org.au>



# Days of Celebration

## **2-9 July** NAIDOC Week

NAIDOC stands for National Aborigines and Islanders Day Observance Committee. NAIDOC Week is held in the first full week of July. It is a time to celebrate Aboriginal and Torres Strait Islander cultures and an opportunity to recognise the contributions that Indigenous Australians make to our country and our society.

National/State: National

Email: [info@naidoc.org.au](mailto:info@naidoc.org.au)

Website: [www.naidoc.org.au](http://www.naidoc.org.au)



## **14 July**

### Malala Day

Organisation: UN Global Education First

On this day we remember the millions of children worldwide (mostly girls) who do not go to school and reaffirm our commitment to defend the right to education for all children.

National/State: International

Website: [www.globaleducationfirst.org/malaladay.html](http://www.globaleducationfirst.org/malaladay.html)



## **28 July** Schools Tree Day

Organisation: Planet Ark

Each year around 250,000 Australian school students participate in Schools Tree Day - a special National Tree Day event just for kids. It is a great opportunity for children to learn about nature, get outside and have fun at the same time. This Schools Tree Day, all schools and their students are encouraged get involved and plant some trees for a healthier planet!

Website: [treeday.planetark.org/schools/](http://treeday.planetark.org/schools/)

International Youth Day is observed annually on **12 August**. It is meant as an opportunity for governments and others to draw attention to youth issues worldwide. During IYD, concerts, workshops, cultural events, and meetings involving national and local government officials and youth organizations take place around the world

**August 13** is designated **International Left-Handers Day** by Lefthanders International. It was first observed on 13 August, in the year 1976.<sup>[1]</sup> As the name suggests, it is meant to promote **awareness** of the inconveniences faced by **left-handers** in a predominantly **right-handed** world. It celebrates their uniqueness and differences, who are from **seven to ten percent** of the world's **population**. Hundreds of millions of left-handed people in today's society have to adapt to use right-handed tools and objects.

### 1-31 August



#### MS Readathon - One-month challenge

Organisation: Multiple Sclerosis Australia (MSA)

The MS Readathon is a reading-based fundraiser run by Multiple Sclerosis Australia (MSA). It encourages people of all ages to read and improve their literacy whilst at the same time raising their community awareness and empowering them to make a difference in the lives of people living with MS.

Phone: 1300 677 323

Email: [msreadathon@msaustralia.org.au](mailto:msreadathon@msaustralia.org.au)

Website: [www.msreadathon.org.au/](http://www.msreadathon.org.au/)

### 4 August



#### National Aboriginal and Islander Children's Day (NATICD)

National Aboriginal and Islander Children's Day (NATICD) is a celebration of human rights and Indigenous children. Held on 4 August each year, NATICD was first observed by SNAICC in 1988.

Email: [childrensday@snaicc.org.au](mailto:childrensday@snaicc.org.au)

Website: [www.snaicc.org.au/children](http://www.snaicc.org.au/children)

**19-25 August***(date to be confirmed)***Book Week**

Organisation: Children's Book Council of Australia

Each year, many schools and public libraries from all over Australia spend a week celebrating books and Australian authors and illustrators. Classroom teachers, teacher librarians and public librarians develop activities, offer competitions and tell stories relating to a theme to highlight the importance of reading.

Website: [cbca.org.au/bookweek.htm](http://cbca.org.au/bookweek.htm)

## Training and Professional Development.

Statewide Protection of Children Coordination unit, Dept Child and Adolescent Health

LOCATION: Classroom A, Level 2, WASON Building, 151 Wellington St, East Perth.

COST: All SPOCC training is FREE OF CHARGE.

