



Foster their Culture

Caring for Aboriginal and Torres Strait Islander children in out-of-home care



**Secretariat of National Aboriginal
and Islander Child Care**

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Suite 8, Level 1
252–260 St Georges Rd
North Fitzroy VICTORIA 3068

Telephone: (03) 9489 8099

Fax: (03) 9489 8044

Email: snaicc@vicnet.net.au

Web: www.snaicc.asn.au

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Research and writing: Moira Ross-Rayner, SNAICC

Proofreading and editing: Mark Lawrence, SNAICC

Additional research and editing: Rosie Elliot, SNAICC

Cover artwork: Class 1/2 JM (2006), Tyalla Primary School, Coffs Harbour NSW

Design and layout: Heather Hoare, Pixel City Digital Design (03) 9380 8429

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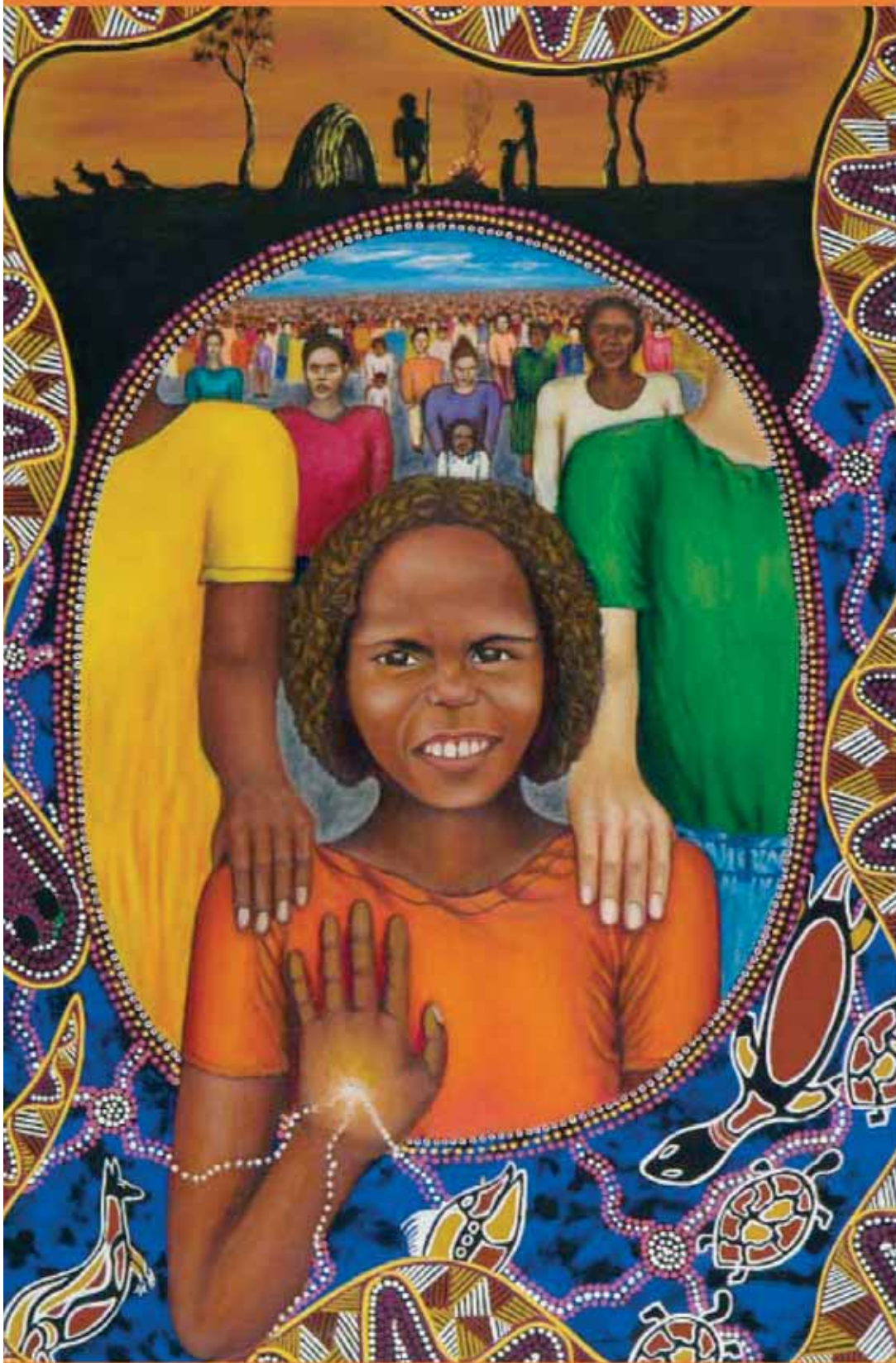
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CARING FOR ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN IN OUT OF HOME CARE



Victoria Department of Human Services

This publication is adapted from the Victorian resource *Caring for Aboriginal and Torres Strait Islander Children in Out of Home Care*, which was developed by the Victorian Aboriginal Child Care Agency in partnership with the Victorian Department of Human Services. We are grateful to VACCA for giving us permission to reproduce sections of their publication here.



Aboriginal and Torres Strait Islander Cultural Diversity

There are hundreds of unique and distinct Aboriginal and Torres Strait Islander communities, cultural and language groups, clans, families and kinship networks in Australia. Together they represent the living history of over 40,000 years of practice and knowledge in raising children.

This publication aims to respect the diversity and richness of all Aboriginal and Torres Strait Islander communities and cultures. It is not possible to represent the distinct cultural traditions and practices of each community in this publication – or in any single publication. Readers of this publication should treat it as

a starting point for learning about Aboriginal and Torres Strait Islander cultures.

When using the term 'Aboriginal and Torres Strait Islander' in this publication, SNAICC recognises that some children are of Aboriginal descent and Torres Strait Islander descent. They may identify as an Aboriginal and a Torres Strait Islander. SNAICC encourages carers to embrace all aspects of a child's cultural identity and heritage. Celebrate their cultural identity with them as you support them on life's journey.



Contents

Preface	1
Acknowledgments	2
Introduction	3
Aboriginal child and family welfare services	3
The Aboriginal Child Placement Principle	3
Socio-economic disadvantage	4
Aboriginal culture	5
Introduction	5
Defining cultural diversity	5
Australian Government cultural definition	5
Diversity of Aboriginal lifestyles	6
Values and beliefs	6
Aboriginal family structures	8
Cultural renaissance	11
Aboriginal flag	12
Torres Strait Islander culture	13
Introduction	13
Background	13
Torres Strait Islander culture	13
Torres Strait Islander child rearing practices	13
Torres Strait Islander flag	14
What do carers need to consider when caring for an Aboriginal or Torres Strait Islander child?	15
Introduction	15
Some keys to competent caring	16
Aboriginal and Torres Strait Islander life book	17
Other practical ways of promoting Aboriginal and Torres Strait Islander culture	18
Being aware of a carer's own prejudices	19



Developing a positive relationship with the child's family	19
Aboriginal and Torres Strait Islander learning styles	20
Aboriginal and Torres Strait Islander children's health	22
Aboriginal languages	22
Torres Strait Islander languages	23
Understanding adolescence from a cultural perspective	23
Racism	24
Grief, loss and trauma	25
Communication	26
Conclusion	27
Historical timelines of Aboriginal and Torres Strait Islander history	28
Endnotes	31
References	32
Resources and services	33
National Aboriginal and Torres Strait Islander organisations	33
Australian Capital Territory services	34
New South Wales services	37
Northern Territory services	43
Queensland services	47
South Australian services	51
Tasmanian services	55
West Australian services	58
National community organisations and networks	62
Websites, media and publications	63
Recommended books for children	65



Preface

Through the Community and Disability Services Ministers' Conference, the Australian and state and territory governments developed the *National Plan for Foster Children, Young People and their Carers 2004–2006*. The National Plan acknowledges that there has been a steady increase of young people in out-of-home care and that home-based foster care remains the main choice for providing a safe and supportive alternate home environment for children and young people unable to live with their parents.

It also recognises that Aboriginal and Torres Strait Islander children are over represented in out-of-home care and that there are not enough Aboriginal and Torres Strait Islander caregivers.

Within the *National Plan for Foster Children, Young People and their Carers 2004–2006*, the Australian and state and territory governments committed themselves to the principles that:

- Children and young people have the right to be cared for in a safe environment
- Children and young people have the right to be raised in contact with their own cultures in compliance with the Aboriginal Child Placement Principle.¹

In 2005, the Victorian Aboriginal Child Care Agency (VACCA), in partnership with the Victorian Department of Human Services, developed a resource book that would support non-Indigenous carers with Aboriginal and Torres Strait Islander children in their care. The book aimed to assist caregivers to access information about the child's culture and family history when an Aboriginal or Torres Strait Islander child or young person is unable to live with their parents, kin or their local community.

This wonderful and informative publication prompted the Secretariat of National Aboriginal and Islander Child Care (SNAICC), in collaboration with the Australian Government Department of Families, Community Services and Indigenous Affairs (FaCSIA), to publish this national resource for each state and territory, similar to the Victorian version.

This book will assist foster carers with information that will:

- Focus on the cultural support needs of Aboriginal and Torres Strait Islander children
- Broaden recognition of the importance of culture and identity to the well-being of Aboriginal and Torres Strait Islander children in out-of-home care
- Respond to the relevant priorities within the *National Plan for Foster Children, Young People and their Carers 2004–2006*
- Support carers in their role and assist in the establishment of good practice for Aboriginal and Torres Strait Islander foster care arrangements.

SNAICC appreciates the role of caregivers and their families in providing a caring and safe environment for Aboriginal and Torres Strait Islander children. We hope that you will find this book informative and helpful and thank all those who have contributed.

We also want this book to be used as a template by communities who wish to develop their own versions of it. Please contact SNAICC for more information if you wish to do this.



Acknowledgements

SNAICC would like to thank all who contributed to the production of this resource. It grew from a project that resulted from the Victorian resource book called *Caring for Aboriginal and Torres Strait Islander Children in Out of Home Care*, which was developed by the Victorian Aboriginal Child Care Agency (VACCA) in partnership with the Department of Human Services (Victoria). The project was to make a resource such as the Victorian one available to non-Indigenous foster carers in all other states and territories in Australia.

We would like to express a special thanks to VACCA for giving us permission to reproduce sections of their publication in our resource, and so enabling non-Indigenous foster carers across Australia to share the skills and knowledge VACCA has offered non-Indigenous foster carers in Victoria.

We owe a special thanks to the SNAICC members who participated in the Working Group for this project. They are Debbie Hart (Townsville Aboriginal and Islander Health Service, QLD), Desley Thompson (Remote Area Aboriginal and Torres Strait Islander Child Care, QLD), Alf Davis (Queensland Aboriginal and Islander Health Council), Kate Lindsay (Aboriginal Child, Family and Community Care State Secretariat, NSW), Garry Matthews (Coffs Harbour Aboriginal Family Community Care Centre, NSW), Sharron Williams (South Australian Aboriginal Family Support Services), Ian Davidson (South Australian Aboriginal and Family Support Services), Kathleen Pinkerton (Yorganop Child Care, WA), Glenda Kickett (Djooraminda, WA), Natalie Hunter (Karu, NT), Tanya Ardler (Gudjahgahmiamia MACS Centre, ACT), and Alison Overeem (Aboriginal Children's Centre, TAS).

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We would particularly like to thank the foster carers who provided their insights into the rewarding and sometimes challenging role of caring for children as well as Arthur McDevitt and Ros Bandt for their time and patience.

Thanks must also be made to the children of Tyalla Primary School in Coffs Harbour, NSW, who worked with the Coffs Harbour Aboriginal Family Community Care Centre to produce the beautiful children's artwork that is used in the design of this book. This artwork was originally contributed to SNAICC as part of our National Aboriginal & Islander Children's Day celebrations for 2006. These children's artwork reflects their pride in, and strength from, their Aboriginal cultural identity. Go to <http://www.snaicc.asn.au/children> for more examples of such lovely children's artwork.

SNAICC developed this publication through a project funded by the Australian Government Department of Families, Community Services and Indigenous Affairs. The publication is produced through the SNAICC Resource Service, which is funded through the Australian Government's *Early Childhood – Invest to Grow Initiative* of the Stronger Families and Communities Strategy. SNAICC appreciates the continuing support provided by the department for our work.

Finally, SNAICC would like to thank Moira Ross-Rayner, who took on this project as a SNAICC Project Officer to research, plan and rewrite this resource.



Introduction

This book has been developed to assist non-Indigenous carers who care for Aboriginal and Torres Strait Islander children and young people in out-of-home care. The aim of this book is to provide carers with a better understanding of the needs of Aboriginal and Torres Strait Islander children and why they need to grow up with a strong sense and knowledge of their cultural identity.

Caring for Aboriginal and Torres Strait Islander children in out-of-home care is both challenging and rewarding. There are many cultural and social issues that need to be considered when addressing the overall needs of Aboriginal and Torres Strait Islander children. Children with a strong cultural identity are more likely to become resilient adults and able to better cope with life's joys and sorrows.

We encourage carers to consider the information provided, take on the challenge of breaking down the barriers and become active players in bringing about better outcomes for Aboriginal and Torres Strait Islander children in out-of-home care.

We hope that carers find this guide useful, informative and enjoyable.

Aboriginal child and family welfare services

Inappropriate control and the forcible removal of Aboriginal and Torres Strait Islander children dominated child and family welfare practice until the latter part of the twentieth century. The process of colonisation and the approaches to Aboriginal and Torres Strait Islander children and families of the past have created many of the problems the nation faces today. For a minority of families this history has negatively affected their capacity to care for their children.

The establishment of the first Aboriginal child care agency in the 1970s was inspired by the success of the Native Americans in establishing distinct child welfare legislation and in reducing the rates of child removal through such legislation. This was a significant time in history as Aboriginal people sought to replace existing harsh practices and policies and establish a national

framework to protect the rights of Aboriginal children and young people.

The response was to establish Aboriginal controlled child and welfare services whose role was to advocate in the best interests of Aboriginal children. The Victorian Aboriginal Child Care Agency was the first Aboriginal child and family welfare service in Australia. Today there are Aboriginal and Islander Child Care Agencies (AICCAs) in most states and territories.

In 1997 the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families tabled its report, *Bringing Them Home*, in the Australian Parliament.

The report highlighted the devastation of child removal, not only on the children and their families but on the whole Aboriginal and Torres Strait Islander community. The past forced removal of children by child welfare services and government bodies occurred on a large scale, with the impact still being felt by a number of families today.

Since the inception of Aboriginal and Islander child and family welfare services and their ability to advocate on behalf of families, there has been a broader recognition that children and families require services that promote Aboriginal and Torres Strait Islander child rearing practices and are respectful of the child's culture.

The Aboriginal Child Placement Principle

The Aboriginal Child Placement Principle governs out-of-home care placements for Aboriginal and Torres Strait Islander children in all Australian states and territories. It aims to strengthen Aboriginal and Torres Strait Islander children's connections to their family, community and cultural identity whilst placed in out-of-home care.

The Aboriginal Child Placement Principle was created due to the efforts of the Aboriginal and Islander Child Care Agencies (AICCAs), the first of which began operating in 1977. It was at the First Australian Conference on Adoption in 1976 that concerns were voiced regarding the large numbers of Aboriginal

children in the care of non-Indigenous families. This was a key to the motivation behind the formulation of the Aboriginal Child Placement Principle that has largely been the work of the Aboriginal and Islander Child Care Agencies (AICCAs) and other Aboriginal children's services with Link-up (a service that reconnects families affected by the policies that created the 'Stolen Generation') in New South Wales.

At a ministerial meeting in 1986, all state and territory Ministers agreed to the Aboriginal Child Placement Principle.² This represented a major victory for the AICCA services and provided a formal end to the previous policy of assimilating Aboriginal and Torres Strait Islander children into non-Indigenous families. As stated previously, all Australian states and territories have adopted the Aboriginal and Torres Strait Islander Child Placement Principle as a guide to the placement of Aboriginal and Torres Strait Islander children when they are placed in care.

In 1995, the Australian Government initiated the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families, which was conducted by the Human Rights and Equal Opportunity Commission (HREOC). This examined, among other issues, current laws, practices and policies regarding the placement and care of Aboriginal and Torres Strait Islander children and advised on reforms. The final report referred to the Aboriginal Child Placement Principle, recommending that it be incorporated into legislation in all states and territories.

Some states and territories have incorporated the Principle into legislation and some into policy. Although the exact wording differs slightly across jurisdictions, the Principle lays down the placement preferences to be followed when placing an Aboriginal and Torres Strait Islander child.

This means that the Principle essentially outlines a preference for the placement of Aboriginal children with Aboriginal people when they need to be placed in care outside their families. The order of preference is generally that an Aboriginal or Torres Strait Islander child be placed:

- within the child's extended family
- within the child's Aboriginal or Torres Strait Islander community
or
- failing that, with other Aboriginal or Torres Strait Islander people.

“With several generations of Indigenous people being denied normal childhood development, the opportunity to bond with parents and experience consistent love and acceptance, both the skills and the confidence to parent have been damaged, with Indigenous children over-represented in the child welfare system.”³

If an appropriate Aboriginal or Torres Strait Islander placement is not available, then, in consultation with an Aboriginal and Islander Child Care Agency, the child may be placed with a non-Indigenous family – with the assurance that the child's culture, identity and contact with the Aboriginal and Torres Strait Islander community is maintained.

The safety of children is the first priority. The Aboriginal Child Placement Principle protects the child's best interests where a child has to be removed.

Socio-economic disadvantage

The effects of colonisation, dispossession, injustice and racism have led to significant levels of disadvantage in the Aboriginal community. The intergenerational effects of removing children from their families have been profound.

“With several generations of [Indigenous] people being denied normal childhood development, the opportunity to bond with parents and experience consistent love and acceptance, both the skills and the confidence to parent have been damaged, with [Indigenous] children over-represented in the child welfare system.”³

“Although Indigenous families are daily living with the legacy of dispossession and continuing oppression in terms of poor health, early deaths, poor housing, poor educational outcomes, high unemployment and high numbers of Indigenous people in custody, the Indigenous family continues to survive. ... This is highly significant in the light of sustained assaults on its existence and demonstrates the strengths of Indigenous communities in spite of the devastating impact of colonisation.”⁴



Aboriginal Culture

Introduction

Culture defines who we are, how we think, how we communicate, what we value and what is important. As carers, your role is to support the child's access, whenever possible, to family and community – to promote the child's understanding of their culture and to maintain the child's connection to their community. Diversity within Aboriginal and Torres Strait Islander groups is a complex issue; however, there are common threads that run through history and therefore the present circumstances of Aboriginal and Torres Strait Islander people.

Many of these beliefs are shared amongst Aboriginal and Torres Strait Islander people today and indicate that in spite of the systematic attempts to destroy this culture over the past 200 years, Aboriginal and Torres Strait Islander culture is resilient. It has evolved and adapted and remains a significant and distinct influence on its people today.

Defining cultural identity

A child is Aboriginal if they have one or two parents who identify as Aboriginal.

An Aboriginal child's identity, culture and language come from their family and their relationship with the land. Aboriginality lies in the meaningful way in which Aboriginal people interact with their people, with their feelings about their people and their home, with the way they think, work and talk. Aboriginality lies in the identification of an Aboriginal person's relationships with their family and community. It is their relationships with their parents, pops and grannies, brothers and sisters, uncles and aunties, cousins and Elders.

When an Aboriginal child enters out-of-home care they bring a specific cultural identity that already has some foundation. While in placement it is important that the child's cultural needs as well as their individual needs are addressed. Knowing and having access to family and group identity is an important part of being an Aboriginal.

Aboriginal people can be no more 'part Aborigines' than they are part human beings.

"Being Aboriginal is not the colour of your skin or how broad your nose is. It is a spiritual feeling, an identity you know in your heart. ... It is a unique feeling that is difficult for a non-Aboriginal to fully understand." (Linda Burney)⁵

Australian Government cultural definition

Since the early 1980s, the Australian Government has used a three-point working definition to enable people to establish their eligibility for specific Aboriginal and Torres Strait Islander programs.

According to that definition, an Aboriginal or Torres Strait Islander person is someone who:

- is of Aboriginal or Torres Strait Islander descent
- identifies himself or herself as an Aboriginal or Torres Strait Islander and
- is accepted as such by the Aboriginal or Torres Strait Islander community in which he or she lives.

Each requirement must be satisfied. Physical appearance and lifestyle are irrelevant. This definition ensures that people cannot easily make false claims, as proof is required of Aboriginal and Torres Strait Islander descent and acceptance as a member of an Aboriginal and Torres Strait Islander community.

"Being Aboriginal is not the colour of your skin or how broad your nose is. It is a spiritual feeling, an identity you know in your heart. ... It is a unique feeling that is difficult for a non-Aboriginal to fully understand."⁵

(Linda Burney)

Diversity of Aboriginal lifestyles

Diversity of Aboriginal groups is a complex issue; however, there are common threads that run through history and therefore the present circumstances of Indigenous people.

At the time of invasion there were over 700 different Aboriginal languages and dialects spoken in Australia. Now there are fewer than 250 still in use.

One of the major practices of colonists was to stop Aboriginal people speaking their own languages, which interrupted the passing of language from one generation to another. Today, many Aboriginal languages are no longer spoken as first languages. However, they live on through individual words and through varieties of Aboriginal English, which incorporate the structures of Aboriginal languages.⁶

Aboriginal culture survives and thrives in many forms and communities. Aboriginal people live in a wide range of communities including:

Urban – metropolitan suburbs of major cities within Australia

Rural – regional centres and small country towns

Missions/Reserves – places where Aboriginal people were forced to live when European occupation started and where Aboriginal people continue to reside

Outstations and Communities – places where Aboriginal people are able to live on their traditional lands and have been granted inalienable freehold title to the land.

Values and beliefs

All cultures and societies have particular values and beliefs, which enable a sense of identity and meaning. Aboriginal people's values and beliefs are based on an understanding of the world that integrates the spiritual with the material and emphasises the individual's relationship to community. Aboriginal people see themselves as belonging to the land, not the land belonging to them.

The importance of family in promoting Aboriginal values and beliefs

The aim of parenting for Aboriginal people is to let the child know who they are in relationship to their family, their kin, their people, their environment and the living

spirits of their ancestors and land. These relationships define a child's identity by defining how they are connected to everything in life.

Aboriginal people have communities that are built on strong generational relationships and in having access to well-developed kinship networks. Many Aboriginal families today still have strong functional kinship networks in place, built on key people who play different roles but hold overall authority and responsibility for the up-bringing and well-being of children and young people. Even in urban communities most Aboriginal families maintain very close contact with their families and members of their local Aboriginal community.

Aboriginal children in out-of-home care placements that cut them off from their family, culture and spirituality are at great risk of psychological, health, development and educational disadvantage. They suffer as children and later as adults from the grief and loneliness of not belonging. They are also being denied their rights as Aboriginal people.

The land and spirituality

Aboriginal people's relationship with the land is different to that of other Australians. Aboriginal people have a deep spiritual connection with the land. For an Aboriginal child, relationships are not only with people but also with their environment: the land, the animals, the plants, the skies, the waters, the weather and the spirits.

“Like a human mother the land gives us protection, enjoyment, and provides for our needs – economic, social and religious. We have a human relationship with the land.”⁷

Each clan or language group lives in well-defined areas that it owns according to its own ancestral law. Religion and land are the key determinants of Aboriginal and Torres Strait Islander culture, traditions, customs and beliefs.

For Aboriginal and Torres Strait Islander people, land, sea and spirituality are the foundations on which their culture has been built. The following diagram depicts how, for Aboriginal and Torres Strait Islander people, all aspects of life are interconnected through the centrality of land and spirituality.

“Like a human mother the land gives us protection, enjoyment, and provides for our needs – economic, social and religious. We have a human relationship with the land.”⁷



The Dreamtime

Aboriginal people have the longest continuous cultural history of any group of people on earth. The Aboriginal Dreamtime is the part of Aboriginal culture that explains the origins and culture of the land and its people. Some estimate it to be as old as 65,000 years. Dreamtime is Aboriginal religion and culture.

The Dreamtime contains many parts: it's the story of things that have happened, how the universe came to be, how humans were created, and how the creator expected humans to function within the cosmos.

In the Aboriginal worldview, every meaningful activity, event, or life process that occurs at a particular place leaves behind a vibrational residue in the earth, as plants leave an image of themselves as seeds. The shape of the land, the mountains, the rocks, the riverbeds, the waterholes and their unseen vibrations echo the events that brought that place into creation. Everything in the natural world is a symbolic footprint of the metaphysical beings whose actions created our world. As with a seed, the potency of an earthly location is wedded to the memory of its origin.

Different Aboriginal groups have different Dreamtime stories, but all stories teach aspects that impact on daily life. These stories are passed on to young children through storytelling, art, music and ceremonies. Through Dreamtime stories, children's learning is staged. When children are able to fully understand the meanings behind the Dreamtime stories then the stories' relationship with life experiences are explained. Dreamtime stories teach Aboriginal people the importance of sharing and caring for people of their own community, of nurturing the environment and the significance of the land and creatures therein. Dreamtime stories pass on stories of the history of Aboriginal people and their relationship with the environment and of their connection with their spirituality. The Dreamtime should be treated with the same respect that is given to other religions, their beliefs and values.

Social relationships

Aboriginal culture places great emphasis on the importance of social relationships and mutual obligation. People are seen as belonging to their family and clan as well as their traditional land. Aboriginal people will often ask each other when they meet: "Who is your mob?" or "Where are you from?". The focus on social relationships promotes the view that each individual is important as they have a role to play in the community. Accordingly, there is an acceptance of the individual as they are, which includes both their strengths and limitations.

Sharing is a strongly promoted value and it is seen that there is an obligation to share, which can include one's home and possessions, if others are in need. The sense of family/group ownership, rather than individual ownership, is prevalent. Material gain is seen as not as important as family and one's obligation to family and the broader community.

Values and beliefs in mainstream society

Aboriginal people are part of the broader Australian society. Aboriginal people intermarry with other racial groups. Both these factors have an impact on Aboriginal people's values, beliefs and culture, as they must straddle two very different worlds, which often have conflicting value systems. They are so embedded in people that it can be difficult to identify directly or accurately.

It is critical, as carers, that the Aboriginal and Torres Strait Islander children in your care are supported through this cultural and value clash. All children have the right to develop and retain their cultural identity. Aboriginal and Torres Strait Islander culture is living and growing, and has a unique contribution to make to Australian society.

Aboriginal family structures

“Our family is the place where we learn how to live, how to behave, how to respect people and to respect everything around us.”⁸

Aboriginal and Torres Strait Islander people have a complex system of family relations. Extended family relationships are the core of Aboriginal kinship systems that are central to the way culture is passed on and society is organised. The kinship system is a feature of Aboriginal social organisation and family relationships. It is a complex system that determines how people relate to each other and their roles, responsibilities and obligations in relation to one another, to ceremonial business and to land.

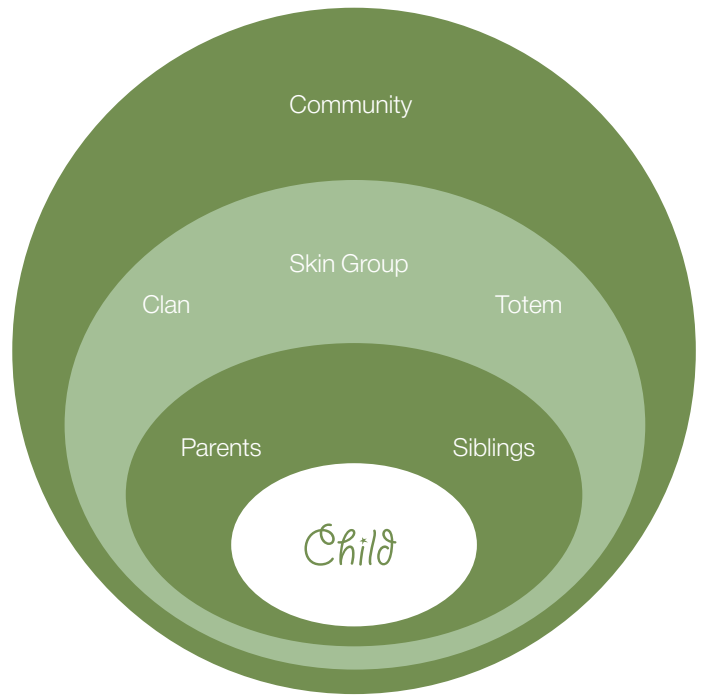
Kinship systems define where a person fits into the Aboriginal community, binding people together in relationships of sharing and mutual obligation. These systems vary across Australia. Kinship defines roles and responsibilities for raising and educating children and structures systems of moral and financial support within the community. People living in a traditional setting understand things like the ‘right skin’ and the relationships similar to this, but people living in less traditional settings may not know this information. The kinship system is a complex system and often it is the Elders/grandparents within the family that hold this knowledge in its entirety. Often there are ways of accessing it, by speaking to persons identified within the community or family.

Relationships within Aboriginal families are understood as a way of including people in ‘parenting’ of a child rather than distinct roles. Traditional Aboriginal family practices have strict rules and laws for people to live by. The keeping of the laws provides the family group with a strong sense of cultural identity and belonging.

Unfortunately, the government policies in which families and communities were separated were more than just heartbreaking for individuals and communities – they also effectively stemmed the passing of cultural knowledge from one generation to another. However, Aboriginal kinship structures have never disappeared.

The diagram below shows key features of traditional family structure.

“Our family is the place where we learn how to live, how to behave, how to respect people and to respect everything around us.”⁸



Skin group

There are a number of skin groups within language groups, and all Aboriginal people are born with a skin name. Skin groups govern social behaviour and interactions, determining who individuals can and cannot talk to, marry and trade with, as well as identifying natural enemies.

Moiety (Moi-ety)

As well as skin groups, all people belong to one of two basic divisions, or moieties. Children belong to the same moiety as their father; their mother belongs to the other moiety. Everything – spirit beings, plant and animal species, clan groups, areas of land and water – belong to one of these moieties. Within each moiety, people belong to smaller groups called clans.

Clan

A clan usually consists of two or more family groups that share an area of land over which they have ownership. Clan boundaries are passed from one generation to the next, generally through the father.

Totem

For Aboriginal people the totem is a non-human species or phenomenon that stands for, or represents, the group. Aboriginal people’s totems link people or groups through their physical and kin relatedness.

Totem relationships are embedded in a view of the world in which connectivity is the foundation of all life. In

some areas totems represent individuals and groups in broader social context. Examples include the Owl and Possum.

Children

Children have a special place within family and community. Where they are born signifies connection to the land and/or sea. It identifies a child's relationship and responsibilities to law and culture and establishes certain obligations and responsibilities according to traditional Aboriginal law. Today, many Aboriginal children are born 'outside' their country. It is their relationship and identity with their language group that gives a child the connection to their country.

Children are taught about the importance of a kinship structure. It is usually close relatives who will guide and support them from the early years through the transition as a teenager to life as an adult with their own family. Children without able parents are often accepted and cared for by others of the original family group and/or by other members of their clan group.

Not only do children mourn the loss of their family, but the wider extended family will also be deeply affected by decisions that are made concerning the child. Where family have been consulted and involved in making arrangements for a child, they are more likely to support the placement and the carer. It is beneficial for the carer (where appropriate) to have a relationship with the extended family and for the extended family to be seen as partners in the arrangement.

Aboriginal and Torres Strait Islander communities see children as central to the life and culture of the community. In many respects, the role of children in these communities today remains unchanged.

Parents

An Aboriginal child's identity is determined by his or her parents. Children are born into their tribal/clan practices, customs and law. This determines who they can marry and what they can eat and identifies the part of the country for which they are responsible. This also includes their religious practices and laws to abide by. The child's kinship system determines this.

Aboriginal parents play an active role in the cultural, social and spiritual development of their children. It is understood that to 'parent' a child means to help the spirit of the child emerge as the child grows and experiences life. Although some traditional aspects of child rearing practice have changed with the impact of colonisation, most Aboriginal parents impart their

understanding of culture to their children and maintain their kinship networks.

Mothers and aunties

In some communities, the birth mother's sisters are also considered as the child's mothers. This is very strong in some communities. The mother's cousins are also considered sisters in some families and have a role in raising the children. The relationships, roles and responsibilities of extended family members will be different in each family.

The aunties have an obligation to support the mother in the raising of her child. The mother is the main carer for the child, but grandmothers, aunties and older siblings also share the responsibility for caring for and raising the child. Grandmothers and aunties have responsibility for passing on traditional knowledge to girls. In some families members of the extended family have more authority to make decisions concerning the child – this depends on the dynamics of the family.

Mothers, grandmothers and aunties also have responsibilities to teach male babies and young boys respect for women, as well as basic hunting techniques such as tracking small animals and knowing which types of plant foods are edible.

Women's major responsibilities in child rearing have been to teach young girls important cultural information about being a woman, such as their spiritual and social well-being, ancestral laws, information on how to care for land and information on fertility and child rearing. A young girl learns from older women how to track and hunt small animals, traditional methods of cooking and fishing and how to collect and treat edible plants for food and medicinal use. Girls are also taught skills in basket weaving and how to make clothing such as possum skin cloaks.

Today, traditional family child rearing structures and practices continue to exist to varying extents despite the disconnection from culture that has occurred under colonisation. The traditional interchangeable roles of mothers and aunties remain strong in many Aboriginal families irrespective of whether they live in outstations or remote, rural or urban communities.

Fathers and uncles

The father's main role is as the protector and provider for the family. The father hands out the discipline that is required. Fathers also indulge their children; they will carry their small children about visiting others, feed them, talk and sing to them, entertain them with stories and

teasing. Also, uncles (fathers' brothers) play an active and recognised role of father in some communities. While men spend less time with their daughters, the relationship is still strong and affectionate.

Uncles

The birth father's brothers share this role. The uncles are required to help with raising the child, especially in the case of a young boy. There is also the passing of traditional knowledge to boys by their fathers and uncles. When boys reach a certain age and maturity, older men are then responsible for training them to become men as providers and protectors of the family and clan.

A young boy also learns from older men how to hunt large animals such as kangaroo and emus. He will also be taught how to prepare the animals for cooking, fishing techniques, how to build a shelter and where to find water supplies. Men in traditional days, and in some communities today, would hunt for many days and Aboriginal people's existence would rely heavily on the combined role of men and women in providing food.

Aboriginal men have a specific role in the process of a boy's transition to manhood, and this is a very significant time for all. It is a time for serious business but also celebration, as dance and song are part of the ceremony. In traditional culture, playing the didgeridoo is ceremonial and not for recreation, although the didgeridoo is often played outside of ceremonial occasions today. It is still highly offensive to Aboriginal people for women to play the didgeridoo.

Today, the interchangeable roles of fathers and uncles remain strong in many Aboriginal families, and many fathers and uncles take time to impart aspects of Aboriginal culture to their boys. However, it is clear that for many Aboriginal communities, the traditional role of men has been impacted most by the effects of colonisation. Men's roles have changed from that of hunter to a more general role.

Grandparents

Grandparents are very important people in an Aboriginal family's life. They are the teachers of culture and are accorded a place of respect by all family and clan members. Grandfathers and grandmothers often fill the role of 'boss' or protector for a child. Grandparents are sometimes required to perform certain ceremonies over a baby, particularly if the child is weak or sick. Grandparents also care for children when the mother or father are away either hunting and gathering or, in the case of the mother, having a baby.

“Children are the responsibility of the entire family rather than the biological parents alone. Many Aboriginal people have been ‘grown up’ by members of the family other than their biological mother and father and this practice of growing up children is still very widespread today. ... As a result of the children being encouraged to think and have responsibility at a very early age, they have a large degree of autonomy.”⁹

The grandparents are key persons in teaching a child about traditional law and cultural business. Children spend a great deal of time with their grandparents learning cultural information, being cared for and, when older, assisting grandparents with physical work and looking after younger siblings.

Today, grandparents continue to be seen as respected and important members of the family. Today's Aboriginal grandparents have critical roles in imparting culture, particularly through storytelling, and in assisting parents in the raising of their children. However, one of the key issues faced by Aboriginal communities since colonisation is the shorter life span of Aboriginal Elders, which impacts on child rearing practices.

Cousins

In some Aboriginal languages there is no word for cousins. Cousins are often referred to as brothers or sisters. Children will refer to their older cousins as brothers or sisters. This mixed group of siblings and cousins forms the peer group for the child and is the most significant influence in his or her daily life. The peer group is mainly made up of siblings and cousins as well as some outside his or her kinship structure.

Within this group a child is able to test his or her independence and develop within a caring structure. Often this group will be either all boys or all girls and will be the same peer group throughout their adult life.

Today, cousins continue to be important members of an Aboriginal child's peer group. While they may have a wider group of friends, Aboriginal children are still very closely connected with their cousins.

Significant others

It is not only the Elders to whom a child is related who are respected, but also Elders within the larger clan, language group or community. The whole community holds these

Elders in high regard. Elders also play an important part in a child's life through teaching, guidance and passing down traditional knowledge. Close family friends also known to the children and their parents, such as a father's or mother's best friend, play a significant role in the life of an Aboriginal child.

Today Aboriginal people still have a strong commitment to family. Families are still guided by Elders – either community Elders (people who have lived in the area for a long time and are respected community participants) or traditional Elders (people who are descendants of the area and are active in community issues).

“Children are the responsibility of the entire family rather than the biological parents alone. Many Aboriginal people have been ‘grown up’ by members of the family other than their biological

mother and father and this practice of growing up children is still very widespread today. ... As a result of the children being encouraged to think and have responsibility at a very early age, they have a large degree of autonomy.”⁹

Some families follow their kinship obligations quite strictly while others will live according to a combination of western and traditional kinship values. Persons who are not blood or language related may be considered family and have a role to play through their kinship relationships.

The dynamics and relationships within Aboriginal families will differ. It is good practice to ask the family how they manage rather than making assumptions on the colour of their skin, their environment or lifestyle.

Cultural renaissance

In spite of the level of disadvantage, Aboriginal communities are vibrant and actively seeking to address issues that they face. The importance of strong cultural connections is seen as fundamental to increasing resilience in the community. Much has been lost and can never be replaced. Yet there are many Aboriginal community-controlled co-operatives, agencies and organisations that seek to give expression to Aboriginal communities' desire for self-determination and to provide culturally appropriate services. Some are statewide and others are regionally based.

Throughout the year, Aboriginal communities hold a range of activities that celebrate Aboriginal culture and provide a focus for Aboriginal families to get together and enjoy themselves. Events include National Aboriginal and Islander Children's Day, National Aborigines and Islanders Day of Commemoration (NAIDOC) Week, Sorry Day, Reconciliation Week and many others.

Many Aboriginal and Torres Strait Islander communities throughout the nation will have events and activities in which to participate. Local Aboriginal organisations can be a great resource for finding out what is being held, as would the Indigenous newspaper *Koori Mail*, which provides a calendar of events throughout the year.

Sorry Day – 26 May

This day marks the anniversary of the 1997 tabling of the Human Rights and Equal Opportunity Commission's *Bringing Them Home* report. Hundreds of thousands of Australians participated in the first National Sorry Day in 1998. Every year since there have been gatherings and activities across the country, including bridge walks, barbeques and concerts.

Coming of the Light Festival – 1 July

The Torres Strait Islanders faced significant historical, cultural and social change when Reverend Samuel MacFarlane of the London Missionary Society brought Christianity to the Torres Strait on 1 July 1871. This is referred to by the Islanders as 'Coming of the Light' and is celebrated annually on 1 July by all Torres Strait Islander communities throughout the Torres Strait and mainland Australia.¹⁰

NAIDOC – July

NAIDOC week commences on the first Sunday in July and is a way to celebrate and promote a greater understanding of the cultures of Aboriginal and Torres Strait Islander people. In all states in Australia, communities come together to celebrate the survival of Aboriginal and Torres Strait Islander people and the continuation of culture as well as demonstrate the contribution that Aboriginal and Torres Strait Islander people have made to our nation.

National Aboriginal and Islander Children's Day – 4 August

This day was first observed in 1988 and each year has a special theme. SNAICC (the Secretariat of National Aboriginal and Islander Child Care) produces an annual poster to celebrate the day.

Aboriginal flag

An important symbol for Aboriginal peoples in Australia is the Aboriginal flag. For Aboriginal people the flag represents cultural resilience, affirmation and identity.

The Aboriginal flag is divided horizontally into equal halves of black (top) and red (bottom), with a yellow circle in the centre. The black symbolises Aboriginal people and the yellow represents the sun, the constant giver of life. Red depicts the earth and also represents ochre, which is used by Aboriginal people in ceremonies.

The flag was designed by Harold Thomas and was first flown at Victoria Square, Adelaide on National Aborigines Day on 12 July 1971. It was used later at the Aboriginal tent embassy in Canberra in 1972.

Today the flag has been adopted by all Aboriginal groups and is flown or displayed permanently at Aboriginal centres throughout Australia. It was not until 1995 that the Aboriginal flag was declared a 'flag of Australia' by the Australian Government.





Torres Strait Islander Culture

Introduction

Torres Strait Islander people make up a small but significant proportion of the population. From time to time there may be a need for out-of-home care placements for Torres Strait Islander children so it is important that carers are aware of some of the key features of Torres Strait Islander culture and child rearing practices. Torres Strait Islander culture has many significant differences from Aboriginal culture.

Background

Torres Strait Islanders are of Melanesian background and originate from the islands in the Torres Strait between Cape York and Papua New Guinea. Today, there are about 26,000 Torres Strait Islander people in Australia and an additional 17,000 who identify as both Torres Strait Islander and Aboriginal. Many Islanders live in mainland Australia but maintain close ties with their Island homelands.

The Torres Strait Islands are divided into four regions:

- the Eastern Islands, which are volcanic in nature
- the Central Islands, which are flat and sandy
- the top Western Islands, which are low lying mangrove islands
- the Western Islands, which are volcanic in origin and have scrub vegetation.

Torres Strait Islander culture

Torres Strait Islander culture places emphasis on the links between the land, the sea and traditional custom and law. In terms of spirituality, the sea is as important as the land in influencing religious practice and custom. Custom and law play a determining role in social, political and economic structures that are hierarchical in nature. The traditional law governed land tenure and justice, and maintained harmony and trade between the islands. Island chiefs are the key leaders of the community and remain so to this day, despite the influence of the missionaries, as many of the church leaders are also island chiefs.

Colonisation and modern influences have led to changes in Torres Strait Islander culture, not the least of which is the fact that most Islanders live on the mainland. Like Aboriginal people, Torres Strait Islanders are faced with the challenge of retaining their cultural identity, social systems and practices.

Torres Strait Islander child rearing practices

One of the most significant differences in terms of child rearing practices between Torres Strait Islanders and Aboriginal peoples is the traditional practice of adoption. Some of the reasons behind customary adoption in Torres Strait Islander culture is the adoption of a child:

- from a relative to maintain the family bloodline and the rights to inherit land
- from a relative or close family friend to maintain the family name
- from a family who have many children to balance the number of children in each family, particularly in the case of a family which is infertile
- to strengthen alliances between two families
- to distribute children more evenly between families according to gender, particularly if the adopting family has only boys or only girls
- to replace an adopted child within the extended family
- to replace a child once a woman has left home so that the grandparents can continue to raise children
- to provide support and company for an older relative.

Importantly, the children who are adopted by another family are never lost to their birth family as they are usually placed with extended family or relatives. Unfortunately, child removal for Torres Strait Islander children has not always respected traditional adoption practices. Today, Torres Strait Islanders are seeking greater recognition of customary practices in child protection policy.

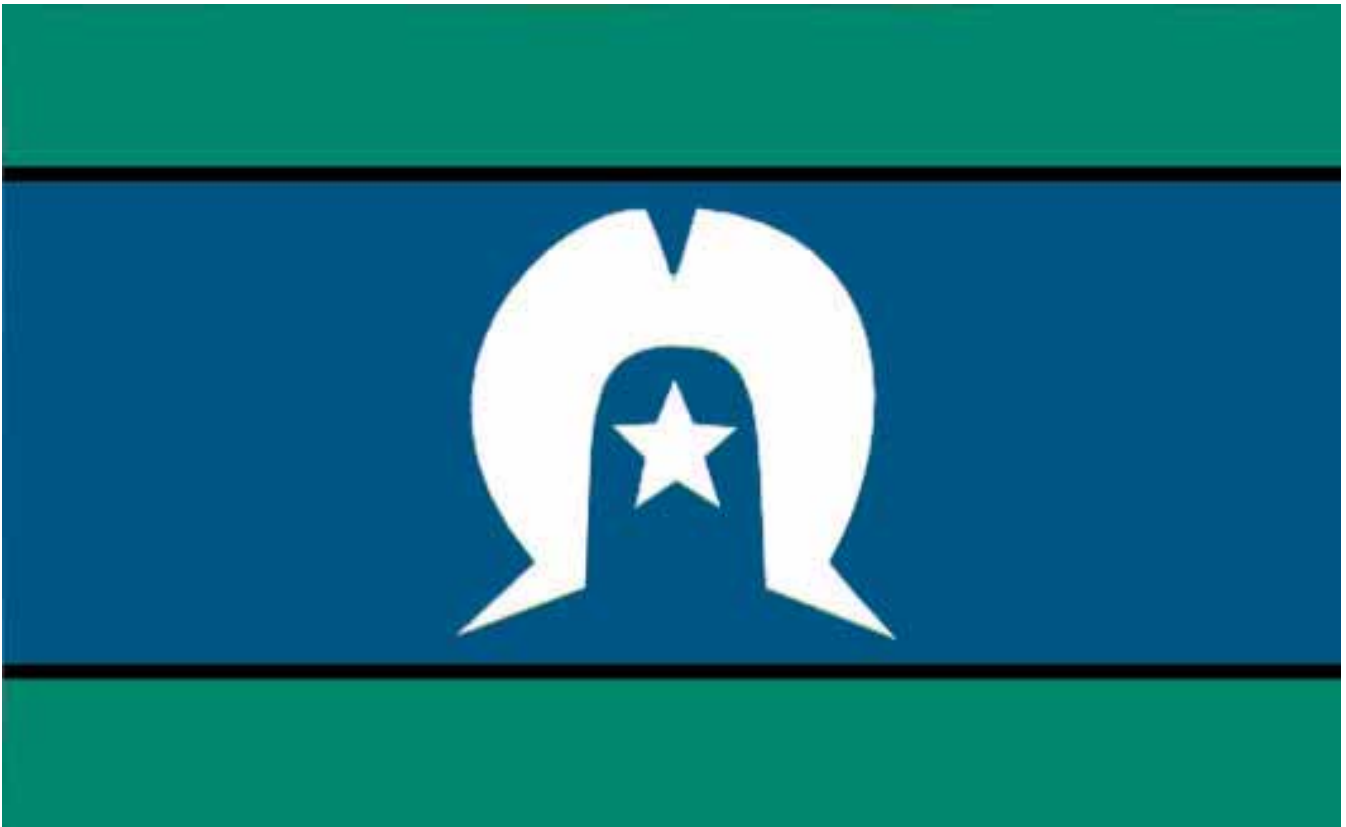
Torres Strait Islander flag

The late Bernard Namok designed the Torres Strait Islander flag. The flag stands for the unity and identity of all Torres Strait Islanders. It features three horizontal coloured stripes, with green at the top and bottom, blue in between, divided by thin black lines. A white dhari (headdress) sits in the centre, with a five-pointed star underneath it.

The colour green represents the land, blue represents the sea, and black stands is for the people. The white

dhari is a symbol of all Torres Strait Islanders, and the five-pointed star represents the island groups. Used in navigation, the star is also an important symbol for the seafaring Torres Strait Islander people. The colour white of the star represents peace.

As with the Aboriginal flag, it was not until 1995 that the Torres Strait Islander flag was also declared a 'flag of Australia' by the Australian Government.





What do carers need to consider when caring for an Aboriginal or Torres Strait Islander child?

Introduction

Caring for any child in out-of-home care is often both a rewarding and demanding experience. Aboriginal and Torres Strait Islander children in out-of-home care will pose challenges similar to other children in out-of-home care. Some of these challenges include assisting the child to:

- Adjust to new routines and a new home environment
- Make the most out of access with their natural family
- Prepare for leaving care.

It is not a question of treating an Aboriginal or Torres Strait Islander child the 'same' as any child but recognising that any child who has a different background and culture to the carer will require an approach to care which meets all the child's needs including cultural needs.