RSVP/Further information: SPOCC [spoccunit@health.wa.gov.au](mailto:spoccunit@health.wa.gov.au) or 9224 1932

CATERING: Tea/coffee provided. Participants will need to bring/buy their own lunch for all-day sessions

All training offered by SPOCC is free and open to all WA Health system employees, as well as to other government and non-government workers in the health and welfare sectors

**Sept 12** Understanding the tactics of perpetrators and the dynamics of child sexual abuse. Part 1 8.45-4.30pm

**Oct 5** Understanding perpetrators tactics in family and domestic violence and how they impact on the child 8.45-4.30pm

**Oct 20** Raising child abuse and neglect issues with parents and others 8.45-12.30pm

**Oct 20** Writing child abuse or neglect reports to DCPFS 1.15-4.30pm

Oct 23 Applying a perpetrator informed model of practice to the work with sexual abused children and their families.

Part 2 (part 1 pre-requisite) 8.45-4.30pm

Nov 6 Mandatory reporting of Child Sexual Abuse 2-3pm.

Online: eLearning courses.

## Enhance your skills

The COPMI national initiative offer interactive eLearning courses to professionals in mental health and allied health areas who are in key positions where they can assist parents who have a mental illness, their children and families.

Courses are interactive and engaging, available free of charge, and are [professionally-endorsed](#) for the accrual of CPD (continuing professional development) points. Most contain invaluable practical demonstrations to enable you to visualise putting learning into practice.

*All COPMI resources are developed under the guidance of people with lived experience of parental mental illness, leading researchers and service providers in the mental health field.*

## Online courses - accessible 24/7

- [Child Aware practice](#): This introductory course encourages professionals to understand and talk with parents about the impact of adult problems on children and the role of parents in supporting the safety, wellbeing and development of children. These things should be considered in all service settings - whether you're working with adults, children or families.
- [Keeping families and children in mind](#): An introductory course supports learners to understand the impact of parental mental illness on the family unit and to recognise the benefits of a family-sensitive approach to working with families where a parent has a mental illness.
- [Supporting infants and toddlers](#): This introductory course helps participants to understand the impact of mental illness on the family through the antenatal period. It assists the learner to grasp attachment and principles of sensitive communication with parents regarding the needs of their children.
- [Let's talk about children](#): Provides training in a brief, evidence-based method that is designed to support mental health professionals to talk with parents who experience mental illness about parenting and their child's needs.
- [Family focus](#): Provides training in an evidence-based family intervention designed to promote family communication and problem solving around the experience of parental mental illness.
- [Child Aware supervision](#): Extends the 'Child Aware practice' course and provides training for team leaders and supervisors in strategies that they can apply to promote child and family-sensitive practices in their service.

## AAIMHI Conference 2017 Organising Committee

The AAIMHI 2017 National Conference – “The Infant, the State, Ethics & the Law: Implications for clinical thinking” – will be held **23-26 November** at the University of Melbourne.

The conference program is designed to challenge, deepen and widen our clinical thinking, as together, we explore the complex systems that influence and govern our lives and our work. We hope to focus on matters that threaten to derail our thinking, that perplex and distress us and the families we work with.

Themes will include:

1. The infant in families assisted by reproductive technology
2. The infant needing asylum across cultural, religious and racial divides
3. The infant's experience of family violence
4. The infant within the child protection system
5. The observed infant and clinical supervision

Invited speakers will present clinical material reflections, as together we explore implications for our own practice and for our collective voice as infant mental health practitioners across Australia.

We hope you will join us in Melbourne to celebrate our important work with infants and those who care for them.

Please direct any interim enquiries to Emma Toone, Chair of the Conference Organising Committee – [aaimhiconference17@gmail.com](mailto:aaimhiconference17@gmail.com)

## Other NGO's work

### PhotoDNA

Microsoft's photo DNA aids in identifying images of children sexually exploited online. Five –hundred images of sexually abused children are traded online every 60 seconds: 1.8 billion images are uploaded and shared online every day. Finding one child is like finding a needle in a haystack.

User-generated content is growing exponentially as are the opportunities and risk of hosting it.. Now qualified organizations, approved by third-party vetting services, can use the Photo DNA Cloud Service to automatically detect and repost the distribution of child exploitation images.

Microsoft began sharing the first release of Photo DNA in 2009. Since then, this technology has helped curb the exploitation of children around the world by detecting millions of illegal images for reporting to the National center for Missing and Exploited Children the US. (Anti Human Trafficking newsletter March 2017)