Aboriginal and Torres Strait Islander children placed in non-Indigenous placements must also adapt to a new cultural environment that will:

- Value different things from their own community
- Expect different types of behaviour
- Have different social rules
- View the world differently to their Aboriginal or Torres Strait Islander family.

Culture plays a key role in the child's development, identity and self-esteem, and in determining the overall well-being of the child. Many important aspects of culture are not written down but passed on orally from generation to generation. This means it can be difficult to understand what important cultural practices exist. This is further complicated as culture does not remain static but constantly changes.

In this chapter, we have identified some of the key issues for you to consider in caring for Aboriginal and Torres Strait Islander children.

Answering the child's questions about culture

Carers are not expected to know all the answers to questions about Aboriginal and Torres Strait Islander culture. However, you can use this opportunity to explore and extend your own knowledge of Aboriginal and Torres Strait Islander culture.

The child's cultural and spiritual development is the role of the family and community. Case plans for Aboriginal and Torres Strait Islander children in out-of-home care must include the cultural aspects of what's going to happen for that child. Children in out-of-home care must have planned opportunities to learn about and experience their culture. Any questions can be directed back to family or an Aboriginal caseworker. Participation in community and cultural events (including with their family if possible) will ensure the foundation for strong cultural identity, a sense of belonging, and security that is paramount for physical and psychological development. It is an opportunity to share the child's journey of cultural discoveries.

It is important for carers of an Aboriginal or Torres Strait Islander child to realise that there may be times when cultural information is private and sacred to family and the community they belong to. This is not an attempt to keep you out of the process, but more about the private nature of family business. Some families may share information; others may not. When caring for Aboriginal and Torres Strait Islander children, you need to respect the cultural rights of family and community.

Some keys to competent caring

The most important difference in caring for Aboriginal and Torres Strait Islander children is the requirement that you promote the child's cultural identity. This is important for many reasons.

Developing a positive identity

Children who are clear about who they are and can make positive statements about themselves are better equipped to learn positive life-coping skills and are more likely to experience positive emotional and physical well-being.

A child's cultural identity is a crucial feature of who they are and can provide a good basis for enhancing their self-image. Children who are strong in their culture and see that people who are important to them (such as carers) support their culture will be more able to engage in opportunities to achieve their life goals.

If an Aboriginal and Torres Strait Islander child is constantly exposed to discrimination, prejudice and negative stereotypes about their people and their community, the child's self-esteem, confidence, goals, self-worth, self-respect and what they expect of their self become very low.

Some Aboriginal and Torres Strait Islander children may struggle to acknowledge their identity either because of their own cultural confusion or because it may have been discouraged by a non-Indigenous parent. A positive attitude to Aboriginal and Torres Strait Islander culture on the part of the carer is the best means to achieving an optimistic outcome.

While carers cannot force a child to acknowledge his or her Aboriginal or Torres Strait Islander culture, if carers demonstrate a positive attitude towards Aboriginal and Torres Strait Islander culture, peoples and role models, the child may become more accepting and appreciative of their own Aboriginal or Torres Strait Islander heritage.

As a carer of an Aboriginal and Torres Strait Islander child or young person there are a number of things you can do to help the child build a positive sense of identity and self-worth.

Building resilience

Aboriginal and Torres Strait Islander children know through the media, and perhaps through school friendships and other influences, that their culture is not held in high esteem by mainstream society. The children may be the butt of jokes at school or be bullied

because of their cultural background. If children see that their culture is viewed as 'second class', they are likely to think that this means that they may be viewed as second-class citizens and come to doubt their own worth.

We know, however, that children who have a strong sense of self-worth and see that they are valued become resilient adults. As carers you will be aware of the importance of constantly giving children a positive view of themselves. This must also extend to the child's culture so that the child can develop pride in the richness of their cultural background. Your support could make all the difference to the child.

Fostering continuity for the child

There has been a significant focus in recent years by placement services to maximise continuity for children in out-of-home care. If possible, schools and friendships are maintained, as is contact with their family. This is seen as maximising positive outcomes for children.

This also applies to culture. Culture influences the goals parents have for their children and the methods to achieve these goals. For example, an Aboriginal parent is likely to focus adult success not on having the best house or car but on knowing one's family obligations, one's tribal stories and one's spiritual affiliation with their tribal homeland. It is important that you explore the goals and support them however possible.

Promoting placement stability

Continuity between a child's placement and their home will assist the child to settle in the placement and reduce disruptive behaviour. Promoting the child's culture and showing an interest in the child's cultural identity will help the child feel more comfortable in the placement. Allow children to take any possessions which tie them to their culture with them when entering care. Allow them to have as many possessions as possible around them, such as photographs, certificates, trophies etc.

You can help the child build on their identity by creating an 'Identity Chest'. Encourage the child to create a journal with stories and photographs of key family members and achievements made during the time they were still with their family. All this information can be gathered and built on while the child is in care. This information can be shared with family when the child has access visits as this will help the child maintain connectedness with their family.

Promoting the child's Aboriginal or Torres Strait Islander culture will also enable you to gain an appreciation of:

- The rich diversity of Aboriginal and Torres Strait Islander culture
- The many positive and enjoyable features of Aboriginal and Torres Strait Islander culture
- The strength and resilience of Aboriginal and Torres Strait Islander culture
- The warmth and sense of inclusion, which is the key aspect of the culture, towards all people who seek to do their best for Aboriginal and Torres Strait Islander children
- Practical ways of promoting reconciliation
- How rewarding caring for Aboriginal and Torres Strait Islander children can be.

Cultural expectations

Different cultural values and expectations can create conflict for the child. Encourage the child to be happy and comfortable being themselves first, before culture is introduced. It is important that the child has an understanding of what culture means before you take them on their journey of cultural identity.

The child may feel they have to choose between their Aboriginal and Torres Strait Islander way and the new expectations put on them by the placement. This can leave the child feeling confused and uncertain and the child may experience a conflict of loyalties. A carer who is aware of cultural factors can minimise a conflict of loyalties for the child by providing the opportunity for the child to talk through the issues with them.

Returning to the community and their families

Many children who spend long periods in care often return to their families and communities. Preparing children to return home is an important part of your role.

For Aboriginal and Torres Strait Islander children it is important that they maintain cultural connections to maximise the continuity they will need when they return to their family and community. Aboriginal and Torres Strait Islander people who have lived apart from their family and community often state that they feel lost 'between two worlds'. The child or young person may feel like they don't really fit into mainstream society nor do they fit into Aboriginal and Torres Strait Islander communities. This dislocation can make Aboriginal and Torres Strait Islander children and adults feel alienated, which can result in emotional and mental health problems.

Aboriginal and Torres Strait Islander life book

Probably the best way to promote Aboriginal and Torres Strait Islander culture and strengthen identity for the child is to develop an Aboriginal and Torres Strait Islander 'life book'. An Aboriginal and Torres Strait Islander life book is a book or document where the child can collect cultural and personal information about him or her self. In this way the child can develop a sense of who they are and create a document of their cultural journey and growth.

All children rely on their parents and other family members to collect information about their lives so that when they become adults they can look back over their own experiences and development as well as share this information with their own children. In general most people will collect the following items or information about their children as they grow up:

- School photos (especially the first day)
- First tooth
- Artwork from school
- Sporting trophies and awards
- Photos of holidays and special events
- Photos of key family members
- Family trees

These are very special landmarks in anyone's life that children and parents can treasure. The issues in out-of-home care for the child are who collects this information for them and/or who will be the guardian of their memories. Working on the child's Aboriginal and Torres Strait Islander life book can be an enjoyable and collaborative experience for both carers and children, and can involve other family members. Carers can as a family collect information such as photographs of the family attending special events.

The child's Aboriginal and Torres Strait Islander life book should include the following cultural information:

- Who am I?
- Child's personal details – age, height, colour of eyes, etc., and also photographs at different stages of the child's life
- Who is the child's family? – child's biological family and carer's family. This can also include family trees, photographs, children's pictures etc.
- Where is the child's country? – traditional country and language group information
- What is the child's totem/moiety/clan group?

Remember, maintaining the child's culture is a responsibility of carers and other key people such as the child's caseworker and the child's extended family.

Special events

It is also important to keep various items that commemorate the child's participation in events and collect them in the child's Aboriginal and Torres Strait Islander life book. This can include photographs, mementos, children's pictures and stories that capture:

- visits to family and friends
- visits to a child's traditional country
- knowledge of and participation in Aboriginal and Torres Strait Islander community events – e.g. NAIDOC week, National Aboriginal and Islander Children's Day activities, etc.

Aboriginal and Torres Strait Islander role models

It is also helpful if you:

- research and promote positive Aboriginal and Torres Strait Islander role models within the community. There are useful resources at the back of this book that include books and websites.
- collect pictures and stories from newspapers and magazines to put in the child's life book and build up project material for use in school projects if required.

Culture

- Details about the state/territory the child is from
- Establish what some of the child's cultural practices are
- Have information on the Aboriginal and Torres Strait Islander flags. What do they look like, who designed them and what do they mean?
- Have information relating to the child's culture embedded throughout their life book.

Other practical ways of promoting Aboriginal and Torres Strait Islander culture

There are many ways of promoting Aboriginal and Torres Strait Islander culture. The child and their family are a good source of information. Other ways of promoting cultural identity include:

- Interacting and participating with Aboriginal and Torres Strait Islander culture (such as local community events, Aboriginal art exhibitions, films and plays that are written by and/or include Aboriginal and Torres Strait Islander talent)
- Promoting positive Aboriginal and Torres Strait Islander role models such as sports people, artists, actors and community leaders by finding out who they are and showing a keen interest in them
- Getting pictures and articles that reflect a positive view of Aboriginal and Torres Strait Islander people out of the newspapers and discussing them with the children
- Putting up posters and Aboriginal and Torres Strait Islander works of art around the carer's house
- Accessing Aboriginal and Torres Strait Islander learning materials, including story books, puzzles etc.
- Listening to Aboriginal and Torres Strait Islander music
- Watching documentaries or movies about Aboriginal and Torres Strait Islander culture
- Encouraging the child's school to celebrate NAIDOC Week or National Aboriginal and Islander Children's Day
- Visiting the child's land or country to meet and learn from local Aboriginal and Torres Strait Islander community members. Please ensure that you consult your Aboriginal and Islander Child Care Agency or Aboriginal case worker before visiting to enable cultural protocols to be acknowledged and implemented
- Inviting parents/Elders home to tell stories about their schooling, what they did when they were children as well as sharing traditional stories
- Encouraging children to use traditional Aboriginal and Torres Strait Islander designs in their artwork
- Understanding the importance of funerals as significant events in the life of Aboriginal and Torres Strait Islander communities. There is the expectation that funerals involve the whole community and not just the immediate family and friends
- Doing Aboriginal and Torres Strait Islander art and craft projects at home such as creating an Aboriginal or Torres Strait Islander flag, bookmarks, or making jewellery using colours of the flags etc.

Being aware of a carer's own prejudices

People often think that they don't have prejudices until they come into contact with people from different cultural backgrounds. At times this can result in feeling uncomfortable and drawing negative comparisons between one's own culture and another person's culture.

It maybe helpful for carers to consider the following questions:

- Do I respond to Aboriginal and Torres Strait Islander people differently? If so how?
- If I feel nervous when I am talking to Aboriginal and Torres Strait Islander people, do I know why?
- Have I made assumptions about the family and child before I have met them?
- What assumptions do I make about Aboriginal and Torres Strait Islander people and their culture?
- On what basis am I making these assumptions?

Many people are often judgmental about other cultures. Different cultures focus on different values or ways of doing things. Becoming informed about Aboriginal and Torres Strait Islander culture, participating in their community life and attending community events can result in a greater appreciation of Aboriginal and Torres Strait Islander cultures.

It is important that you are aware that your views about Aboriginal and Torres Strait Islander people and their culture will influence how you relate to the child and their family, and the messages you will promote to the child about their culture. Aboriginal and Torres Strait Islander people place importance on body language, so watch how your body communicates too.

Developing a positive relationship with the child's family

Part of the process of a carer developing a relationship with the child's family is having some basic understanding of cultural protocols. Acknowledging these protocols will indicate respect to the family. Some of these include male to female relationships and the boundaries in communication, e.g. eye contact and language. Avoid attempts to speak in Pidgin English, and dress in a conservative manner. Having a basic understanding of these protocols will help to actively engage the family. You should contact the local Aboriginal family/case

support worker or Aboriginal and Islander Child Care Agency for more detailed information.

As with all families of children in out-of-home care, relationships with families take time and cannot be hurried. Contact with families should be planned and support sought from the appropriate Aboriginal and Islander agency. You should approach Aboriginal and Torres Strait Islander families in a similar way to other families:

- Use the foster care agency to build a positive relationship.
- Share information about milestones in the child's life with parents and extended family.
- Ensure that you are clear in your role as a carer and are not seeking to replace the natural parents of the child.

As with other parents and families with children in out-of-home care, there may be some anger or resentment on the part of the parents and family. This is due to the carers taking on the role of caring for their child. There may also be anger on the part of the child, either at the parents or at you as the carer. It may be both. Like other parents whose children are in out-of-home care, they may be the perpetrators of abuse or neglect but still love their children dearly.

Whilst this may seem difficult, children in out-of-home care will undoubtedly do better in your care if they know you do not view their family negatively. It is important for the child to be aware that you are supportive of their contact with family. For Aboriginal and Torres Strait Islander children it is important to consider that the family may be part of the Stolen Generations and that there may be a history of removal in the past. This is very traumatic and stressful for the family and may bring up past issues for parents and extended family members.

It may not be easy to develop a good relationship with the child's parents and extended family members. It may help to consider the following when building positive relationships with parents and extended family:

- Always be respectful when speaking with family members or speaking about them to other people.
- Indicate a desire to learn more about Aboriginal or Torres Strait Islander culture.
- Discuss cultural activities or events to which carers have taken the child.
- Ask about cultural events or activities that the family think are important for the child to attend.
- Express a willingness to advocate that the child remains connected to the Aboriginal and Torres Strait Islander community.



Aboriginal and Torres Strait Islander learning styles

Everyone learns in different ways. Each Aboriginal or Torres Strait Islander child will have his or her own preferred learning style. However, it may be useful for you to understand some general cultural differences between Aboriginal and Torres Strait Islander learning styles and non-Indigenous learning styles.

Aboriginal and Torres Strait Islander children learn by participating in the life of a community. There is much less emphasis on keeping children apart from the adult world than in non-Indigenous society. Traditionally learning was not formalised but related to the practical needs of the child's situation. The exception to this was the learning of law, custom and religion during initiation, which marks the transition from childhood to adulthood and concerns the imparting of privileged cultural knowledge.

Aboriginal and Torres Strait Islander culture is based primarily on relationships. In Aboriginal and Torres Strait Islander culture, critical areas of learning such as transmission of laws, religion, values and ethics are based on the child's relationship with the person giving the information and by participating in the learning experience.

Storytelling is a key form of teaching and explaining. The layers of meaning of the stories revealed to the child differ according to the developmental stage of the child. Visual cues are an important method of education, as are trial and error, imitation and repetition.

Due to these cultural factors, many Aboriginal and Torres Strait Islander children learn best in an environment that:

- Respects and values Aboriginal and Torres Strait Islander culture
- Emphasises and values their relationship with their peers, their teachers and their Elders and
- Emphasises and values life experiences and real-life situations.

The role of relationships in learning for Aboriginal and Torres Strait Islander children means that successful learning:

- depends on having a mutually positive and respectful relationship, and
- often occurs through a group.

The role of practical life experience in learning means that successful learning:

- Often occurs when the learning relates to particular real-life situations and is seen as relevant
- Often occurs through doing, observing and imitating
- Often occurs through repetition and practical trial and error
- Is strengthened through visual cues and
- Is strengthened when the learning activity is seen as an end in itself and not just a means to a future end.

When you are talking to the child's teacher, discuss the particular needs of the child. If the child's preferred learning style fits into the broad description above, emphasise the need for the teacher to develop a close relationship and rapport. Help the teacher realise that it is culturally appropriate for the child to:

- Prefer group-based activities
- Prefer experience-based learning and real-life problem solving
- Respond to activities that use visual cues.

Depending on the particular community the child comes from, it may be culturally familiar for the child to be quiet in class, be informal in conversation and avoid eye contact. Sharing information rather than asking direct questions may also be a more appropriate way of dealing with the student.

Most Aboriginal and Torres Strait Islander students enjoy working with computers as they involve strong visual prompts and allow for self-correction (spelling and grammar checks). This means risks can be taken in the process and mistakes made along the way without embarrassment.

Promoting successful learning by respecting and valuing Aboriginal and Torres Strait Islander culture can occur by:

- Approaching the child's school to show respect through displaying artwork
- Encouraging the school to include an Aboriginal and Torres Strait Islander perspective within the curriculum
- Utilising Aboriginal and Torres Strait Islander specific educational resources that are available through the educational system
- Involving Aboriginal and Torres Strait Islander people in the school system – have the school invite someone from the local community to come and talk at the school.

Preschool Learning

At the preschool stage, Aboriginal and Torres Strait Islander children tend to learn skills through observation, play activities and non-verbal communication. Relationships with other children and adults provide an important framework for learning. As with older children, Aboriginal and Torres Strait Islander preschool children learn by participating in the life of the community rather than through direct instruction. Learning is therefore person based rather than information based and emphasises the importance of practice and experimentation through play experiences. Hence, many Aboriginal and Torres Strait Islander children have good gross motor skills and are physically active. Some other factors to consider are:

- Children who are from communities with a strong storytelling and oral tradition respond best through talk, observation and visual aids.
- Songs and rhymes that are repetitive and involve physical activity can assist in developing literacy, particularly if they relate to the physical or cultural world of the child. Introducing children to the alphabet and helping them recognise letters can happen through repetition and visual cues. Relating written words to the reality they describe is important and can be encouraged by the children drawing the objects or situations described.
- Using culturally recognisable objects and examples can encourage numeracy. Games and songs can be used to communicate the differences between number values. Counting songs and games with physical objects can assist in the child's understanding. Collecting natural materials from outside and using water, containers and sand to measure amounts can communicate important numeracy skills in a manner that engages the interest of the child.

The above learning strategies and tools can be useful for a carers' own involvement in the education of a preschool aged child. It will also be useful to discuss these strategies with the child's preschool teacher so that planning is developmentally and culturally relevant.

Aboriginal and Torres Strait Islander children's health

Poverty has a profound affect on the health and well-being of Aboriginal and Torres Strait Islander children. Aboriginal women are more likely to give birth to underweight babies than non-Indigenous women. Historically, the disruption of the traditional diet and food supplies and the introduction of European foods have had a negative impact on the traditional healthy eating patterns and lifestyles of Aboriginal and Torres Strait Islander people. As a result Aboriginal and Torres Strait Islander children may have poorer growth than non-Indigenous children after weaning.

The infant mortality rate among Aboriginal and Torres Strait Islander people is three times higher than the national average, or 15.2 deaths per 1,000 births compared to five per 1,000. Other major health concerns include:

- Newborns are more likely to be underweight.
- Around nine out of 10 children aged five years and under are constantly exposed to cigarette smoke in the home.
- Middle ear infections are common, which contributes to hearing problems and can cause speech or schooling difficulties.¹¹

Malnutrition in early childhood has been linked to problems with mental development and disorders including anaemia and recurring infections. Infections place extra nutritional demands on the body, which creates a vicious circle. Without enough nourishing food, the child runs the risk of never reaching their full height.¹²

Middle ear infections – otitis media (glue ear)

Many children suffer from repeated bouts of middle ear infection and this is one of the most common reasons for hospital admission among Aboriginal children. The term 'otitis media' refers to inflammation (fluid and infection) of the middle ear. These infections are caused either by bacteria or viruses and can be triggered by a common cold. Babies and young children are more likely to develop middle ear infections because they are still building up their immunity. Don't make judgments about runny noses – it may be otitis media. The pus or fluid can and may cause mild deafness. Recurring infections are likely to affect speech development and interfere with schooling.

While otitis media is a common childhood disease, it is at least 10 times more common among Aboriginal

children than non-Indigenous children. A child with otitis media may have:

- fluctuating hearing loss
- rupturing of the eardrum – know as perforated eardrum
- permanent hearing loss caused by many infections or scarring of the eardrum
- delayed speech and/or poor pronunciation.

If you have concerns about the health of a child in your care, contact your local Aboriginal and Islander health or medical service or general practitioner. The use of Aboriginal and Islander agencies is strongly encouraged, as this will also ensure the child has an opportunity to connect with their community.

Aboriginal languages

Although Aboriginal culture is strong there has been significant loss of past languages. In some parts of Australia, language and knowledge of culture is still very strong. English is people's second, third or fourth language. Today it is estimated that as few as five per cent of Aboriginal people speak an Aboriginal language.

Aboriginal English is the first language or home language of many Aboriginal children throughout Australia. Although many Aboriginal languages are no longer spoken, there are patterns and influences from traditional Aboriginal languages in the way that Aboriginal people speak English. However, Aboriginal English is often denigrated and misunderstood by non-Indigenous people who assume that Aboriginal people speak 'bad' English. Standard Australian English can at times be an Aboriginal child's second language. This may have a major impact on the child's ability to access school curriculum and the development of literacy skills.

Using Aboriginal English is making a statement about identity. Valuing a child's use of Aboriginal English tells them that you value them, their Aboriginality and their history. It is important that carers don't correct or prevent children using Aboriginal English in normal conversation.

One common Aboriginal English word is *deadly*, which translates as 'really good' in Standard English. Interestingly, this word is spreading from Aboriginal English into general Australian usage, especially among young people.

Here are some other examples of common words:

Aboriginal English	Standard Australian English
camp	home
mob	group
big mob	a lot of
lingo	Aboriginal language
sorry business	ceremony associated with death
gammon	kidding, joking, pretending
solid	fantastic
cheeky	mischievous, aggressive, dangerous

Torres Strait Islander languages

There are three main languages spoken on the islands of the Torres Strait and on the mainland by Torres Strait Islander people. Language is a critical component of culture and children need encouragement and support from foster carers to use and explore their language.

Kala Lagaw (also has several other names; see below) is a language spoken on several western Torres Strait Islands. It is the most spoken Indigenous language within Australian territory, with between 3000 and 4000 people speaking the language. The language is also known by various other names, including:

- Kala Kawaw, Kala Kawaw Ya, Kalaw Kawaw Ya
- Kala Lagaw, Kala Lagaw Langgus, Kala Lagau Langgus, and simply Langus
- Kala Yagaw Ya
- Mabuiag, the name of one of the islands where it is spoken
- West Torres or western Torres Strait, as opposed to East Torres, which is the Meriam language
- Yagar Yagar.

Meriam (also Miriam, Meryam, Mer, Mir, Miriam-Mir, etc. and East Torres) is the language of Meriam people of Murray Island (Mer) in the Torres Strait, Queensland.

Torres Strait Creole (also Torres Strait Pidgin, Torres Strait Broken, Cape York Creole, Lockhart Creole) is a creole language spoken on several Torres Strait Islands. It has approximately 25,000 mother-tongue speakers and several second-language speakers. It is widely used as a language of trade and commerce. It has around five dialects: Papuan, Western-Central, TI, Eastern and Cape York.¹³

Understanding adolescence from a cultural perspective

Adolescence is a time of developing self-awareness. For an Aboriginal person adolescence is traditionally the time when they go through initiation and are given sacred and secret cultural knowledge.

This knowledge is often particular to a person's gender and eventual status/role in the community. It is a time when they learn who they are in relation to family, nation (a collection of clans), ancestors and land.

For an Aboriginal and Torres Strait Islander young person, adolescence is the time when understanding their cultural identity is critical to their development. It is important that they are given the opportunity to identify as a strong member of the Aboriginal or Torres Strait Islander community and to take pride in their cultural background. There may be relationships that develop between the young person and an acknowledged Elder in the community. There may be the need for the young person to spend time in their community in order to do 'cultural business'. There are particular challenges in supporting young people through adolescence.

Moving from dependency to independence

As well as developing a stronger sense of identity, adolescence involves a young person changing how they see themselves as an independent person. It is a time when a young person begins to move toward being independent.

Aboriginal culture places a high value on learning and understanding rights and responsibilities. Learning to be responsible is balanced with the need to be aware of rights. If a young person has the right to speak and be heard they also have the responsibility to listen.

The young person in care may want more time away from carers. They will want to demonstrate an ability to do their own thing and explore relationships. They may begin to keep secrets to demonstrate to themselves and carers that they are independent. They may become argumentative and challenge carers' opinions and decisions. If problems and conflicts occur, talk about it. Learning mutual respect is a key to learning independence.

Sexuality

Adolescence is a time of physical and emotional change as well as a growing awareness of sexuality. For Aboriginal and Torres Strait Islander young people this involves learning one's role in the community according to gender. Once a boy attends ceremonies, he is no longer a boy but a man, and it is very offensive to treat him as a child. His relationship with women will also change from this time.

Traditionally there is 'men's business' and 'women's business'. Some Aboriginal communities have a strong set of taboos that determine how a person can communicate with the opposite sex. Each community will have its own set of cultural practices that facilitate how members of the opposite sex interact with each other. Because of these social rules/understandings, Aboriginal people will often feel threatened by a person of the opposite sex speaking with their partner, and may become hostile or uncooperative. This is important for you to understand when engaging with the child or young person's family. Aboriginal and Torres Strait Islander workers in the local community are a great source of knowledge and support.

For young Aboriginal and Torres Strait Islander people in care, sexuality can be an issue that causes confusion and uncertainty. Relationships with people of the other gender will emerge. Young people will explore ways they relate to each other emotionally and physically. It is important that they feel safe and there is nothing so bad they can't talk about it.

Risk taking and being safe

Adolescence is a time of risk taking and acting out emotions. It is important to balance experimentation with being safe and responsible. They need to recognise that there are actions they can take to be safe, such as taking precautions and thinking about the consequences of their actions.

Peer pressure

Adolescent peers are both a source of support and a source of pressure. There may be pressures to take risks as a group to test boundaries. They will need help to make decisions that are safe and respectful of others. You will need to allow them space as well as being on hand to give advice about how to deal with peer pressure.

Racism

Racism is an unfortunate reality within our society. As a non-Indigenous person caring for an Aboriginal and Torres Strait Islander child you may need to deal with the consequences of the child being a victim of racism at school, amongst his or her friends, in the community or even in your home or neighbourhood.

It is important to develop strategies to deal with racism before it arises or before it gets out of control. Carers will be better equipped in dealing with it personally and therefore be able to assist the child. In dealing with racism and bullying, you may want to consider the following:

- Understand that there are laws that make it illegal to discriminate against an individual or group based on their cultural background, gender, age or religion.
- Lead by example – carers can be a positive role model for the child. Don't make racist slurs or jokes about other people's cultures or background. You should refrain from using such expressions such as 'Abo' or 'black' as they are used as forms of abuse toward Aboriginal and Torres Strait Islander people.
- Make the home environment open to discussions and debates so children and young people can speak freely about how racism affects them.
- Value diversity – express respect for role models that may have suffered from racism and bullying and still achieved great heights. A great role model who encouraged both the diversity of Aboriginal and Torres Strait Islander cultures and support for Australia is Cathy Freeman, who ran for her country and Aboriginal people and carried both flags during her victory lap. Other examples include: Michael Long, Ernie Dingo, Aden Ridgeway and Nicky Winmar etc.

Encourage free expression from the child but don't make promises you cannot keep, such as: "I'm going to make sure this never happens to you again." Ensure the child understands that unjust attitudes and actions are not deserved or acceptable.

Advocate on behalf of the child

This will also serve as a role model to the children on how to advocate on behalf of themselves. In doing this it also demonstrates to the child your loyalty and commitment to them.

Let children know it's okay to express anger or dissatisfaction. Don't chastise or stop children when

they are blowing off steam. Show them you value their opinions. Teach children to be respectful to you and others while being assertive.

Stress the importance of body language. Verbally asserting oneself is not very effective if one's body language tells another story. Teach children to hold themselves confidently. Bullies tend to gravitate toward kids who are unsure of themselves. This will help children to appear self-assured, even if they are not.

Encourage friendships

Children who are loners tend to be more vulnerable to bullies. Start early to help children develop friendships and social skills. If a child has a problem fitting in, encourage the child to seek out other children who are alone a lot. It's easier to participate in unstructured activities such as playing on swings at the park than it is to join an organised sport such as football or basketball.

Teach children to express themselves clearly. Help children learn and use 'I' statements. For example, "I feel angry when you use those words". This form of expression works for two reasons: first, it's undisputable and second, it is non-judgemental. After all it is about how they feel. Take action – don't ignore racism or bullying against any child.

Grief, loss and trauma

Grief, loss and trauma are human experiences. Aboriginal and Torres Strait Islander people experience sadness, anger, confusion and similar emotions as any other race of people when dealing with grief. The difference for Aboriginal and Torres Strait Islander people lies not in their human emotions but in what has been lost since European invasion that has contributed to their psychological, social and economic status today. Aboriginal and Torres Strait Islander people have lost their land, language, aspects of their culture and many children (the Stolen Generations), and have suffered major disruptions to their kinship system.

Children and adults who have been forbidden to use their language or practise traditional rituals can experience grief that is as intense as the loss of a loved one. These losses have become detrimental to the social, emotional, mental, physical and spiritual well-being of Aboriginal and Torres Strait Islander people and to their cultural beliefs, concepts, understandings and practices for more than two hundred years. The past trauma that Aboriginal and Torres Strait Islander people have experienced can have multi-generational

consequences as adults' unresolved trauma is 'passed onto' their children.

For children in out-of-home care, there are many losses – the loss of family, loss of home and loss of control over and predictability in their lives. If they have experienced other events such as family violence or child sexual assault, they must also deal with this trauma.

For Aboriginal and Torres Strait Islander children the historical losses that people have experienced are not simply historical events with little relevance to their lives today. Loss of land, culture and roles, and kinship disruptions are experienced by many Aboriginal and Torres Strait Islander children and their families as current losses that still require mourning. Families were deeply affected by the impact of these policies, but many families today continue to speak their language and their ties to the land remain strong, particularly in remote areas across the country.

Children's reactions to loss, grief and trauma

Like adults, children can be deeply affected by loss, grief and traumatic experiences. While everyone has a different way of grieving, common grief reactions in children include:

- acting out feelings, rather than talking
- changes in eating, sleeping and behaviour patterns
- wanting to sleep in bed with an adult
- using age inappropriate behaviours, such as bed-wetting or sucking their thumb
- being angry, frustrated and restless
- lacking energy and concentration at kindergarten or school.

It is important to remain open and willing to talk about various experiences of loss and grief that Aboriginal and Torres Strait Islander children have experienced and not presume that historical/cultural losses will not impact on the children in care. If you believe that the child in care is experiencing serious trauma, refer the child to an appropriate counselling service. Ask at your local Aboriginal and Islander Health Service.

Communication

Every cultural group has its own particular ways of communicating. Each child will also have their own communication pattern. It is important to get to know the child in care and understand how they like to communicate.

Some considerations when meeting and greeting Aboriginal people are:

- Eye contact – Aboriginal people will often avoid making direct eye contact with persons in conversation. They may also choose not to look at the person when speaking, particularly when the person is of the opposite gender. This does not mean that they are not listening. Avoid staring at people – it is considered rude and most Aboriginal people find constant eye-to-eye contact very uncomfortable.
- Male to female relationships – within the Aboriginal community there are rules that govern the relationships between men and women. For example, there is a taboo in the relationship between a man and his mother-in-law where they must not talk to each other or touch each other. Sometimes this avoidance may include the woman's brothers.
- Aboriginal people often don't hurry into meeting new people; it can be considered rude to ask lots of questions.

Listed below are features of Aboriginal and Torres Strait Islander children's communication style preferences:

- It is more usual for an Aboriginal and Torres Strait Islander child to touch an adult to communicate a need rather than verbalising what they need.
- Children will be more prepared to co-operate or undertake a task out of desire to please carers rather than respond to a carer's authority.
- Formal situations are likely to stress the child and they are less likely to indicate their real feelings. If there is a meeting that a child needs to be involved in, try to move the meeting away from an office environment; maybe suggest having the meeting at your home or the park.
- It is not uncommon for Aboriginal children to not make direct eye contact. This means eye contact may not be pronounced.
- The word 'yes' may not actually mean 'yes'. It can be used to mean the question was understood.
- Shyness is very common amongst Aboriginal

children and adults. 'Big noting' oneself is not common among Aboriginal people.

- Humour plays a large part in Aboriginal culture. Teasing and playful conversation are valued aspects of communication.

Some other features of communication styles and behaviour could include:

- rapid and excitable talking
- strong sense of direction
- preference to do things by themselves
- preference to taste and look at things
- well developed gross motor skills, such as climbing, running and jumping
- underdeveloped fine motor skills, for example holding a pencil or manipulating small objects
- eagerness to share
- preference to be creative.

In putting Aboriginal children at ease, it would be appropriate to consider:

- What is your communication style?
- Is the physical environment culturally welcoming and friendly?

It is important to have culturally age appropriate toys and children's items that will help in communicating, for example:

- books for all age groups that depict Aboriginal and Torres Strait Islander people in a positive light (many of these are available, see the listing in the resource section of this book)
- puzzles and other toys that identify diversity in Aboriginal and Torres Strait Islander families (these can be bought or borrowed from your local library).

There are some factors you may want to consider further here that are to do with the difference in child rearing practices that may impact on carers. Having some understanding of the child's behaviour will assist you to understand the child and better meet their needs.



Conclusion

As has been presented throughout this resource guide, caring for children in out-of-home care often poses significant challenges. Caring for Aboriginal and Torres Strait Islander children can add to these challenges.

However, it can also be an extremely enriching and enjoyable experience that can have a profoundly positive impact on carers and their family.

Remember, there are a range of Aboriginal and Torres Strait Islander services available that can help carers. Where appropriate, being in contact with the birth family can also provide help, insight and information to carers.

The Aboriginal and Torres Strait Islander community is deeply appreciative of non-Indigenous people who demonstrate real warmth and concern for their children.

The significant contribution carers can make by fostering Aboriginal and Torres Strait Islander children's culture cannot be underestimated. Raising strong, healthy Aboriginal and Torres Strait Islander children can only be achieved by carers acknowledging the child's Aboriginal and Torres Strait Islander culture and accepting that Aboriginal and Torres Strait Islander children need to have access to their culture to ensure that their overall well-being needs are met whilst in out-of-home care.



Historical Timelines

of Aboriginal and Torres Strait Islander history

Before 1788

There were many nations and clans of Aboriginal people who lived in harmony with the land. The 'Dreaming' was important and laid down the laws for everyone and everyday life.

1786

The British Government chooses Botany Bay as a penal colony.

1788

Captain Cook takes possession of the land and does so wrongly under the International law of 'Terra Nullius', declaring Australia 'uninhabited waste land'.

1789

Smallpox decimates the Aboriginal population of Port Jackson, Botany Bay and Broken Bay. The disease spreads inland and along the coast.

1792

Colonists begin to settle the land, fanning out further and dispossessing Aboriginal people of their land.

1816

Governor Macquarie announces a set of regulations controlling the free movement of Aboriginal people.

1835

John Batman attempts to make a 'treaty' with Aboriginal people for Port Phillip Bay, Victoria, by buying 243,000 hectares with 20 pairs of blankets, 30 tomahawks, various articles and a yearly tribute. Governor Bourke does not recognise the 'treaty' and the purchase is voided. This is the only time the colonists attempt to sign a treaty for land.

1859–1861

The Central Board for the Protection of Aborigines is established to 'watch over the interests of Aborigines'. Many Aboriginal people are settled onto missions and reserves for better management and control.

“Maintaining one’s culture, values and traditions is beyond price. Human beings cannot live without that. We are glad to share our culture with Europeans and other migrants but we will never give them up.”

Getano Lui, Jnr
Thursday Island, 1994 ¹⁴



1867–1868

Aboriginal cricket team tours England.

1871

Reverend Samuel McFarlane of the London Missionary Society arrives at the Torres Strait Islands to bring Christianity to the Islanders. This is celebrated as the ‘Coming of the Light’ by Torres Strait Islanders to this day.

1876

Truganini dies in Hobart aged 73. The Tasmanian Government does not recognise the Aboriginal heritage of people of Aboriginal descent and claims the last Tasmanian Aboriginal person has died – a falsehood many still believe today.

1886

Aborigines Protection Act 1886 changes the definition of ‘Aborigine’. Adult half-castes were no longer included in the Act. The purpose of this change was to exclude Aboriginal people of mixed descent from living on missions. Aboriginal people were no longer allowed on missions and settled on the outskirts of towns. They were known as ‘fringe dwellers’.

1937

The Conference of State and Commonwealth Authorities was a conference that adopted the concept of assimilation. Aboriginal people, except those with ‘full blood’, were to be assimilated into white society.

1960s

The Federal Council for the Advancement of Aboriginal and Torres Strait Islander People began in the 1960s. This organisation gave Aboriginal and Torres Strait Islander people their first political voice at a national level.

1967

A Commonwealth referendum grants ‘Civil Rights’ to all Aboriginal people, including the right to be counted in the census, and grants the Commonwealth Government the power to take control of Aboriginal Affairs throughout Australia, overriding states if necessary.

1972

The Tent Embassy is established on the grounds of Parliament House in Canberra creating publicity for ‘Land Rights’ claims.

1976

Aboriginal Land Rights Act 1976 (NT), a fundamental piece of social reform for Aboriginal people living in the Northern Territory, is passed. It marks the first attempt of the Australian Government to formally recognise the Aboriginal system of land ownership. Where Aboriginal people were able to prove their traditional relationships to ‘un-alienated crown land’, their ownership and rights to the land were legally recognised.

This allowed people to maintain their links and responsibilities to the land and for those who had been dispossessed to move back to their land and set up outstations on their ancestors’ country. When this Act was passed, land formerly known as ‘reserves’ became Aboriginal land.

1987

Royal Commission into Aboriginal Deaths in Custody is held, with a result of 339 recommendations.

1988

The Anti-Bicentenary March is held with thousands of Aboriginal and Torres Strait Islander Australians marching in Sydney to protest the Bicentenary celebrations because they said they could not celebrate an event that cost many Aboriginal lives.



1991

The Council for Aboriginal Reconciliation is established as a result of the 339th recommendation of the Royal Commission into Aboriginal Deaths in Custody.

1992

The Mabo judgment is delivered, in which the High Court of Australia found that the people of the Murray Islands in the Torres Strait held and continued to hold native title. For the first time since white invasion, the legal fiction of 'Terra Nullius' was declared invalid.

1995–1997

The National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families is carried out. In its report, published in 1997 as *Bringing Them Home: the Removal of Aboriginal and Torres Strait Islander Children from Their Families*, the inquiry concluded that "one in three Torres Strait Islander children and one in ten Aboriginal children were removed from their families and communities between 1910–1970".

1996

The *Wik Decision* – the High Court of Australia decides that Native Title could co-exist with mining and pastoral leases. As a result of this decision, at the expiration of leases, the land reverts to Native Title.

1998

Native Title Amendment Act 1998 – Amendments to the Act brought about by the High Court's *Wik Decision*.

2000

Corroboree 2000: 'Sharing our Future' ceremony marks the end of the 10 year process, which

began with the establishment of the Council for Reconciliation in 1991.

Today –

Australia's Aboriginal culture is the oldest living culture in the world. One of the reasons the culture has lasted so long is its ability to adapt to change over time. Aboriginal people have been influenced by the arrival of other people to Australia.

Although Aboriginal and Torres Strait Islander cultures are strong, years of misunderstanding and indifference have affected Aboriginal and Torres Strait Islander people today. It is important to keep Aboriginal and Torres Strait Islander culture and identity alive by:

- passing on knowledge through arts, rituals and stories
- speaking and teaching Aboriginal and Torres Strait Islander languages
- protecting cultural property, sacred sites and significant artefacts
- fostering cooperative partnerships and working relationships that respect Aboriginal and Torres Strait Islander community control and holistic concepts of health and well-being.

If you are interested in looking at other historical or important dates you may be interested in the website *Freedom Day: Celebrating land, vision, determination and hope* at:

<http://www.freedomday.info/>

The Australian Museum website *Indigenous Australia* has a comprehensive listing of other historical or important dates for Aboriginal and Torres Strait Islander people. Go to:

<http://www.dreamtime.net.au/index.cfm>



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- Victorian Aboriginal Child Care Agency (VACCA) 2005, *Caring for Aboriginal and Torres Strait Islander Children in Out-of-home Care*, Victorian Aboriginal Child Care Agency and Victorian Department of Human Services, Preston Vic.
- Victorian Government 2006, 'Aboriginal Health Issues', *Better Health Channel*, Victorian Government, <http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Aboriginal_health_issues> viewed November 2006
- Wikipedia 2006, 'Torres Strait Island languages', *Wikipedia – the free encyclopedia*, Wikipedia Foundation Inc., <http://en.wikipedia.org/wiki/Torres_Strait_Island_languages> viewed August 2006



Resources and services

This section includes a range of Aboriginal and Torres Strait Islander organisations, government departments, and community organisations and networks, as well as print and electronic resources that can inform, assist and support carers of Aboriginal and Torres Strait Islander children. Please note that this listing is not exhaustive, and that while every effort has been made to ensure the details here are correct at time of publication, circumstances change and contact details and services may vary.

Connecting Communities – National Aboriginal and Torres Strait Islander Children’s Services Online Directory

<http://services.snaicc.asn.au/>

SNAICC’s online services directory is a comprehensive searchable directory of Aboriginal and Torres Strait Islander services, including child and family welfare services and early childhood services such as preschools and kindergartens, child care centres and playgroups. The listings in this resources section include many of the services from the online services directory, and if necessary, up-to-date details of services can be found by searching the directory.

We also recommend that carers make use of the resource by the Australian Foster Care Association Inc, *Supporting Carers of Other People’s Children: A handbook on support for foster, relative and kinship carers and the children and young people in their care* (2006). The Department of Families, Housing, Community Services and Indigenous Affairs funded the Australian Foster Care Association (AFCA) to produce the publication, which contains comprehensive information about Australian Government benefits and allowances as they relate to foster, relative and kinship carers. It also contains information from state and territory governments about foster care provisions in each jurisdiction in Australia and shares stories from other foster carers about their experiences. Copies may also be obtained from foster carer associations, foster care agencies or the relevant department in your state or territory.

Contact details for the Australian Foster Carers Association (AFCA) and state/territory foster carer associations are listed below.

National Aboriginal and Torres Strait Islander organisations

Secretariat of National Aboriginal and Islander Child Care (SNAICC)

The Secretariat of National Aboriginal and Islander Child Care (SNAICC) is the national non-government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families. The SNAICC website has a national directory of Aboriginal and Torres Strait Islander agencies and programs. It also includes the latest update of Aboriginal and Torres Strait Islander issues and a network to share news and views around the country. SNAICC publications are also available online.

PO Box 1445 Fitzroy North VIC 3068
Tel: (03) 9489 8099
Fax: (03) 9489 8044
Email: snaicc@vicnet.net.au
<http://www.snaicc.asn.au>

National Aboriginal Community Controlled Health Organisation (NACCHO)

NACCHO is the national peak Aboriginal health body representing Aboriginal Community Controlled Health Services

throughout Australia. An Aboriginal Medical Service (AMS) is a primary health care service initiated and operated by the local Aboriginal community to deliver holistic, comprehensive, and culturally appropriate health care to the community that controls it.

PO Box 5120 Braddon ACT 2612
15 Torrens St Braddon ACT 2612
Tel: (02) 6248 0644
Fax: (02) 6248 0744
<http://www.naccho.org.au>

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)

The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) is the world’s premier institution for information and research about the cultures and lifeways of Aboriginal and Torres Strait Islander peoples.

AIATSIS, GPO Box 553 Canberra 2601
Lawson Cres Acton ACT
Tel: (02) 6246 1111
Fax: (02) 6261 4285
Email: communications@aiatsis.gov.au
<http://www.aiatsis.gov.au>

Torres Strait Regional Authority (TSRA)

PO Box 261 Thursday Island QLD 4875
1st Floor, Torres Strait Haus, 46 Victoria Pde Thursday Island QLD
Tel: (07) 4069 0700
Toll free: 1800 079 093
Email: info@tsra.gov.au
<http://www.tsra.gov.au>



Australian Capital Territory services

Aboriginal and Torres Strait Islander support services in the Australian Capital Territory

The listings below include many of the services from the online SNAICC National Aboriginal and Torres Strait Islander Children's Services Directory. Additional Aboriginal and Torres Strait Islander child and family welfare services and early childhood services, such as preschools and kindergartens, child care centres and playgroups, can be found by searching SNAICC's online services directory.

Child and Family Welfare Services

There is a range of community-based Aboriginal and Torres Strait Islander services providing programs and support for families. These include Aboriginal and Islander Child Care Agencies (AICCAs), which typically provide support to families in the child protection system, foster and out-of-home care programs, child protection advice and recruitment, training and support for foster carers. Family support services often work with families who need some particular support and assistance with parenting issues, family reunification, family mediation or support to access other services. Details about these services can be found on the SNAICC services directory; however few are able to directly assist non-Indigenous carers working with Aboriginal and Torres Strait Islander children as they are not funded to provide support to non-Indigenous carers.

Yurauna Centre

Provides Aboriginal and Torres Strait Islander education program and student support services for Aboriginal and Torres Strait Islander students attending studies through the CIT. The centre also encourages school leavers and parents/family to attend culturally appropriate programs that are managed through the centre.

GPO Box 826 Canberra ACT 2601
Room 43, F block CIT Constitution Ave
Reid ACT
Tel: (02) 6207 3309
Fax: (02) 6207 3358
Email: YuraunaCentre@cit.act.edu.au
<http://www.cit.act.edu.au/yurauna>

Winnunga Nimmityja Aboriginal Health Service (AMS)

Provides a culturally safe, holistic health service for the Aboriginal and Torres Strait Islander community.

63 Boolimba Crs Narrabundah
ACT 2604
Tel: (02) 6284 6222
Fax: (02) 6284 6200
Email: winpa@winnunga.org.au
<http://www.winnunga.org.au>

Wreck Bay Clinic (AMS)

Wreck Bay Clinic is a branch of the South Coast Medical Service Aboriginal Corporation.

Wreck Bay JBT ACT 2540
Tel: (02) 4442 1130
Fax: (02) 4442 1073

Gugan Gulwan Youth Aboriginal Corporation

An Aboriginal and Torres Strait Islander youth centre with a range of programs that have been developed to provide support, education, information, referral and advocacy to Aboriginal and Torres Strait Islander young people. It is also a service where you can sit and talk and be listened to.

PO Box 307 Erindale Centre ACT 2903
Grattan Crt Wanniasa ACT
Tel: (02) 6231 9555
Fax: (02) 6231 9933
Email: kim@gugangulwan.com.au

Aboriginal Sporting Corporation and Recreational Activities

An Aboriginal and Torres Strait Islander sport and recreation ground/facility where a variety of community sports such as football, cricket and touch football is managed. Community cultural events, community meetings and celebrations also occur at the oval.

Boomanulla Oval, 34 Goyder St
Narrabundah ACT 2604
Tel: (02) 6295 8557
Fax (02) 6239 7487
Email: boomanullaoval@optusnet.com.au
<http://www.sport.act.gov.au>

Canberra Hospital Aboriginal and Torres Strait Islander Liaison Service

Provides support to Aboriginal and Torres Strait Islander families and children during their hospital stay as in- or out-patients and also links people to community health services.

Tel: (02) 6244 2316



Early Childhood Services

Gudjahgahmiamia (Wreck Bay) Multifunctional Aboriginal Children's Services (MACS)

MACS provide a service to meet the social and developmental needs of Aboriginal and Torres Strait Islander children. Services for infants and preschool children 18 months to 6 years old include emergency child care.

C/- Administration Building, Wreck Bay
Village Jervis Bay ACT 2540
Tel: (02) 4442 1131

Community support services

Foster Care Association of the ACT

All foster and kinship carers of children under care and protection orders in the Australian Capital Territory are automatically, and without cost, members of the Foster Care Association. This voluntary organisation assists all carers in their challenging roles on behalf of children who are unable to live at home for a period of time. Services provided are: support at case meetings; information about other support services including training, seminars and conferences; social activities for families; and a referral service. The Foster Care Association has videos, DVDs and books that may be borrowed and provides the opportunity to attend quality training and conferences as well as social events to connect with other carers.

PO Box 7133 Kaleen ACT 2617
Tel: (02) 6288 5994 (24-hour service)
Email: fcaact@bigpond.com
<http://www.fcaact.org.au>

Aboriginal and Torres Strait Islander Foster Care Service

This service operates out of the Office of Children, Youth and Family Support. The service is responsible for the recruitment, assessment, training and support to care families. Cross-cultural training is available.

GPO Box 158 Canberra City ACT 2601
Tel: (02) 6205 5635
Fax: (02) 6207 6364
<http://www.dhcs.act.gov.au>

Communities@Work

A coordinating body for family day care services and child care centres for the Tuggeranong and Weston Creek regions of the Australian Capital Territory.

PO Box 1066 Tuggeranong ACT 2900
245 Cowlshaw Street
Tel: (02) 6293 6500
Fax: (02) 6293 6555
Email: admin@commsatwork.org
<http://www.commsatwork.org>

ACT Community Health Intake (CHI)

ACT Community Health Intake to access a wide range of community health services and information for babies, children, aged care, drug and alcohol.

8 am–6 pm, Mon–Fri.
Tel: (02) 6207 9977
<http://www.health.act.gov.au>

Parentline ACT

Telephone counselling for parents and primary carers.

9 am–9 pm, Mon–Fri (except public holidays)

Tel: 1300 301 300 or (02) 6287 3833
<http://www.parentline.com.au>

National Association for the Prevention of Child Abuse and Neglect (NAPCAN)

Family Support Service

Education and support to help prevent child abuse and neglect includes referral to support services and distribution of information brochures, posters, books and videos on the prevention of child abuse and neglect. NAPCAN also coordinates the annual Child Protection Week in September, which includes forums, workshops and seminars for parents and health professionals on the prevention of

child abuse and neglect.

PO Box 5112 Garran ACT 2605
Tel: (02) 6295 2210
Fax: (02) 6295 9944
Email: act@napcan.org.au
<http://www.napcan.org.au>

CREATE Foundation

CREATE Foundation connects and empowers children and young people in care and improves the care system through activities, programs, training and policy advice.

Belconnen Chambers, Level 1, Cnr
Lathlain & Cohen Sts Belconnen
ACT 2616
Tel: (02) 6253 1451
Fax: (02) 6253 1084
<http://www.create.org.au>

Noah's Ark lending library

A resource advisory program and library, with a collection of multicultural items and resources for loan to students, child care professionals, parents and children.

PO Box 3294 Weston Creek ACT 2611
East Wing, Rivett Primary School,
Bangalay Crescent Rivett ACT
Tel: (02) 6287 1117
Fax: (02) 6287 1304
Email: noahsarkresources@bigpond.com
<http://www.noahsarkresourcecentre.com>

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)

The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) is the world's premier institution for information and research about the cultures and lifestyles of Aboriginal and Torres Strait Islander peoples.

GPO Box 553 Canberra ACT 2601
Lawson Cres Acton ACT
Tel: (02) 6246 1111
Fax: (02) 6261 4285
Email: communications@aiatsis.gov.au
<http://www.aiatsis.gov.au>



Government departments

Federal Government Departments

Department of Families, Housing, Community Services and Indigenous Affairs (FHCSIA)

Provides policy advice to the Australian Government regarding income support and assistance for families and their young and adolescent children, senior citizens, people with disabilities, carers and community groups. The Department is also responsible for Aboriginal and Torres Strait Islander affairs and reconciliation within Australia, gender issues and the Office of Status of Women, through which policies and programs for women are developed.

Box 7788 Canberra Mail Centre
ACT 2610
Tel: 1300 653 227 (local call cost from landlines)
Fax: (02) 6244 7978
<http://www.fahcsia.gov.au>

Department of Education, Employment & Workplace Relations (DEEWR)

The federal Department of Education, Employment & Workplace Relations (DEEWR) coordinates and manages services for young people and adults and service delivery contracts with agencies. Programs include the following: the Indigenous Education Program; vocational education and training programs including Jobs Pathway Program (JPP), Language, Literacy and Numeracy Program (LLNP) and Workplace English Language and Literacy (WELL); and pilot projects under the Career and Transitions (CAT) and Partnership Outreach Education Model (POEM) initiatives.

Canberra
Tel: (02) 6240 8111
<http://www.deewr.gov.au/>

ACT Government Departments

Department of Education and Training

General Enquiries – Primary schools, secondary schools and specialist schools.

Tel: (02) 6207 5111
<http://www.det.act.gov.au>

Preschool registrations and enrolments

The ACT Department of Education and Training provides one year of sessional preschool education for children of ACT residents in the year prior to entry into primary school. Children attend for 12 hours per week in a two or three session configuration. Children who turn 4 years old on or before 30 April are eligible.

Contact Early Childhood Services:

Tel: (02) 6205 9188
<http://www.decs.act.gov.au>

Office for Children, Youth and Family Support

The Office works in partnership with the community to provide care and protection services to children and young people, and family and community support to meet the needs of the people of Canberra. The Office is also responsible for youth justice services and the monitoring and licensing of children's services. The Office aims to provide both universal and targeted programs and services at the prevention, early intervention and tertiary levels in a range of settings that support children, young people and families to reach their potential and that contributes to building community capacity.

PO Box 158 Canberra City ACT 2601
Level 7/11 Moore St Canberra City ACT
Tel: 13 22 81
Fax: (02) 620 59183
<http://www.dhcs.act.gov.au/ocyfs/>

Human Rights Commission (ACT)

The Disability and Community Services and Children and Young People Commissioner, in the Human Rights Commission, works with consumers and providers to improve health and community services, promote consumer rights and provide accessible and independent means of addressing complaints.

PO Box 158 Canberra City ACT 2601
Level 2, 12 Moore St Canberra City ACT
Tel: (02) 6205 2222
Fax: (02) 6207 1034
TTY: (02) 6207 0525
Email: human.rights@act.gov.au
<http://www.hrc.act.gov.au>



New South Wales services

Aboriginal and Torres Strait Islander support services in New South Wales

The listings below include many of the services from the online SNAICC National Aboriginal and Torres Strait Islander Children's Services Directory. Additional Aboriginal and Torres Strait Islander child and family welfare services and early childhood services such as preschools and kindergartens, child care centres and playgroups can be found on SNAICC's online services directory.

Child and Family Welfare Services

There is a range of community based Aboriginal and Torres Strait Islander services providing programs and support for families. These include Aboriginal and Islander Child Care Agencies (AICCAs), which typically provide support to families in the child protection system, foster and out-of-home care programs, child protection advice and recruitment, and training and support for foster carers. Family support services often work with families who need support and assistance with parenting issues, family reunification, family mediation or support to access other services.

While details about these services are included below and can be found on the SNAICC services directory, many are unlikely to be able to directly assist non-Indigenous carers working with Aboriginal children as they are not funded to provide support to non-Indigenous carers.

Marungbai Aboriginal Leaving Care Service

A state-wide support service for Aboriginal and Torres Strait Islander youth aged

15 to 25 years who are leaving or have left out-of-home care.

PO Box 616 Taree NSW 2430
140 Victoria St Taree NSW
Tel: (02) 6551 3973
Fax: (02) 6551 2060
Email: marungbai@tsn.cc

Aboriginal Children's Service – Blackett

PO Box 796 Blackett NSW 1790
24 Anderson Ave Blackett NSW
Tel: (02) 9835 0922
Fax: (02) 9835 6833

Aboriginal Children's Service – Redfern

PO Box 1236 Strawberry Hills
NSW 2012
Redfern NSW
Tel: (02) 9698 2222
Fax: (02) 9318 2574
Email: reception@aboriginalchildrenservice.net.au

Aboriginal Children's Services – Cowra

PO Box 610 Cowra NSW 2794
Tel: (02) 6342 4448
Fax (02) 6342 3970

NSW Aboriginal Children's Services

PO Box 50 Wagga Wagga NSW 2650
13 Gurwood St Wagga Wagga NSW
Tel: (02) 6921 6369
Fax: (02) 6921 9340

Aboriginal Family Well Being Service

PO Box 1123 Coffs Harbour NSW 2450
Shop 7, 13–25 Park Ave
Coffs Harbour NSW
Tel: (02) 6651 1177
Fax: (02) 6651 6600

Burrun Dalai Out-of-Home-Care & Family Support Service

PO Box 591 West Kempsey NSW 2440
57 Elbow St West Kempsey NSW
Tel: (02) 6562 1913
Fax: (02) 6562 1905
Email: daburrun@bigpond.net.au

Coffs Harbour Aboriginal Family Community Care Centre

PO Box 521 Coffs Harbour NSW 2450
Community Village, Earl St
Coffs Harbour NSW
Tel: (02) 6648 3680
Fax: (02) 6651 7847

Ngunya Jarjum Aboriginal Child and Family Network

PO Box 646 Casino NSW 2470
130 Johnston St Casino NSW
Tel: (02) 6662 8044
Fax: (02) 6662 7934

Great Lakes Manning Aboriginal Children's Service

PO Box 616 Taree NSW 2430
140 Victoria St Taree NSW 2430
Tel: (02) 6551 2088
Fax: (02) 6551 2060
Email: glmacs@tsn.cc

Hunter Aboriginal Children's Service

Suite 3–6, 292 Maitland Rd Mayfield
NSW 2304
Tel: (02) 4960 1657
Fax: (02) 4960 2876
Email: admin@hunteracs.org.au
<http://www.hunteracs.org.au>

Shoalhaven Aboriginal Out-of-Home Care Service

PO Box 548 Nowra DC NSW 2541
Tel: (02) 4428 6666
Fax: (02) 4428 6601



Newcastle Family Support Service

558 Hunter St Newcastle West
NSW 2302
Tel: (02) 4927 0655
Fax: (02) 49294402

Yoorana – Gunya Family Violence Healing Centre Aboriginal Corporation

PO Box 802 Forbes NSW 2871
Tel: (02) 6851 5111
Fax: (02) 6851 6860
Email: yoorana@bigpond.net.au

Kari Aboriginal Resources

PO Box 721 Moorebank NSW 1875
29 Heathcote Rd Moorebank NSW
Tel: (02) 9822 4922
Fax: (02) 9824 0748
Email: kari@ideal.net.au

Mudgin-Gal Aboriginal Corporation

231 Abercrombie St Chippendale
NSW 2008
Tel: (02) 9319 2613
Fax: (02) 9319 6053
Email: office@mudgin-gal.org.au

Link-Up New South Wales

Facilitates family reunification for members of the Aboriginal community affected by past policies of forcibly removing children from their families.

5 Wallis St Lawson NSW 2783
PO Box 93 Lawson NSW 2783
Tel: (02) 4759 1911
Freecall: 1800 624332
Fax: (02) 4759 2607
Email: linkup@nsw.link-up.org.au
<http://www.linkupnsw.org.au>

Gulargambone CDEP Aboriginal Corporation

PO Box 65 Gulargambone NSW 2828
Cnr Yalcogrin & Kirban Streets Gulargambone NSW
Tel: (02) 6825 1061
Fax: (02) 4960 1657
Email: gularcdep@bigpond.com

Early Childhood Services

Below are listed the New South Wales **Multifunctional Aboriginal Children's Services (MACS)**. MACS provide a culturally appropriate early childhood service to meet the social and developmental needs of Aboriginal and Torres Strait Islander children. Care provided may include long-day care, playgroups, outside-school-hours care, vacation care and cultural programs, and may also include various services for preschool and school-aged children.

Awabakal Aboriginal Co-op Child Care Centre (MACS)

509 Maine Rd Glendale NSW 2285
Tel: (02) 4956 9132
Fax: (02) 4954 9198
E-mail: awabakal.preschool@bigpond.com.au

And:

Cnr Grey & Hannel St Wickham
NSW 2293
Tel: (02) 4961 6429
Fax: (02) 4940 0548

Birrelee MACS

32 McGregor St Tamworth NSW 2340
Tel: (02) 6765 3470
Fax: (02) 6765 9141

Gudjahgah Miaamia MACS Centre

Wreck Bay JBT ACT 2540
Tel: (02) 4442 1131
Fax: (02) 4442 1189

Gujaga MACS Child Care Centre (MACS)

PO Box 102 Matraville NSW 2036
Cnr Yarra Road & Elaroo Ave
La Perouse NSW
Tel: (02) 9661 6097
Fax: (02) 9694 1239

Multi-Purpose Allira Gathering Association

151 Fitzroy St Dubbo NSW 2830
Tel: (02) 6882 9503
Fax: (02) 6884 3693

Murawina (MACS)

PO Box 484 Plumpton NSW 2761
Cnr Carlisle Ave & Lisbon St
Mount Druitt NSW
Tel: (02) 9625 2371
Fax: (02) 9625 4325

Ngaku MACS

PO Box 342 Kempsey NSW 2440
Tel: (02) 6562 8744
Fax: (02) 6563 1526

Noogaleek Children's Centre (MACS)

PO Box 81 Berkeley NSW 2506
Cnr Winnima Way & Denniss St
Berkeley NSW
Tel: (02) 4271 8468
(02) 4272 4906

Ooranga Wandarrah MACS Centre (Tharawal Aboriginal Corp. MACS)

PO Box 290 Campbelltown NSW 2560
187 Riverside Dve Airds NSW
Tel: (02) 4620 0298
Fax: (02) 4620 0708
Email: acams@bigpond.com

Towri MACS Centre (MACS)

PO Box 1873 Bathurst NSW 2795
Lloyds Rd Bathurst NSW
Tel: (02) 6332 1467
Fax: (02) 6332 4829
Email: towri@lisp.com.au

Wiradjuri (MACS)

Docker Street Wagga Wagga NSW
Tel: (02) 6921 2108
Fax: (02) 6931 8044

Yalbillinga Boori Day Care Centre (MACS)

PO Box 497 Cowra NSW 2794
1 Leigh St Cowra NSW
Tel: (02) 6342 1300
Fax: (02) 6341 4168



Aboriginal Early Childhood Support Services Unit

Provides training, resources and education for preschools across New South Wales about educating Aboriginal children.

PO Box 276 Enmore NSW 2042
37 Cavendish St Stanmore NSW
Tel: (02) 9516 4473
Fax: (02) 9516 5495
Email: admin@aecssu.org.au
<http://www.aecssu.org.au>

Aboriginal Community Controlled Medical Services (AMS)

NSW Aboriginal Health & Medical Research Council (AH&MRC)

The peak body in NSW for many of the community controlled Aboriginal and Torres Strait Islander health services (AMS services). These services provide culturally valid and effective primary health care to the local Aboriginal and Torres Strait Islander community. Contact AH&MRC for more information on services near you.

PO Box 1565 Strawberry Hills NSW 2012
Level 3, 66 Wentworth Ave Surry Hills
Tel: (02) 92124777
Fax: (02) 9212 7211
Email: ahmrc@ahmrc.org.au
<http://www.ahmrc.org.au>

Aboriginal Medical Service Cooperative Redfern

PO Box 1174 Strawberry Hills NSW 2012
36 Turner St Redfern NSW 2016
Tel: (02) 9319 5823
Fax: (02) 9319 3345

Aboriginal Medical Service Western Sydney Co-op Ltd (AMS)

PO Box 3160 Mount Druitt NSW 2770
2 Palmerston Rd Mount Druitt NSW
Tel: (02) 9832 1356
Fax: (02) 9625 4152

Tharawal Aboriginal Corporation (AMS)

PO Box 290 Campelltown NSW 2560

187 Riverside Dve Airds NSW
Tel: (02) 4628 4837
Fax: (02) 4628 2725

Yerin Aboriginal Health Services Inc (AMS)

PO Box 466 Wyong NSW 2259
Tel: (02) 4351 1040
Fax: (02) 4351 1037

Albury Wodonga Aboriginal Medical Service (AMS)

PO Box 3040 Albury NSW 2640
587 Englehardt St Albury NSW
Tel: (02) 6042 1200
Fax: (02) 02 6021 3966

Cummeragunja Aboriginal Medical Service (AMS)

PO Box 421 Moama NSW 2731
10 Tongala Ave Cummeragunja NSW
Tel: (03) 5869 3343
Fax: (03) 5869 3492

Armajun Aboriginal Health Services Inc. (AMS)

PO Box 865 Inverell NSW 2360
152 Otho St Inverell NSW
Tel: (02) 6721 9777
Fax: (02) 6721 9716

Armidale & District Services Inc. (AMS)

PO Box 1057 Armidale NSW 2350
100 Taylor St Armidale NSW
Tel: (02) 6774 9450
Fax: (02) 6774 9455

Tamworth Aboriginal Health Service (AMS)

PO Box 253 Tamworth NSW 2340
Tel: (02) 6766 5211
Fax: (02) 6766 5711

Euraba Mungindi Aboriginal Health Service (AMS)

PO Box 26 Mungindi NSW 2406
47 Goondawindi St Mungindi NSW
Tel: (02) 6753 2622
Fax: (02) 6753 2709

Pius X Aboriginal Corporation (AMS)

PO Box 363 Moree NSW 2400
Anne St Moree NSW
Tel: (02) 6752 1099
Fax: (02) 6752 5154

Awabakal Newcastle Aboriginal Co-Op (AMS)

PO Box 470 Hamilton NSW 2303
38 Samdon St Hamilton NSW
Tel: (02) 4969 1765
Fax: (02) 4961 0497

Balranald Aboriginal Health Service (AMS)

PO Box 210 Balranald NSW 2715
115A Market St Balranald NSW
Tel: (03) 5020 0330
Fax: (03) 5020 0333

Coomealla Health Aboriginal Corporation (AMS)

PO Box 256 Dareton NSW 2717
Tel: (03) 5027 4824
Fax: (03) 5027 4429

Menindee Aboriginal Health Service (AMS)

PO Box 109 Menindee NSW 2879
Yartla St Menindee NSW
Tel: (08) 8091 4237 or (08) 8091 4487
Fax: (08) 8091 4240

Biripi Aboriginal Corporation Medical Centre (AMS)

PO Box 616 Taree NSW 2430
Old Pacific Highway Taree NSW
Tel: (02) 6551 7444
Fax: (02) 6551 0483

Bulgarr Ngaru Medical Aboriginal Corporation (AMS)

PO Box 1256 Grafton NSW 2460
128 Bacon St Grafton NSW
Tel: (02) 6643 2199
Fax: (02) 6643 2202



Dharah Gibinj Aboriginal Medical Service (AMS)

PO Box 14 Casino NSW 2470
43 Johnston St Casino NSW
Tel: (02) 6662 3514
Fax: (02) 6662 4849

Durri Aboriginal Medical Service (AMS)

PO Box 136 Kempsey NSW 2440
1 York Lane Kempsey NSW
Tel: (02) 6562 1604
Fax: (02) 6562 3371

Galambila Aboriginal Health Service (AMS)

PO Box 1431 Coffs Harbour NSW 2450
Cnr High & Boambee Sts
Coffs Harbour NSW
Tel: (02) 6652 0800
Fax: (02) 6652 2563

Nambucca Valley Aboriginal Health Service (AMS)

PO Box 62 Nambucca Heads
NSW 2448
13/42 Bowra St Nambucca Heads NSW
Tel: (02) 6568 4400
Fax: (02) 6568 4422

Tobwabba Aboriginal Medical Service Inc. (AMS)

PO Box 48 Forster NSW 2428
Macintosh St Forster NSW
Tel: (02) 6555 6271
Fax: (02) 6555 6864

Bourke Aboriginal Health Service Ltd (AMS)

PO Box 362 Bourke NSW 2840
61 Oxley St Bourke NSW
Tel: (02) 6872 3088
Fax: (02) 6872 2749

Brewarrina Aboriginal Health Service Ltd (AMS)

PO Box 95 Brewarrina NSW 2839
5-7 Sandon St Brewarrina NSW
Tel: (02) 6839 2692
Fax: (02) 6839 2692

Walgett Aboriginal Medical Service Co-Op Ltd (AMS)

PO Box 396 Walgett NSW 2832
37 Pitt St Walgett NSW
Tel: (02) 6828 1798
Fax: (02) 6828 1201

Coonamble Aboriginal Health Service Inc. (AMS)

PO Box 385 Coonamble NSW 2829
38 Maule St Coonamble NSW
Tel: (02) 6822 4335
Fax: (02) 6822 3995

Tharawal Aboriginal Corporation (AMS)

PO Box 290 Campbelltown NSW 2560
Ooranga Wandarrah, 187 Riverside Dve
Campbelltown NSW
Tel: (02) 4628 4837
Fax: (02) 4620 0708
Email: acams@bigpond.com

Thubbo Aboriginal Medical Co-Op Ltd (AMS)

PO Box 435 Dubbo NSW 2830
133 Bourke St Dubbo NSW
Tel: (02) 6884 8211
Fax: (02) 6884 8218
Email: thubboams@bigpond.com.au

Wellington Aboriginal Corp Health Service (AMS)

PO Box 236 Wellington NSW 2820
Tel: (02) 6845 3545
Fax: (02) 6845 2656

Griffith Aboriginal Medical Service (AMS)

PO Box 1424 Griffith NSW 2680
5 Wiradjuri Pl Griffith NSW
Tel: (02) 6964 4533
Fax: (02) 6964 8785

Riverina Medical & Dental Health Service (AMS)

PO Box 458 Wagga Wagga NSW 2650
Tel: (02) 6921 7292
Fax: (02) 6921 7120

Condobolin Aboriginal Health Service Inc. (AMS)

PO Box 142 Condobolin NSW 2877
99 Bathurst St Condobolin NSW
Tel: (02) 6895 4311
Fax: (02) 6895 4322

Murrin Bridge Aboriginal Health Service (AMS)

PO Box 199 Lake Cargelligo NSW 2470
Tel: (02) 6898 1644
Fax: (02) 6898 1615

Orange Aboriginal Health Service Inc. (AMS)

PO Box E227 Orange NSW 2800
Tel: (02) 6391 5699
Fax: (02) 6391 5613

Parkes Aboriginal Health Service (AMS)

PO Box 767 Parkes NSW 2870
19B Church St Parkes NSW
Tel: (02) 6862 4324
Fax: (02) 6862 4929

Peak Hill Aboriginal Medical Service (AMS)

PO Box 151 Peak Hill NSW 2869
53 Caswell St Peak Hill NSW
Tel: (02) 6869 1640
Fax: (02) 6869 1646

Yoorana-Gunya Family Violence Healing Centre (AMS)

PO Box 802 Forbes NSW 2871
50 Templar St Forbes NSW
Tel: (02) 6851 5111
Fax: (02) 6851 6860

Illawarra Aboriginal Medical Service (AMS)

PO Box 1162 South Coast Mail Centre
NSW 2521
150 Church St Wollongong NSW
Tel: (02) 4229 9495
Fax: (02) 4226 3566



South Coast Medical Service Aboriginal Corporation (AMS)

PO Box 548 Nowra NSW 2541
51 Berry St Nowra NSW
Tel: (02) 4428 6666
Fax: (02) 4428 6602

Katungal Aboriginal Corporation Community & Medical Service (AMS)

PO Box 296 Narooma NSW 2546
26 Princes Hwy Narooma NSW
Tel: (02) 4476 2155
Fax: (02) 4476 1638
Email: katungal@acr.net.au

Community Support Services

Association of Children's Welfare Agencies (ACWA)

The Association of Children's Welfare Agencies is the peak body for child and family welfare in New South Wales. The service is involved in research, policy, advocacy and lobbying and professional development.

Locked Bag 13 Haymarket NSW 1240
Level 4, 699 George St Sydney
Tel: (02) 9281 8822
Fax: (02) 9281 8827
Email: acwa@acwa.asn.au
<http://www.acwa.asn.au>

CREATE

CREATE Foundation connects and empowers children and young people in care and improves the care system through activities, programs, training and policy advice.

Reply Paid 83194 Sydney NSW 2000
Level 6 280 Pitt St Sydney NSW
Tel: (02) 9267 0977
Fax: (02) 9267 9433
Email: news@create.org.au
<http://www.create.org.au>

Education Centre Against Violence

Courses and resource material are available to assist health, welfare and other services in providing counselling and support services for victims of violence. Areas covered include adult and child sexual assault; adult survivors of childhood sexual assault; domestic violence; and physical and emotional abuse or neglect of children.

Locked Bag 7118 Parramatta
NSW 2150
Building 68A / 5 Fleet St
North Parramatta NSW
Tel: (02) 9840 3737
Fax: (02) 9840 3754
Email: ecav@swahs.health.nsw.gov.au
<http://www.ecav.health.nsw.gov.au>

Foster Care Association (NSW) Inc

All foster and kinship carers of children under care and protection orders in NSW are automatically and without cost members of the Foster Care Association. This voluntary organisation assists all carers in their challenging roles on behalf of children who are unable to live at home for a period of time. Services provided are: support at case meetings, information about other support services including training, seminars and conferences, social activities for families and a referral service. The Foster Care Association has videos, DVDs and books that may be borrowed, as well as the opportunity to attend training, conferences, and social events to connect with other carers.

131 Hawkesbury Rd Westmead
NSW 2145
Tel: (02) 9633 5816
Tel: (02) 9633 3824 (24-hour carer support line)
Fax: (02) 9633 4914
Email: fcansw@fcansw.org.au
<http://www.fcansw.org.au>

Kids Help Line

A confidential and anonymous national telephone counselling and referral service for children and young people 5 to 25 years old. Web and email counselling are also available via the website.

Freecall: 1800 55 1800 (24 hrs, 7 days)
Email: admin@kidshelp.com.au
<http://www.kidshelp.com.au>

Government departments

Federal Government Departments

Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)

Provides policy advice to the Australian Government regarding income support and assistance for families and their young and adolescent children, senior citizens, people with disabilities, carers and community groups. The Department is also responsible for Aboriginal and Torres Strait Islander affairs and reconciliation within Australia, gender issues and the Office of Status of Women, through which policies and programs for women are developed.

GPO Box 9820 Sydney NSW 2001
Level 5, 1 Oxford St Sydney NSW
Tel: 1300 653 227 (local call cost only)
Fax: (02) 8255 1060
Email: facsia@facsia.gov.au
<http://www.fahcsia.gov.au>

Department of Education, Employment & Workplace Relations (DEEWR)

This federal department coordinates and manages services for young people and adults and service delivery contracts with agencies. Programmes include the Indigenous Education Program; New Apprenticeship Support Services (NASS); vocational education and training programs including Jobs Pathway Program (JPP), Language, Literacy and Numeracy Program (LLNP) and Workplace English Language and Literacy (WELL).

Level 20, 477 Pitt St Sydney NSW
Tel: (02) 9298 7200
Fax: (02) 9298 7405
<http://www.deewr.gov.au>



NSW Government

Department of Aboriginal Affairs (DAA)

DAA works with Aboriginal people, government agencies and the private and community sectors to promote the interests of Aboriginal people in NSW and reduce the inequity they continue to experience as a result of colonisation.

Level 13, Tower B, Centennial Plaza,
280 Elizabeth St Surry Hills NSW 2010
Tel: (02) 9219 0700
Freecall: 1800 019 998
Fax: (02) 9219 0790
Email: enquiries@daa.nsw.gov.au
<http://www.daa.nsw.gov.au>

Department of Education and Training (DET)

The State Department of Education & Training (DET) provides education and training services from early childhood education through to post-compulsory education and training in educational institutions and industry. TAFE NSW courses, adult and community education courses, migrant English programs, post-secondary art courses and advice to the Government on higher education are also provided.

GPO Box 33 Sydney NSW 2001
Tel: (02) 9561 8000
<http://www.det.nsw.edu.au>

NSW Department of Education and Training – Aboriginal Education and Training Directorate

Provides leadership, advocacy and advice in education and training in relation to Aboriginal and Torres Strait Islander students and communities.

Coordinates the NSW Schools Nanga Mai Awards celebrating innovation, excellence and achievement in Aboriginal education in NSW public schools and school communities.

Locked Bag 53 Darlinghurst NSW 2010
Level 14, 1 Oxford St Darlinghurst NSW
Tel: (02) 9244 5316
Fax: (02) 9244 5365
Email: aboriginal.programs@det.nsw.edu.au
<http://www.aboriginaleducation.nsw.edu.au>

Department of Community Services (DoCS)

DoCS is the leading NSW Government agency responsible for community services. DoCS works to maintain the safety and well being of children and young people and promotes stronger families and communities. Services are provided through government and non-government agencies and include: child protection including early intervention, support for families, provision and funding of residential and support services for children and young people who need to live away from their families, licensing and monitoring of child care services, funding and regulation of adoption services, funding of support services to assist people who are homeless or at risk of homelessness, help for people separated from their families to trace their records, coordination of services to meet the basic welfare and recovery needs of people affected by natural and other disasters. Services are provided through a network of seven regional offices and 85 Community Services Centres.

Ashfield (head office)
Tel: (02) 9716 2222
DoCS Helpline: 132 111 (24-hr state-wide telephone service for reporting suspected child abuse or neglect)
<http://www.community.nsw.gov.au>

Central Licensing Children's Services Directorate DoCS

Provides the regulatory functions that support services in providing children's services that are safe and developmentally appropriate for children.

Locked Bag 28 Ashfield NSW 1800
Tel: (02) 9716 2100
<http://www.community.nsw.gov.au>

NSW Ombudsman

The NSW Ombudsman is an independent and impartial watchdog which makes sure that the agencies they watch over fulfil their functions properly and improve their delivery of services to the public. The Ombudsman helps agencies to be aware of their responsibilities to the public, to act reasonably and to comply with the law and best practice in administration.

Tel: (02) 9286 1000
Toll free: 1800 451 524
TTY: (02) 9264 8050
Fax: (02) 9283 2911
Email: nswombo@omb.nsw.gov.au
<http://www.omb.nsw.gov.au/>

Commission for Children and Young People

An independent organisation working with others to make NSW a better place for children and young people that reports directly to the NSW Parliament.

Level 2, 407 Elizabeth St Surry Hills
NSW 2010
Tel: (02) 9286 7276
Fax: (02) 9286 7267
TTY: (02) 9286 7286
Email: kids@kids.nsw.gov.au
<http://www.kids.nsw.gov.au>



Northern Territory services

Aboriginal and Torres Strait Islander support services in the Northern Territory

The listings below include many of the services from the on-line SNAICC National Aboriginal and Torres Strait Islander Children's Services Directory. Additional Aboriginal and Torres Strait Islander child and family welfare services and early childhood services such as preschools and kindergartens, child care centres and playgroups can be found on SNAICC's online service.

Child and Family Welfare Services

Karu Aboriginal and Islander Child Care Agency (Darwin)

Karu is the recognised agency in Darwin providing advice to the NT Department of Health and Community Services in relation to child protection matters. Karu also provides the Link-Up service in the Top-End of the NT to facilitate family reunification for members of the Aboriginal community (Stolen Generations) affected by past policies of forcibly removing children from their families.

PO Box 828 Sanderson NT 0813
Tel: (08) 8920 6555
Email: reception@karu.com.au

Central Australian Stolen Generations and Families Aboriginal Corporation (Alice Springs)

The Link-Up service in the Central Australia region of the NT to facilitate family reunification for members of the Aboriginal community affected by past policies of forcibly removing children from their families.

PO Box 744 Alice Springs NT 0870
11 Shirley Court Alice Springs NT
Tel: (08) 8953 3899
Fax: (08) 8953 6684

Waltja Tjutangku Palyapayi (Alice Springs)

An early intervention family support service for children and young people 12 to 18 years old who are experiencing mental illness, are at risk of youth suicide and/or are at risk of homelessness. The program provides support and information, mediation and individual or family counselling for young people and their families, with a focus on assisting young people to reconnect with their families and the community. Advocacy for clients to gain access to community resources such as income support, employment, training and education and referrals to appropriate community agencies are also available. The service particularly assists Aboriginal and Torres Strait Islander families.

PO Box 8274 Alice Springs NT 0871
3 Ghan Rd Alice Springs NT
Tel: (08) 8953 4488
Fax: (08) 8952 8521
Email: publications@waltja.org.au
<http://www.waltja.org.au>

Early Childhood Services

The Multifunctional Aboriginal Children's Services (MACS) listed below provide a culturally appropriate early childhood service to meet the social and developmental needs of Aboriginal and Torres Strait Islander children. Care provided may include long-day care, playgroups, outside-school-hours care, vacation care and cultural programs, and may also include various services for preschool and school-aged children. The NT also has many remote community-run early childhood services – the budget based Innovative and (formerly JET)

crèches, playgroups and mobile services. See the SNAICC online services directory at <http://www.snaicc.asn.au> for more information.

Ampe Kenhe Apmere (Congress) Childcare Centre (MACS)

Mon–Fri 7.30 am–5.30 pm
PO Box 1604 Alice Springs NT 0871
23 Gap Rd Alice Springs NT
Tel: (08) 8951 4499
Fax: (08) 8951 4438
Email: childcare@caac.org.au
<http://www.caac.org.au/childcare.html>

Yera Child Care Centre (MACS)

8am–4.30 pm, Mon–Fri
C/- Batchelor Institute of Indigenous Tertiary Education Batchelor NT 0845
Tel: (08) 8939 7128
Fax: (08) 8939 7100

Na Wulg Wulg Child Care Centre (MACS)

7.30 am–5 pm, Mon–Fri
PO Box 1342 Katherine NT 0851
Kalano Community Katherine NT
Tel: (08) 8971 0944
Email: nawulg@hotmail.com

Aboriginal Community Controlled Medical Services (AMS)

AMSANT – Aboriginal Medical Services Alliance Northern Territory

The NT peak body for the community controlled Aboriginal health services (AMS). These AMS provide culturally valid and effective primary health care to the local Aboriginal and Torres Strait Islander community. There are more remote NT AMS than are listed below. Contact



AMSANT for more information on the services near you.

GPO BOX 1624 Darwin NT 0801
43 Mitchell St Darwin NT
Tel: (08) 8944 6666
Fax: (08) 8981 4825
Email: reception@amsant.com.au
<http://www.amsant.com.au>

Anyinginyi Congress Aboriginal Corporation (AMS)

PO Box 403 Tennant Creek NT 0861
1 Irvine St Tennant Creek NT
Tel: (08) 8962 2633
Fax: (08) 8962 3280
Email: gm1@anyinginyi.com.au
<http://www.anyinginyi.com.au>

Central Australian Aboriginal Congress (AMS)

PO Box 1604 Alice Springs NT 0871
25 Gap Rd Alice Springs NT
Tel: (08) 8952 3377
Fax: (08) 8953 0350
8.30 am–8 pm, Mon–Fri
<http://www.cuzcongress.com>

Danila Dilba Health Service (AMS)

PO Box 2125 Darwin NT 0801
32–34 Knuckey St Darwin NT
Tel: (08) 8942 3444
Fax: (08) 8941 3542
Email: info@daniladilba.org.au
<http://www.daniladilba.org.au>

Miwatj Health Service

PO Box 519 Nhulunbuy NT 0881
Tel: (08) 8987 1102
Fax: (08) 8987 1670
<http://www.miwatj.com.au>

Wurli Wurlinjang Aboriginal Corporation Health Service (AMS)

PO Box 896 Katherine NT 0851
25 Third St Katherine NT
Tel: (08) 89711 1576
Fax: (08) 8972 2376
Email: wurli@wurli.org.au

Community Support Services

Playgroup Association NT Inc – Alice Springs

Resource centre and office to support member playgroups in southern NT. Playgroups cater for children, from birth to school age, and their parents or caregivers. These playgroups enable children to learn, through play, to develop physical skills and to get to know other people.

PO Box 559 Alice Springs NT 0871
Playgroup House Alice Springs,
3 Echunpa St Alice Springs NT
Tel: (08) 8953 4496
<http://www.playgroupaustralia.com.au/nt/go/home>

Playgroup Association NT Inc – Darwin

Resource centre and office to support member playgroups in northern NT.

PO Box 13 Nightcliff NT 0814
Playgroup House Darwin
Corner of McMillans Rd and Marrara Drv Marrara NT
Free Call: 1800 171 882
Tel: (08) 8945 7775
Fax: (08) 8927 0608
Email: admin@playgroupnt.com.au
<http://www.playgroupaustralia.com.au/nt/go/home>

Special Needs Playgroup

A playgroup for children with special needs.

Monday 10 am–12 pm, except public holidays

PO Box 3067 Alice Springs NT 0871
Shop 8, Diorama Village
Alice Springs NT
Tel: (08) 8952 6720

Central Australian Community Toy Library

A toy exchange facility and mobile service for children between 0–12 years, whose families are eligible: low income earn-

ers, non-English speaking backgrounds and Aboriginal children. Also provided is special needs playgroup and 3-year-old kindergarten. Come and play sessions for members operate on Fridays.

Borrowing: Wed 9 am–4.30 pm,
Thurs 9 am–6 pm, Fri 9 am–4.30 pm

PO Box 3067 Alice Springs NT 0871
Shop 8, Diorama Village, Larapinta Drive Alice Springs NT
Tel: (08) 8952 6720

Foster Care Association (NT)

The Foster Care Association (NT) has resources such as videos, DVDs and books that may be borrowed as well as the opportunity to attend quality training and conferences as well as social events to connect with other carers.

PO Box 1287 Nightcliff NT 0814
5B/18 Bauhinia St Nightcliff NT
Tel: (08) 8948 3204
Email: ntfca@bigpond.net.au

Crisis Line (Domestic Violence)

Provides free 24-hour telephone counselling for people in crisis and face-to-face counselling from 9 am–4 pm by appointment. It also provides a referral service to other agencies. Trained counsellors will listen to and help you with your problem. Qualified psychologists are available by telephone or for personalised counselling.

Tel: (08) 8981 9227
Toll Free: 008 019 116
Fax: (08) 8981 8278

Kids Help Line

A confidential and anonymous national telephone counselling and referral service for children and young people 5 to 25 years old. Web and email counselling are also available via the website.

24 hours, 7 days

Freecall: 1800 551 800
Email: admin@kidshelp.com.au
<http://www.kidshelp.com.au>



Parentline

Free telephone counselling for parents, primary carers and professionals working with children in the Northern Territory.

Tel: 1300 30 1300
<http://www.parentline.com.au>

National Association for the Prevention of Child Abuse and Neglect (NAPCAN) Northern Territory

NAPCAN's Family Support Service encourages the development of child-friendly communities to help prevent child abuse and neglect. The service provides community education, support, referral, advocacy and information via brochures, posters, books and videos. NAPCAN also coordinates the annual Child Protection Week in September, which includes forums, workshops and seminars for parents and health professionals on the prevention of child abuse and neglect. Other services include online, telephone, on-site and outreach-based health information; and support, referral and advocacy for parents, the community and professionals in collaboration with relevant programs and other agencies.

PO Box 948 Nightcliff NT 0814
Tel: (08) 8948 0884
Fax: (08) 8948 0884
Email: napcannt@bigpond.net.au

Aboriginal Hostels – Darwin

Provides temporary accommodation for Aboriginal and Torres Strait Islanders people.

PO Box 3820 Darwin NT 0811
62 Cavenagh St Darwin NT
Tel: (08) 8981 4598
Fax: (08) 8981 1577

Aboriginal Hostels – Alice Springs

PO Box 1945 Alice Springs NT 0871
Suite 2, Leichardt Tce Alice Springs NT
Tel: (08) 8952 6544
Fax: (08) 8953 0422

Aboriginal Interpreting and Translation Service

A translating and interpreter service for Aboriginal people and English speakers who need to communicate with them. The service can help with Waripiri, Arrernte and Pitjantjatjara speakers. This service is not free.

PO Box 2531 Alice Springs NT 0871
3 South Tee Alice Springs NT
Tel: (08) 8951 1311
Fax: (08) 8951 1354

Government departments

Federal Government Departments

Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)

Provides policy advice to the Australian Government regarding income support and assistance for families and their young and adolescent children, senior citizens, people with disabilities, carers and community groups. The Department is also responsible for Aboriginal and Torres Strait Islander affairs and reconciliation within Australia, gender issues and the Office of Status of Women, through which policies and programs for women are developed.

GPO Box 9820 Darwin NT 0801
Building 2, 17 Scaturchio St
Casuarina NT
Tel: 1300 653 227 (local call cost)
Fax: (08) 8920 8999
Email: facsia@facsia.gov.au
<http://www.fahcsia.gov.au>

Department of Education, Employment & Workplace Relations (DEEWR)

Coordinates and manages services for young people and adults and service delivery contracts with agencies. Programs include the following. The Indigenous Education Program. New Apprenticeship

Support Services (NASS). Vocational education and training programs including Jobs Pathway Program (JPP), Language, Literacy and Numeracy Program (LLNP) and Workplace English Language and Literacy (WELL).

66 Smith St Darwin NT
Tel: (08) 8936 5155
Fax: (08) 8936 5160
<http://www.deewr.gov.au>

Northern Territory Government Departments

Department of Health and Community Services (DHCS)

The Northern Territory Department of Health and Community Services exists to provide services that work together for the health and well-being of communities maximising physical health but also the mental, social and environmental well-being of all Territorians.

PO Box 40596 Casuarina NT 0811
Tel: (08) 8999 2400
<http://www.nt.gov.au/health>

Family and Children's Services (FACS)

The Family and Children's Services Division of DHCS provides a range of services including alternative care and statutory child protection. FACS is responsible for administering the *Care and Protection of Children Act (NT) 2007*. The purpose of the Act is to provide for the protection and care of children and the promotion of family well-being. FACS has a responsibility to ensure that all children's needs, including health, housing and education, are met. For Aboriginal children, it is especially important to also provide for their cultural needs because this helps them to grow up strong, knowing who they are, where they come from and how they fit into their community.

FACS Alice Springs

Tel: (08) 8951 5170
Fax: (08) 8951 5287



FACS Casuarina

Tel: (08) 8922 7111
Fax: (08) 8922 7122

The NT Children's Services Unit

This unit is part of the Department of Health and Community Services. The Unit assists child care services to meet their legislative obligations relating to child care provision, as well as encouraging and advising these services to strive for a quality of care which is beyond the minimum licensing requirements.

PO BOX 40596 Casuarina NT 0811
Tel: (08) 8999 2601
Free call: 1800 019 161
Fax: (08) 8999 2765

Aboriginal Interpreter Service

Office hours: 8am–4.30pm
24 hour central booking service:
Tel: (08) 8999 8353 (Darwin)
Tel: (08) 8951 5576 (Alice Springs)

Department of Employment, Education and Training (DEET)

The Department of Employment, Education and Training (DEET) aims to continually improve education outcomes for all students, with a focus on Aboriginal and Torres Strait Islander students.

Level 13, Mitchell Centre Darwin NT

Indigenous Education Unit

Tel: (08) 8999 5602
Fax: (08) 8999 5818
<http://www.deet.nt.gov.au>

Health and Community Services Complaints Commission

The Health and Community Services Complaints Commission is an independent statutory body that conciliates, investigates and resolved complaints against providers of health and community services in the Northern Territory.

Darwin
Tel: (08) 8999 1969
Fax: (08) 8999 1828
Toll Free Tel: 1800 806 380

Alice Springs

Tel: (08) 8951 5815
Fax: (08) 8951 5828

Email: hccsc.omb@nt.gov.au
http://www.nt.gov.au/omb_hccsc/hccsc/index.htm

Northern Territory Ombudsman

The Ombudsman investigates complaints about NT government departments and statutory authorities. The Ombudsman for the Northern Territory is independent of Government and provides a free service to the public.

PO Box 1344 Darwin NT 0801
Tel: (08) 8999 1818
Fax: (08) 8999 1828
Toll Free Tel: 1800 806 380
Email: nt.ombudsman@nt.gov.au
<http://www.omb-hccsc.nt.gov.au/>



Queensland services

Aboriginal and Torres Strait Islander support services in Queensland

Child and Family Welfare Services

There exists a range of community-based Aboriginal and/or Torres Strait Islander services providing programs and support for families. These include Aboriginal and Islander Child Care Agencies (AICCAs), which typically provide support to families in the child protection system; foster and out-of-home care programs; child protection advice and recruitment; and training and support for foster carers.

Family support services often work with families who need some particular support and assistance with parenting issues, family reunification, family mediation or support to access other services. While details about these services can be found on the SNAICC services directory, few are able to directly assist non-Indigenous carers working with Aboriginal and Torres Strait Islander children as they are not funded to provide support to non-Indigenous carers.

Early Childhood Services

The Multifunctional Aboriginal Children's Services (MACS) listed below provide a culturally appropriate early childhood service to meet the social and developmental needs of Aboriginal and Torres Strait Islander children. Care provided may include long-day care, playgroups, outside-school-hours care, vacation care and cultural programs, and may also include various services for preschool and school-aged children.

Additional Aboriginal and Torres Strait Islander early childhood services such as preschools and kindergartens, child care centres and playgroups can be found on SNAICC's online services directory.

Gundoo Day Care Centre (MACS)

PO Box 21 Murgon QLD 4605
Fisher St Cherbourg
Tel: (07) 4168 2832
Fax: (07) 4168 3349
Email: gundoodaycare@bigpond.com

Gooddo Day Care Centre (MACS)

C/- Palm Island Post Office QLD 4816
Park Rd Palm Island QLD
Tel: (07) 4770 1182
Fax: (07) 4770 1182

Palm Island Child Care Committee

The committee discusses child care issues and services relevant to the local Aboriginal and Torres Strait Islander community.

Palm Island QLD 4816
Tel: (07) 4770 1182
Fax: (07) 4770 1101

Undoonoo Day Care Centre (MACS)

Corner Carbine & Rankin Sts
Woorabinda QLD 4713
Tel: (07) 4935 0107
Fax: (07) 4935 0685
Email: undoonoo@yahoo.com.au

RAATSICC – The Cape York/ Gulf Remote Area Aboriginal and Torres Strait Island Child Care Network

RAATSICC embraces a range of local community approaches to child care

and relies upon community participation and decision making. RAATSICC funded services include play areas, play groups, child and family activity centres, licensed long day care centres, after school care and vacation programs.

PO Box 6242 Cairns MC QLD 4870
Level 1, 88 Abbott St Cairns QLD
Tel: (07) 4030 0899
Fax: (07) 4041 5082
Email: info@raatsicc.org.au
<http://www.raatsicc.org.au>

Aboriginal & Islander Independent Community School

In-home support for families experiencing stress provides worker assistance in developing skills in parenting, budgeting, home management and dealing with personal difficulties.

PO Box 256 Acacia Ridge QLD 4110
Tel: (07) 3255 6133
Fax: (07) 3255 6562
Email: info@murrisschool.qld.edu.au
<http://www.murrisschool.qld.edu.au>

Aboriginal community controlled medical services (AMS)

Queensland Aboriginal and Islander Health Council (QAIHC)

QAIHC is the peak body in Queensland for many of the community controlled Aboriginal and Torres Strait Islander health services (AMS services). These community-controlled services provide culturally valid and effective primary health care to the local Aboriginal and Torres Strait Islander community. QAIHC also auspices the Queensland Aboriginal and Torres Strait Islander child protection partnership whose members are the AICCA services and Recognised Entities. There are many



services throughout the state. Some of these services are listed below. Contact QAIHC for more information on services near you.

PO Box 8200 Woollongabba QLD 4102
Tel: (07) 3255 3604
Fax: (07) 3255 3603

Aboriginal & Islander Community Health Service Brisbane (AICHS AMS)

PO Box 8112 Woollongabba QLD 4102
10 Hubert St Woollongabba QLD
Tel: (07) 3393 0055
Fax: (07) 3391 6196
Email: info@aichs.org.au
<http://www.aichs.org.au>

Aboriginal & Torres Strait Islander Community Health Service Aboriginal Medical Services (AMS)

PO Box 1099 Mackay QLD 4740
31–33 Victoria St Mackay QLD
Tel: (07) 4951 2833
Fax: (07) 4953 1626

Townsville Aboriginal and Torres Strait Islander Health Services (AMS)

PO Box 7534 GBC Townsville QLD 4814
57–59 Gordon St Garbutt QLD
Tel: (07) 4772 4100
Fax: (07) 4750 1999

Kalwun Health Service (AMS)

PO Box 3880 Burleigh Town Centre QLD 4220
14 Kortun Dve Burleigh QLD
Tel: (07) 5520 6799
Fax: (07) 5520 6199

Bidgerdii Health Service (AMS)

PO Box 106 Rockhampton QLD 4700
162 Bolsover St Rockhampton QLD
Tel: (07) 4921 3080
Fax: (07) 4921 3082

Apunipima Cape York Health Council Aboriginal Medical Services (AMS)

PO Box 2797 Cairns QLD 4870
343 Fearnley St Manunda QLD
Tel: (07) 4051 7450
Fax: (07) 4051 7940
Email: apunipima@apunipima.org.au
<http://www.apunipima.org.au>

Torres Strait-Northern Peninsula Area (NPA) Health Council

A family support service providing health advice and information for Torres Strait Islander families and individuals and those living in the Northern Peninsula area.

Thursday Island Primary Health Centre,
Douglas St Thursday Island QLD 4875
Tel: (07) 4069 1109

Community Support Services

Foster Care Queensland: Foster Carer Advocacy and Support Team (FAST) Unit

Foster Care Queensland Inc (FCQ) is a partially government funded organisation, the membership of which is open to all foster carers (a term used here to mean registered Foster Carers, Kinship & Relative Carers and carers with Provisional Approval) and supporters (workers, other individuals) with associate membership being open to organisations.

PO Box 1179 Eagle Farm QLD 4009
5–921 Kingsford Smith Dve
Eagle Farm QLD
Tel: (07) 3268 5955 (BH);
(07) 38078455 (AH)
Fax: (07) 3268 5970
Email: fcq@fcq.com.au
<http://www.fcq.com.au>

C&K Preschooling Professionals

An early childhood, community-based association with more than 400 Department of Education and the Arts funded centres and child-related services across the

state. C&K pre-schooling services include child care, family day care, kindergarten, preschool, CrakaJac Playgroups and the Dhagun-Gur Indigenous Services Unit (an advisory service for Aboriginal and Torres Strait Islander centres).

14 Edmondstone St
Newmarket QLD 4051
Tel: (07) 3552 5333
Fax: (07) 3856 5340
Email: info@candk.asn.au
<http://www.candk.asn.au>

PeakCare Queensland

A peak body for the safety and well-being of children and young people and the support of their families. Its membership includes community agencies working with foster carers.

Tel: (07) 3368 1050
Email: peakcare@gil.com.au
<http://www.peakcare.com.au>

National Association for the Prevention of Child Abuse and Neglect (NAPCAN) QLD

Family Support Service offering education and support to help prevent child abuse and neglect. Includes referral to support services and distribution of information brochures, posters, and books and videos on the prevention of child abuse and neglect. NAPCAN also coordinates the annual Child Protection Week in September, which includes forums, workshops and seminars on the prevention of child abuse and neglect for parents and health professionals.

PO Box 3459 South Brisbane QLD 4101
Tel: (07) 3846 1888
Fax: (07) 3846 1999
Email: qld@napcan.org.au
<http://www.napcan.org.au>

Lifeline

A 24-hour crisis telephone counselling, information and referral service that provides an immediate and confidential opportunity to discuss a problem. The



service responds to callers of all ages with a wide range of concerns including matters relating to relationships, domestic violence, family matters, youth issues, child abuse, depression and anxiety, loneliness, unemployment, grief, problems at work or school, homelessness, money worries, drug and alcohol problems and suicide. Training and consultancy services are offered on a fee-for-service basis to workers in the field.

Fortitude Valley QLD
Tel: 13 11 14

Lifeline Cairns Family Support Program

Provides reunification with their natural families for infants and children who have been in long-term foster care.

PO Box 11B Bungalow QLD
98 Birch St Manunda QLD
Tel: (07) 4053 5044
Fax: (07) 4053 5044
Email: fsp.mail.Birch.st@lccq.org.au

Kids Help Line

A confidential and anonymous, national telephone counselling and referral service for children and young people 5 to 25 years old. Web and email counselling are also available via the website.

24 hours, 7 days

Freecall: 1800 55 1800
Email: admin@kidshelp.com.au
<http://www.kidshelp.com.au>

Parentline

Telephone counselling for parents and primary carers.

Tel: 1300 301 300
Web: <http://www.parentline.com.au>

Government departments

Federal Government Departments

Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)

Provides policy advice to the Australian Government regarding income support and assistance for families and their young and adolescent children, senior citizens, people with disabilities, carers and community groups. The Department is also responsible for Aboriginal and Torres Strait Islander affairs and reconciliation within Australia, gender issues and the Office of Status of Women, through which policies and programs for women are developed.

GPO Box 9820 Brisbane QLD 4001
Level 6, 200 Adelaide St Brisbane QLD
Tel: (07) 3005 6038
Tel: 1300 653 227 (local call cost only)
Fax: (07) 3005 6097
Email: facsia@facsia.gov.au
<http://www.fahcsia.gov.au>

Department of Education, Employment & Workplace Relations (DEEWR)

Coordinates and manages services for young people and adults and service delivery contracts with agencies. Programs include the following. The Indigenous Education Program. New Apprenticeship Support Services (NASS). Vocational education and training programs including Jobs Pathway Program (JPP), Language, Literacy and Numeracy Program (LLNP) and Workplace English Language and Literacy (WELL).

Level 11, 215 Adelaide St Brisbane QLD
Tel: (07) 3223 1000
Fax: (07) 3223 1099
<http://www.deewr.gov.au>

Queensland Government Departments

Department of Child Safety

The Department of Child Safety and foster care agencies help carers to carry out their important role through personal and financial support. Foster carers can also receive support from other foster carers, their community and informal networks they may develop. To find out more about support groups in your local area you should contact your local Department of Child Safety office or community foster care agency. Carers can also seek assistance from Foster Care Queensland.

GPO Box 806 Brisbane QLD 4001
111 George Street Brisbane QLD
Tel: (07) 3224 8045
Tel (TTY): (07) 3012 8655
Fax: (07) 3404 3570
Free call: 1800 811 810 (QLD only)
Web: <http://www.childsafety.qld.gov.au>

Child Safety After Hours Service Centre

This Service Centre (formerly Crisis Care) is a 24-hour statewide service that provides after hours responses to clients of the Department of Child Safety, members of the public and staff from government departments and community agencies in relation to child protection matters.

Tel: (07) 3235 9999
Freecall: 1800 177 135 (QLD only)

Foster and Kinship Care Support Line

Provides foster and kinship carers with access to after-hours support. A service provided by the Department of Child Safety.

Mon–Fri, 5 pm–11.30 pm
Sat–Sun, 7 am–11.30 pm
Tel: 1300 729 309



Department of Communities

The Department provides and supports a range of services to Queenslanders in need including neglected or abused children, young offenders, volunteers, people who are homeless or disadvantaged, families experiencing domestic and family violence, families in crisis or threatened by breakdown, and families using child care services. These services are provided throughout the state by the Department's staff and through non-government service providers.

GPO Box 806 Brisbane QLD 4001
111 George St Brisbane QLD; and
Neville Bonner Building, 75 William St
Brisbane QLD
Tel: 13 13 04 (cost of a local call)
Fax: (07) 3404 3570
TTY: (07) 3012 8655
Email: enquiries@communities.qld.gov.au

Department of Employment and Industrial Relations – Indigenous Employment Program

Funding has been made available to community-based organisations to develop and implement employment and training strategies to support local economic development and other employment and training opportunities for Aboriginal and Torres Strait Islander people.

Employment Tel: 1300 369 925
Training Tel: 1300 369 935
TAFE Queensland Tel: 1300 308 233

Wal-meta – The Aboriginal And Torres Strait Islander Public Sector Employment Development Unit

The Department of Employment and Industrial Relations Wal-Meta Unit seeks equity in employment and economic status for Queensland's Aboriginal and Torres Strait Islander population.

The Work Experience Program targets Aboriginal and Torres Strait Islander students in Years 11 and 12 to give them the relevant skills and knowledge required to work in the Queensland public sector.

LMB 527 Brisbane QLD 4001
Level 1, Education House, 30 Mary St
Brisbane QLD
Tel: (07) 3225 2682
Fax: (07) 3006 4111
Email: wal-meta@det.qld.gov.au
<http://www.wal-meta.qld.gov.au/>

Department of Education, Training and the Arts

Indigenous Education in Queensland state schools includes the education of Aboriginal students and Torres Strait Islander students. It also embraces the education of all students about Aboriginal and Torres Strait Islander peoples and cultures of Queensland.

The Queensland Government website provides information for schools, students and communities and includes the strategies, resources, projects and initiatives currently operating across the Department that focuses on the improving outcomes for Indigenous students in Queensland state schools.

PO Box 15033 City East QLD 4002
30 Mary Street Brisbane QLD
Tel: (07) 3237 0111
<http://education.qld.gov.au/schools/indigenous/>

Linking Families and School

Linking Families and School promotes and supports positive relationships between Indigenous communities, students and school staff. Booklets have been developed to help students, their parents and teachers access the information they need to produce successful educational outcomes for Indigenous students.

A key focus of the project is to build productive and worthwhile relationships between parents, students and teachers improve attendance, retention and learning outcomes for Indigenous students.

The Partners for Success Unit Strategy and Performance Branch, DETA
Department of Education, Training and the Arts
Tel: (07) 3237 0070

Queensland Ombudsman

The Queensland Ombudsman's office is an independent complaints investigation agency. Their role is to ensure that Queensland government departments and bodies and local governments act fairly and make the right decisions for people living in Queensland.

GPO Box 3314 Brisbane QLD 4001
Level 25, 288 Edward St Brisbane QLD
Tel: (07) 3005 7000
Toll Free (outside Brisbane): 1800 068 908
Fax: (07) 3005 7067
TTY: 3006 8174
Email: ombudsman@ombudsman.qld.gov.au
<http://www.ombudsman.qld.gov.au>

Commission for Children and Young People and Child Guardian

The Commission for Children and Young People and Child Guardian is an organisation which promotes and protects the rights, interests and well-being of all Queenslanders under 18. The Commission is independent, and its decisions are not influenced by any Government department or other agency.

PO Box 12671 George St Brisbane QLD 4003
Level 22, T & G Building,
141 Queen St Brisbane QLD
Tel: (07) 3247 5525
Freecall: 1800 688 275
Fax: (07) 3247 5507
Email: wmaster@ccypcg.qld.gov.au
<http://www.ccypcg.qld.gov.au/>



South Australian services

Aboriginal and Torres Strait Islander support services in South Australia

The listings below include many of the services from the online SNAICC National Aboriginal and Torres Strait Islander Children's Services Directory. Additional Aboriginal and Torres Strait Islander child and family welfare services and early childhood services such as preschools and kindergartens, child care centres and playgroups can be found by searching SNAICC's online service directory.

Child and Family Welfare Services

There is a range of community-based Aboriginal and Torres Strait Islander services providing programs and support for families. These include Aboriginal and Islander Child Care Agencies (AICCAs), which typically provide support to families in the child protection system, foster and out-of-home care programs, child protection advice and recruitment and training and support for foster carers. Family support services often work with families who need some particular support and assistance with parenting issues, family reunification, family mediation or support to access other services. While details about these services can be found below and on the SNAICC services directory, few are able to directly assist non-Indigenous carers themselves, but may be able to provide assistance to Aboriginal and Torres Strait Islander children.

Aboriginal Family Support Services (AFSS)

AFSS runs a number of programs including parenting programmes. Their Reunification program provides support,

assistance and motivation for Aboriginal families undergoing reunification with children who have been in foster care. Their Early Intervention program provides support and assistance for Aboriginal families in minimising child protection problems and preventing children entering into long-term foster care. Alternative Care Placement Services provides short-term respite for Aboriginal families and families with Aboriginal children where stress is being experienced in caring for children under difficult circumstances. Situations in which respite may be provided include financial difficulties, parenting breakdown, unresolved grief and loss, relationship breakdown and homelessness. AFSS also has regional offices and programs in Coober Pedy and Port Augusta.

134 Waymouth St Adelaide SA 5000
Tel: (08) 8212 1112
Fax (08) 8212 1123
Email: afss@afss.com.au
<http://www.afs.com.au>

Aboriginal Community Controlled Medical Services (AMS)

Aboriginal Health Council of SA Inc.

AHCSA is the peak body representing Aboriginal community controlled health and substance misuse services in SA at a state and national level. Its primary role is to be the 'health voice' for all Aboriginal people in South Australia. For more information on health services near you contact:

PO Box 787 Kent Town SA 5067
78 Fullarton Road Norwood SA
Tel: (08) 8132 6700
Fax: (08) 8132 6799
Email: ahcsa@ahcsa.org.au
<http://www.ahcsa.org.au>

Nunquwarrin Yunti of South Australia Inc.

This Adelaide Aboriginal and Torres Strait Islander community controlled centre provides health care and community support services to Aboriginal and Torres Strait Islander people. Nunquwarrin Yunti is committed to providing culturally appropriate health care and community support services, and to influencing and overcoming barriers which exist for Aboriginal people in accessing and utilising mainstream services.

Nunquwarrin Yunti also provides SA Link-Up services to facilitate family reunification for members of the Aboriginal community (Stolen Generations) affected by past policies of forcibly removing children from their families.

PO Box 7202 Hutt St 7202 SA
182-190 Wakefield St Adelaide SA
Tel: (08) 8223 5217
Fax: (08) 8223 6086
Email: nunku@nunku.org.au
<http://www.nunku.org.au>

Pika Wiya Health Service

Pika Wiya Health Service provides a culturally appropriate service to Aboriginal and Torres Strait Islander people, addressing preventative, promotive and curative aspects of health, which encourages our community to achieve greater dignity and quality of life equal with all Australians.

PO Box 2021 Port Augusta SA 5700
40-46 Dartmouth St Port Augusta SA
Tel: (08) 8642 9999
Fax: (08) 8642 6621
<http://www.pikawiya.com.au>

Port Lincoln Aboriginal Health Service

An Aboriginal Community Controlled Health Service providing primary health



care in Port Lincoln and surrounding areas.

PO Box 1583 Port Lincoln SA 5606
19A Oxford Terrace Port Lincoln SA
Tel: (08) 8683 0162
Fax: (08) 08 8683 0126
Email: reception@plahs.org.au
<http://www.plahs.org.au>

Neporendi Aboriginal Forum

The Family Mentoring Project trains and supports selected Aboriginal and Torres Strait Islander extended-family members as mentors for children, young people and adults experiencing alcohol or other drug problems. The trained family mentors assess needs, identify services required, negotiate documented health plans and provide ongoing monitoring and review of the process.

PO Box 470 Noarlunga Centre SA 5161
7 Vine St Old Reynella SA
Tel: (08) 8322 5077
Fax: (08) 8322 6060
Email: neporendi@bigpond.com

Early Childhood Services

South Australia Aboriginal Resource & Management Support Unit (ARMSU)

A coordinating body providing training and development of resources to support managers and directors of Aboriginal child care services. The service educates staff in child care centres across South Australia about educating Aboriginal children and Aboriginal cultural inclusion.

PO Box 2440 Regency Park SA 5942
Parks Community Centre, Trafford St
Angle Park SA
Tel: (08) 8445 8128
Freecall: 1800 679 199
Fax: (08) 8268 8065
Email: armsu@networksa.org.au
<http://www.networksa.org.au>

The South Australian Multifunctional Aboriginal Children's Services (MACS) are listed below. MACS provide a culturally

appropriate early childhood service to meet the social and developmental needs of Aboriginal and Torres Strait Islander children. Care provided may include long-day care, playgroups, outside-school-hours care, vacation care and cultural programs, and may also include various services for preschool and school-aged children.

Kalaya Children's Centre (MACS)

50 Webb St Queenstown SA 5014
Tel: (08) 8447 6519
Fax: (08) 8447 6036
Email: info@kalayacc.sa.edu.au

Kaurna Plains Early Childhood Centre (MACS)

Ridley Rd Elizabeth SA 5112
Tel: (08) 8255 3299
Fax: (08) 8287 6682
Email: kindy.director@kaurnapre.sa.edu.au

Ceduna Koonibba Child Care Centre (MACS)

PO Box 314 Ceduna SA 5690
1 Eyre Highway Koonibba SA
Tel: (08) 8625 0093
Fax: (08) 8626 2530

Kura Yerlo Children's Centre (MACS)

208 Lady Gowrie Dve Largs Bay SA 5016
Tel: (08) 8449 7367
Fax: (08) 8341 7006
Email: kyrept@arcom.com.au

Tjitji Tjapu Tjuta (Umoona) Centre (MACS)

PO Box 474 Coober Pedy SA 5723
315 Robyns Bvd Coober Pedy SA
Tel: (08) 8672 5644
Fax: (08) 8672 5266

Wynbring Jida (MACS)

PO Box 2376 Whyalla Norrie SA 5608
2 Booth St Whyalla Norrie SA
Tel: (08) 8649 3737
Fax: (08) 8649 304

Community Support Services

Connecting Foster Carers – SA Inc

This peak body supports and strengthens foster carers in South Australia and promotes the value of foster caring in South Australia.

PO Box 288 Kilburn SA 5084
Tel: 1800 732 272 (Free call)
Email: enquiries@cfc-sa.org.au
<http://www.cfc-sa.org.au>

CREATE Foundation

A coordinating body providing welfare opportunities through recreational activities and life skills development programs for children and young people in care.

GPO Box 513 Adelaide SA 5001
Tel: 1800 655105
Fax: (08) 8226 1328
Email: SA@create.org.au
<http://www.create.org.au>

Child and Youth Health Service

Provides free health checks for children at key developmental ages between birth and six years. Children can also be seen at any age when parents have concerns, questions or issues. Parents can call the number below to find their nearest venue.

Child and Youth Health have a number of Aboriginal and Torres Strait Islander Cultural Consultants whose roles include supporting Aboriginal and Torres Strait Islander children and families in gaining access to child and youth health services.

Tel: 1300 733 606 (cost of local call)

Kids Help Line

A 24-hour, confidential and anonymous, national telephone counselling and referral service. Web and email counselling are also available via the website. The service is for children and young people five to 18 years old. Web and email counselling are also available via the website.

24 hours, 7 days



Freecall: 1800 55 1800
Email: admin@kidshelp.com.au
<http://www.kidshelp.com.au>

NAPCAN South Australia

Education and support to help prevent child abuse and neglect include referral to support services, community and professional presentations, distribution of information regarding mandatory notification and child-friendly communities and distribution of information brochures, posters, books and videos on the prevention of child abuse and neglect. NAPCAN also coordinates the annual Child Protection Week in September, which includes forums, workshops picnics and seminars for parents, children and health professionals on the prevention of child abuse and neglect.

255 Angas St Adelaide SA 500
Tel: (08) 8232 6430
<http://www.napcan.org.au>

Parent Helpline

The Child and Youth Health Parent Helpline (Parent Helpline) is a telephone information service for parents in South Australia. It provides telephone information and support 24 hours a day, seven days a week, every day of the year. It is available to parents of children/young people from birth to 25 years who live anywhere in South Australia.

The Helpline provides information about health, behaviour and relationships for parents and people working with children and young people. It is able to provide information to callers on where to go for further help. Calls are confidential and you don't have to give your name unless you wish to. Parent Helpline staff have an information database based on the latest research and staff are qualified nurses, social workers, community health workers and selected volunteers.

Tel: 1300 364 100 (local call cost within South Australia)

Youth Healthline

For young people aged 12 to 25 years in South Australia – a confidential telephone health information, referral and support service for young people, available 24 hours a day, seven days a week.

Tel: 1300 13 17 19 (local call cost).
Mobile users call (08) 8303 1691 (usual call rates apply)

Government departments

Federal Government

Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)

Provides policy advice to the Australian Government regarding income support and assistance for families and their young and adolescent children, senior citizens, people with disabilities, carers and community groups. The Department is also responsible for Aboriginal and Torres Strait Islander affairs and reconciliation within Australia, gender issues and the Office of Status of Women, through which policies and programs for women are developed.

GPO Box 9820 Adelaide SA 5001
Level 10, 55 Currie St Adelaide
Tel: 1300 653 227 (local call cost only)
Fax: (08) 8400 2197
Email: facsia@facsia.gov.au
<http://www.fahcsia.gov.au>

Department of Education, Employment & Workplace Relations (DEEWR)

Coordinates and manages services for young people and adults and service delivery contracts with agencies. Programs include the following: the Indigenous Education Program; New Apprenticeship Support Services (NASS); vocational education and training programs including Jobs Pathway Program (JPP), Language, Literacy and Numeracy Program (LLNP) and Workplace English Language and Literacy (WELL).

Level 4, 115 Grenfell St Adelaide SA
Ph: (08) 8306 8800
Fax: (08) 8306 8860
<http://www.dest.gov.au>

Government of South Australia

Department for Families and Communities

The South Australian Department for Families and Communities takes the lead and works with others to help families, communities and individuals build their resilience to cope with 'tough times'. In addition the department works towards enhancing family and community well being through integrated services in Aboriginal affairs, ageing, child protection, community, disability, family, housing, women's services and youth.

GPO Box 292 Adelaide SA 5001
Level 2, Riverside Centre,
North Terrace Adelaide SA
Tel: (08) 8226 8800
Fax: (08) 8413 9003
Email: enquiries@dfc.sa.gov.au
<http://www.familiesandcommunities.sa.gov.au/>

Department of Education and Children's Services

The Department delivers and coordinates children's services and schooling. It provides preschool (kindergarten) services to children throughout the state; funds and/or provides occasional care, out-of-school-hours care, family day care services; and respite care for children with disabilities; and provides primary and secondary schooling. The Aboriginal Education and Employment Services within the department provide advice and links into appropriate support services.

GPO Box 1152 Adelaide SA 5001
9th Floor, Education Centre,
31 Flinders St Adelaide SA
Tel: (08) 8226 1527
Fax: (08) 8226 0099
Email: decscustomers@saugov.sa.gov.au
<http://www.decs.sa.gov.au/>



South Australian Ombudsman

The Ombudsman SA Office, provides free, impartial, informal and timely resolution of complaints to promote fairness, openness and good public administration in South Australia. The South Australian Ombudsman can assist you with your complaint about the administrative actions of a State government agency or authority, or local government council, and review government agencies' decisions about Freedom of Information.

Level 5, East Wing, 50 Grenfell St
Adelaide 5000

Tel: (08) 8226 8699

Toll Free: 1800 182 150

Fax: (08) 8226 8602

Email: contact@ombudsman.sa.gov.au

<http://www.ombudsman.sa.gov.au>



Tasmanian services

Aboriginal and Torres Strait Islander support services in Tasmania

Child and Family Welfare Services

There is a range of community-based Aboriginal and Torres Strait Islander services providing programs and support for families. These include Aboriginal and Islander Child Care Agencies (AICCAs), which typically provide support to families in the child protection system, foster and out-of-home care programs, child protection advice and recruitment, and training and support for foster carers. Family support services often work with families who need some particular support and assistance with parenting issues, family reunification, family mediation or support to access other services. Whilst details about these services can be found below and on the SNAICC services directory, they may not be able to directly assist non-Indigenous carers themselves but may be able to provide assistance to Aboriginal and Torres Strait Islander children.

Aboriginal Health Service – TAC Inc.

Provides counselling, health advice and referral for young Aboriginal people.

GPO Box 569 Hobart TAS 7001
56 Patrick St Hobart TAS
Tel: (03) 6234 0777
Fax: (03) 6234 0770
Email: ahs@tacinc.com.au

Cape Barren Island Aboriginal Association Aboriginal Medical Services (AMS)

Provides health services for Aboriginal families and individuals.

Cape Barren Island TAS 7257
Tel: (03) 6359 3533

Fax: (03) 6359 3596
Email: cbiab@bigpond.com.au

Flinders Island Aboriginal Association Aboriginal Medical Service (AMS)

Health services for Aboriginal families and individuals.

PO Box 20 Whitmark TAS 7255
16 West St Lady Barron TAS
Tel: (03) 6359 3532
Fax: (03) 6359 3622
Email: fiaai@bigpond.com

Tasmanian Aboriginal Centre Inc. – Burnie

Comprehensive services (counselling, health care, information, referral, legal justice, transport, family mediation, recreation) to Aboriginal people.

PO Box 536 Burnie TAS 7320
53 Alexandra Street Burnie TAS
Tel: (03) 6431 3289
Fax: (03) 6431 8363
Email: burnie@tacinc.com.au

Tasmanian Aboriginal Centre Inc. – Hobart

Information, legal advice, health services, recreation, counselling and support for the Aboriginal community.

GPO Box 569 Hobart TAS 7001
198 Elizabeth Street Hobart TAS
Tel: (03) 6234 0700
Fax: (03) 6234 0799
Email: hobart@tacinc.com.au

Tasmanian Aboriginal Centre Inc. – Launceston

Accommodation, counselling, health care and legal advice for Aboriginal people.

PO Box 531 Launceston TAS 7250
182 Charles Street Launceston TAS
Tel: (03) 6332 3800

Free call: 1800 132 260
Fax: (03) 6332 3899
Email: launceston@tacinc.com.au

Aboriginal Hostels Limited

Temporary accommodation service for Aboriginal and Torres Strait Islander people around Australia, including various locations in Tasmania. For further information contact:

GPO Box 486 Melbourne VIC 3001
Level 11, 167–169 Queen Street
Melbourne VIC
Tel: (03) 9642 2775
Fax: (03) 9670 7657
Email: melbourne@ahl.gov.au

Early Childhood Services

Aboriginal Children's Centre – TAC Inc. (MACS)

This Multifunctional Aboriginal Children's Services (MACS) children's service provides a culturally appropriate early childhood service to meet the social and developmental needs of Aboriginal and Torres Strait Islander children. Care provided may include long-day care, playgroups, outside-school-hours care, vacation care and cultural programs, and may also include various services for preschool and school-aged children.

7A Emily Road West Moonah TAS 7009
Ph: (03) 6272 7099
Fax: (03) 6273 0869
Email: childrenscentre@tacinc.com.au

Tasmanian Aboriginal Child Care Association (TACCA)

Long day care child care centre.

89 Lindsay St Invermay TAS 7248
Tel: (03) 6331 6671
Fax: (03) 6331 6969
Email: tacca@our.net.au



Community Support Services

Foster Carer Association of Tasmania

A coordinating body for the welfare of Tasmanian foster carers. The Association provides advocacy for foster families and their foster children and supports all carers through activities such as newsletters, social activities and events and education.

PO Box 17 Snug TAS 7054
Room 3, Ground Floor, McDougall Building, Ellerslie St Hobart TAS
Tel: (03) 6224 9672
Tel: 0437 006 876 (all hours assistance and support)
Fax: (02) 6267 9014
Email: ksa2@bigpond.com

Maranoa Family Support Service

Free parenting training, supporting parents in their parenting role and counselling around issues relating to children.

PO BOX 255 Kingston TAS 7050
24 Hawthorn Dve Kingston TAS
Tel: (03) 6229 4602
Fax: (03) 6229 8553
Email: maranoafamsup@bigpond.com

South East Tasmanian Aboriginal Corporation (SETAC) Aboriginal Medical Service

19 Mary St Cygnet TAS 7112
Tel: (03) 6295 0004
Fax: (03) 6295 0535
Email: info@setac.org.au

CREATE Foundation

A coordinating body providing advocacy on behalf of children and young people who are or have been in care aged 5 to 25 years.

45 Sandy Bay Rd Sandy Bay TAS 7004
Tel: (03) 6224 9822
Fax: (03) 6224 8733
<http://www.create.org.au>

NAPCAN Tasmania

This national community network promotes a national focus on the prevention of abuse and neglect of children; supports community advocacy for the prevention of child abuse and neglect; and provides information about nurturing and protective parenting. The Tasmanian section shares educational material and runs key campaigns and initiatives in the state, and filters key issues onto a national agenda. It operates from offices in Melbourne, Victoria.

247-251 Flinders Lane
Melbourne VIC 3000
Tel: (03) 9654 9552
Fax: (03) 9650 3689
Email: vic@napcan.org.au
<http://www.napcan.org.au>

Parenting Line

Parenting Line is a free, confidential telephone service that provides counselling and referrals on parenting issues for parents with children aged 0 to 5 years.

24 hours, 7 days
Tel: 1300 808 178 (local call rate)

Kids Help Line

A confidential and anonymous, national telephone counselling and referral service for children and young people 5 to 25 years old. Web and email counselling are also available via the website.

24 hours, 7 days
Tel (freecall): 1800 551 800
Email: admin@kidshelp.com.au
<http://www.kidshelp.com.au>

Government departments

Federal Government Departments

Department of Families, Housing, Community Services & Indigenous Affairs (FaHCSIA)

Provides policy advice to the Australian

Government regarding income support and assistance for families and their young and adolescent children, senior citizens, people with disabilities, carers and community groups. The Department is also responsible for Aboriginal and Torres Strait Islander affairs and reconciliation within Australia, gender issues and the Office of Status of Women, through which policies and programs for women are developed.

GPO Box 9820 Hobart TAS 7001
Floor 3, 21 Kirksway Place
Battery Point TAS
Tel: 1300 653 227
Fax: (03) 6211 9304
Email: facsia@facsia.gov.au
<http://www.fahcsia.gov.au>

Department of Education, Employment & Workplace Relations (DEEWR)

Coordinates and manages services for young people and adults and service delivery contracts with agencies. Programmes include the Indigenous Education Program; New Apprenticeship Support Services (NASS); vocational education and training programs including Jobs Pathway Program (JPP), Language, Literacy and Numeracy Program (LLNP) and Workplace English Language and Literacy (WELL); youth transitions programs including Youth Pathways Program (YPP), Local Community Partnerships (LCPs) and career advisory programs.

GPO Box 9880 Hobart TAS 7001
12 Floor, 188 Collins Street Hobart TAS
Tel: (03) 6222 6300
Fax: (03) 6231 6986
<http://www.dest.gov.au>

Indigenous Education Unit (DEEWR)

For enquiries regarding Aboriginal and Torres Strait Islander payments.

Level 12, 188 Collins Street
Hobart TAS 7000
Tel: (03) 6222 9616
Free call: 1800 800 821
http://www.dest.gov.au/sectors/indigenous_education



Tasmanian Government Departments

Department of Health & Human Services

Covers a range of services including health care services in hospitals and the community as well as support services; promotes better health; maintains services for elderly people and those with disabilities; and provides housing programs.

GPO Box 125 Hobart TAS 7001
Level 3, 34 Davey Street Hobart TAS
Tel: (03) 6233 3185
or (general inquiries): 1300 135 513 (local call cost)
Fax: (03) 6233 458
<http://www.dhhs.tas.gov.au>

Child Care Unit (Department of Education)

The Child Care Unit is responsible for the administration of the Child Care Act 2001. The Unit strives to support the development of high quality child care programs and services in Tasmania.

GPO Box 169 Letitia House
Hobart TAS 7001
Tel: (03) 6233 5676
or: 1300 135 513 (local call cost)
Fax: (03) 6233 6042
Email: childcare.comment@education.tas.gov.au

Aboriginal Education Unit Department of Education

GPO Box 919 Hobart TAS 7001
Level 2 Block A, Hobart College Campus, Olinda Grove Mt Nelson TAS
Tel: (03) 6233 7968
Fax: (03) 6233 2466
Email: aboriginal.education@education.tas.gov.au
http://www.education.tas.gov.au/school/educators/support/aboriginal_education

Commissioner for Children

An independent office responsible to the Parliament of Tasmania. The Commissioner promotes the rights and well-being of children along with examining the policies, practices and services provided for children and any laws affecting the health, welfare, care, protection and development of children.

1st Floor, Stone Building, ABC Centre,
1 Brooker Ave Hobart TAS 7000
Tel: (03) 6233 4520
Fax: (03) 6233 4515
Email: childcomm@childcomm.tas.gov.au
<http://www.childcomm.tas.gov.au>

Tasmanian Ombudsman

The Ombudsman investigates complaints about Tasmanian government departments and statutory authorities. The Ombudsman for Tasmania is independent of government and provides a free service to the public.

GPO Box 960 Hobart TAS 7001
Ground Floor, 99 Bathurst Street
Hobart TAS
and
Henty House, 1 Civic Square,
Launceston TAS
Tel: 1300 766 725 (local call cost)
Fax: (03) 6233 8966
Email: ombudsman@justice.tas.gov.au
<http://www.ombudsman.tas.gov.au>



West Australian services

Aboriginal and Torres Strait Islander support services in Western Australia

The listings below include many of the services from the on-line SNAICC National Aboriginal and Torres Strait Islander Children's Services Directory. Additional Aboriginal and Torres Strait Islander child and family welfare services and early childhood services such as preschools and kindergartens, child care centres and playgroups can be found on SNAICC's online services directory.

Child and Family Welfare Services

There are a range of community-based Aboriginal and Torres Strait Islander services providing programs and support for families. These include Aboriginal and Islander Child Care Agencies (AICCA's), which typically provide support to families in the child protection system, foster and out-of-home care programs, child protection advice and recruitment, training and support for foster carers. Family support services often work with families who need some particular support and assistance with parenting issues, family reunification, family mediation or support to access other services. While details about these services can be found on the online SNAICC services directory, few are able to directly assist non-Indigenous carers working with Aboriginal and Torres Strait Islander children as they are not funded to provide support to non-Indigenous carers.

Early Childhood Services

Multifunctional Aboriginal Children's Services (MACS)

Below are the MACS services in the Western Australia and some of the Best Start

organisations. MACS provide a culturally appropriate early childhood service to meet the social and developmental needs of Aboriginal and Torres Strait Islander children. Care provided may include long-day care, playgroups, outside-school-hours care, vacation care and cultural programs, and may also include various services for preschool and school-aged children.

Additional Aboriginal and Torres Strait Islander early childhood services such as preschools and kindergartens, child care centres and playgroups can be found on SNAICC's online services directory.

Coolabaroo Neighbourhood Centre (MACS)

73 Parkside Drive Thornlie WA 6108
Tel: (08) 9459 3868
Fax: (08) 9493 2994
Email: coolabar@inet.net.au

Gurlongga Njininj Child Care Centre (MACS)

PO Box 8188 Sterling Street
Perth BC WA 6849
386 Lord Street Highgate WA
Tel: (08) 9228 2428
Fax: (08) 9228 2430

Jalygurr-Guwan Aboriginal Corporation (MACS)

PO Box 1836 Broome WA 6725
5 Dora Street Broome WA
Tel: (08) 9193 5510
Fax: (08) 9193 6171
Email: jalygurr@westnet.com.au

Rose Nowers Child Care Centre (MACS)

PO Box 2055 South Hedland WA 6722
25 Boronia Close South Hedland WA
Tel: (08) 9140 1293
Fax: (08) 9140 1314
Email: rnmcc@starwon.com.au

Yaandina Day Care Centre (MACS)

PO Box 228 Roebourne WA 6718
Hampton Street Roebourne WA
Tel: (08) 9182 1248
Fax: (08) 9182 1152
Email: ydc@kisser.net.au

Best Start for Aboriginal Families

Best Start is a service for Aboriginal children from birth to five years which aims to improve their life opportunities. Projects and activities are provided to enhance their health, education and social and cultural development. The services are located in rural, remote and metropolitan areas. Through the establishment of Best Start projects, a range of services and activities has been developed across Western Australia. These are flexible and take into account the cultural differences between communities. Contact your local Best Start service.

Armadale	Tel: (08) 9497 6555
Carnarvon	Tel: (08) 9941 1244
Kalgoorlie	Tel: (08) 9022 0700
Mandurah	Tel: (08) 9535 6688
Midland	Tel: (08) 9274 9411
Moora	Tel: (08) 9651 1100
Mount Magnet	Tel: (08) 9963 4190
Narrogin	Tel: (08) 9881 0123
Newman – Jigalong Aboriginal Community	Tel: (08) 9175 1051
Port Hedland	Tel: (08) 9172 2755
Roebourne	Tel: (08) 9182 1208
Wiluna	Tel: (08) 9981 7380
Wyndham – Oombulgurri Community	Tel: (08) 9161 1110

Aboriginal Community Controlled Medical Services (AMS)

Below is a selection of Aboriginal Medical Services in Western Australia. Details for additional services can be found via SNAICC's online services directory or by contacting the Aboriginal Health Council of Western Australia (see below).



Aboriginal Health Council of Western Australia (AHCWA)

The Western Australian peak resource agency for Aboriginal medical services and community health organisations. AHCWA provides support and advice for Aboriginal health agencies, conducts cross-cultural training for mainstream health providers and advises government agencies. AHCWA also develops training programs for Aboriginal health workers.

PO Box 8493 Stirling St Perth WA 6849
First floor, 224 Stirling St Perth WA
Tel: (09) 9227 1631
Fax: (09) 9228 1099
Email: admin@ahcwa.org
<http://www.ahcwa.org>

Broome Regional Aboriginal Medical Service (BRAMS)

PO Box 1879 Broome WA 6725
Cnr Anne & Dora Sts Broome WA
Tel: (08) 9192 1338
Fax: (08) 9192 1606
Email: bramsrecp@westnet.com.au

Derbarl Yerrigan Health Service (AMS)

PO Box 6004 East Perth WA 6004
156 Wittenoom St East Perth WA
Tel: (08) 9421 3888
Fax: (08) 9421 3883

Derby Aboriginal Health Service (AMS)

PO Box 1155 Derby WA 6728
4 Stanley Street Derby WA
Tel: (08) 9193 1090
Fax: (08) 9193 1903
<http://www.derbyaboriginalhealthservice.com>

Geraldton Regional Aboriginal Medical Service (GRAMS)

PO Box 4109 Rangeway WA 6530
60 Rifle Range Road Rangeway WA
Tel: (08) 9956 6555
Fax: (08) 9964 3225

Kimberley Aboriginal Medical Services Council (KAMSC)

PO Box 1377 Broome WA 6725
640 Dora Street Broome WA
Tel: (08) 9193 6043
Fax: (08) 9192 2500
Email: kamsc@kamsc.org.au
www.kamsc.org.au

Ord Valley Aboriginal Health Service (AMS)

PO Box 216 Kununurra WA 6743
Lot 1125 Ironwood Drive Kununurra WA
Tel: (08) 9168 1288
Fax: (08) 9168 2053
Email: cliniccoord@ovahs.org.au

Yura Yungi Aboriginal Medical Service (AMS)

PMB 10 Halls Creek WA 6770
Duncan Highway Halls Creek WA
Tel: (08) 9168 6266
Fax: (08) 9168 6028
Email: manager@yyms.org.au

Community Support Services

Foster Care Association of Western Australia

A coordinating body for all West Australian foster care families. The Association provides advocacy for foster families and their foster children through meetings with the Department for Community Development and foster care agencies. Annual membership entitles families to receive the newsletter and to attend social events organised by the Association at no cost. After-hours telephone contact is available.

89 Hensman Road Subiaco WA
Tel: (08) 9388 1911
Fax: (08) 9388 2405
Email: admin@fcawa.com.au
<http://www.fcawa.com.au>

Kimberley Inclusion Team Educational and Training Resources

Provides educational resources and training for staff in approved child care centres and support for children with special needs, including Aboriginal and Torres Strait Islander children. The service also assists with applications for funding for specific equipment as well as special-needs funding that will enable a child care centre to employ an extra staff member to support a child with special needs.

PO Box 242 Broome WA 6725
Lotteries House, Cable Reach Rd Broome WA
Tel: (08) 9191 5334
Fax: (08) 9193 6856
Email: kit@broome.wa.gov.au

CREATE Foundation

Opportunities for Children and Young People in Care – a coordinating body providing welfare opportunities through camps and life-skills development workshops for children and young people in care. The agency also provides government consultation on problems confronting children and young people in care.

8 Oswald St Victoria Park WA 6100
Tel: (08) 9470 6155
Freecall: 1800 655 105
Email: create@create.org.au
<http://www.create.org.au>

Indigenous Psychological Services (IPS)

Provides clinical and psychological assessment of mental health for Aboriginal and Torres Strait Islander people and training for both Aboriginal and Torres Strait Islander and non-indigenous people on problems common to the Aboriginal and Torres Strait Islander community. IPS travels to communities across Australia to provide training and clinical services and also undertakes work to help retain young Aboriginal and Torres Strait Islander people in employment. Services are supported through development of culturally appropriate resources and research.

PO Box 1198 East Victoria Park WA 6981



5 McMaster Street Victoria Park WA
Tel: (08) 9362 2036
Fax: (08) 9362 5546
Email: ips@ips.iinet.net.au
<http://www.indigenousspsychservices.com.au>

Kids Help Line

A confidential and anonymous, national telephone counselling and referral service for children and young people 5 to 25 years old. Web and email counselling are also available via the website.

24 hours, 7 days
Freecall: 1800 551 800
Email: admin@kidshelp.com.au
<http://www.kidshelp.com.au>

Crisis Care

Crisis Care is a free telephone information and counselling service for people in crisis needing urgent help.

24 hours a day, 7 days
PO Box 8146, Stirling Street
Perth BC WA 6849
Tel: (08) 9223 1111
Freecall: 1800 199 008
TTY: (08) 9325 1232
Can access through the Telephone Interpreter Service – Tel: 13 14 50

Parenting Line

Parenting Line is a free telephone service providing information and advice for people caring for children and teenagers up to 18 years of age. Run by the Parent Help Centre.

24 hours a day, 7 days
Tel: (08) 9272 1466
Fax: (08) 9272 4275
Freecall: 1800 654 432
TTY: (08) 9271 3252
Can access through the Telephone Interpreter Service – Tel: 13 14 50

Family Helpline

A 24-hour, 7 days a week crisis telephone counselling, information and referral service available nationally to provide an immediate and confidential opportunity to discuss a problem relating to relationships within the family. A service of the

Department for Community Development.

Tel: (08) 9223 1100
Freecall: 1800 643 000
TTY: (08) 9325 1232

Parent Help Centre

Provides information, education, support and referral for parents on the parenting needs of families with infants, children and young people up to 18 years old. Services include group and individual educational parenting sessions, advice on the impact of parenting styles on children's behaviour, information for parents about community resources available across Western Australia and the development of social networks for parents in their local communities.

Parent Help Centre 28 Alvan St
Mount Lawley WA 6050
Tel: (08) 6279 1200
Free STD call: 1800 654 432

NAPCAN Foundation WA

This national community network was used as a channel to share educational material and to filter key issues onto a national agenda: to promote a national focus on the prevention of abuse and neglect of children; and to establish community advocacy for the prevention of child abuse and neglect, and to provide information about nurturing and protective parenting.

PO Box 773 Subiaco WA 6904
Tel: (08) 9272 9993
Fax: (08) 9272 9993
Email: napcanwa@westnet.com.au
<http://www.napcan.org.au/WA>

Lifeline Telephone Counselling

A crisis telephone counselling, information and referral service available nationally that provides an immediate and confidential opportunity to discuss a problem or emergency. The service responds to callers of all ages with a wide range of concerns and emergencies including matters relating to relationships, domestic violence, family matters, youth issues, child abuse, depression and anxiety, loneliness, unemployment, grief, problems at work or school, homelessness, money worries, drug and alcohol problems and suicide. A particular

focus is suicide prevention with an emphasis on young people and men.

24 hours a day, 7 days
Tel: 13 11 14 (cost of local call)
<http://www.lifelinewa.org.au>

Aboriginal Student Accommodation Service

The Department for Child Protection has student houses in residential areas across Perth where they can live while they are studying at high school.

Tel: (08) 9249 0102
Fax: (08) 9249 2226
Email: asas@dcd.wa.gov.au
<http://www.community.wa.gov.au/DCP/Resources/Accommodation/>

Aboriginal Hostels Limited

Aboriginal Hostels Limited provides temporary accommodation services to Aboriginal and Torres Strait Islander people around Australia, including various locations in Western Australia.

12th floor, 256 Adelaide Terrace
Perth WA 6000
Tel: (08) 9325 6770
Fax: (08) 9325 6550
Email: perth@ahl.gov.au

Government departments

Federal Government Departments

Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)

Provides policy advice to the Australian Government regarding income support and assistance for families and their young and adolescent children, senior citizens, people with disabilities, carers and community groups. The Department is also responsible for Aboriginal and Torres Strait Islander affairs and reconciliation within Australia, gender issues and the Office of Status of Women, through which policies and programs for women are developed.

Perth WA



Tel: 1300 653 227
or 1300 653 227 (local call cost)
Email: facsia@facsia.gov.au
<http://www.fahcsia.gov.au>

Department of Education, Employment & Workplace Relations (DEEWR)

Coordinates and manages services for young people and adults and service delivery contracts with agencies. Programs include the following: the Indigenous Education Program; New Apprenticeship Support Services (NASS); vocational education and training programs including Jobs Pathway Program (JPP), Language, Literacy and Numeracy Program (LLNP) and Workplace English Language and Literacy (WELL).

Level 13, The Quadrant, 1 William St
Perth WA 6000
Tel: (08) 9464 4000
<http://www.deewr.gov.au>

Western Australia Government Departments

Department for Child Protection (DCP)

The Department's major focus is meeting the needs of vulnerable children and families. It is responsible for protecting and caring for children, and supporting people at risk of crisis.

PO Box 6334 East Perth WA 6004
189 Royal Street East Perth WA
Tel: (08) 9222 2555
TTY: (08) 9325 1232
Freecall STD: 1800 622 258
Fax: (08) 9222 2776

Fostering Services

91 Hensman Rd
Subiaco WA 6008
Tel: (08) 6380 5900
Freecall: 1800 024 453

Department for Communities

The Department for Communities became operational on 1 July 2007. The Depart-

ment brings together a diverse range of functions and services that share a common purpose in strengthening communities. The Children and Family Services Division houses the Child Care Licensing and Standards Unit, Children's Policy, Early Years, Children's Services Officers, Parenting Services and Family Services.

Childcare Licensing and Standards Unit

This Unit regulates and monitors the child care services sector.

PO Box 6334 East Perth WA 6892
189 Royal St East Perth WA
Tel: (08) 6210 3333
Freecall STD: 1800 622 258
Fax: (08) 6210 3300

Office for Children and Youth

Level 7, Dumas House, 2 Havelock St
West Perth 6005
Tel: (08) 6217 8400
Fax: (08) 9481 3074
Email: youngpeople@dcd.wa.gov.au

Department of Education and Training

The Department of Education and Training provides comprehensive public school education and specialist support services for more than 250,000 students spread across the state. The Department administers a network of training providers including TAFEWA, offering over 1000 training programs, apprenticeships and traineeships, and a range of employment and career development programs to enhance employability.

151 Royal St East Perth WA 6004
Tel: (08) 9264 4111
Fax: (08) 9264 5005
<http://www.det.wa.edu.au>

Department of Health

The Department of Health manages a comprehensive range of health and health-related services including health promotion, health protection, diagnosis, treatment, rehabilitation, continuing care, support and palliative care. Health

programs include population health, community health, hospitals, continuing care, mental health and dental health.

PO Box 8172 Perth Business Centre
Perth WA 6849
189 Royal Street East Perth WA
Tel: (08) 9222 4222
HealthDirect: 1800 022 222 (24 hours,
7 days helpline)

Office of Aboriginal Health

The State Office of Aboriginal Health works with Aboriginal communities and health service providers to ensure that Aboriginal and Torres Strait Islander people receive culturally appropriate health care that meets their needs.

189 Royal St East Perth WA 6004
Tel: (08) 9222 4024
<http://www.aboriginal.health.wa.gov.au>

Department of Indigenous Affairs

The State Department of Indigenous Affairs builds and supports partnerships with and between Aboriginal and Torres Strait Islander people, government and the broader community to assist in the development of appropriate responses to the cultural, social and economic needs of Aboriginal people.

PO Box 7770 Cloister's Square
Perth WA 6850
Tel: (08) 9235 8000
Fax: (08) 9235 8088
<http://www.dia.wa.gov.au/>

West Australian Ombudsman

The Ombudsman investigates complaints about Western Australian government departments and statutory authorities. The Ombudsman for West Australia is independent of Government and provides a free service to the public.

PO Box Z5386 St Georges Tce
Perth WA 6831
Tel: (08) 9220 7555
Fax: (08) 9325 1107
Freecall: 1800 117 000
Email: mail@ombudsman.wa.gov.au
<http://www.ombudsman.wa.gov.au>



National Community Organisations and Networks

Australian Foster Care Association (AFCA)

AFCA is a membership based voluntary organisation supporting and representing the voices of foster carers, their families and the children they care for throughout Australia. AFCA works in partnership with other community organisations in the child and family welfare sector to provide the support necessary for children and young people unable to live at home to achieve better outcomes.

Email: AFCA@bigpond.com
<http://www.fostercare.org.au/>

Early Childhood Australia (ECA)

Early Childhood Australia is the peak national non-profit, non-government organisation acting in the interests of young children aged from birth to eight years of age. ECA advocates to ensure quality, social justice and equity in all issues relating to the education and care of children from birth to eight years. They produce publications and information to support parents and carers of young children, and have extensive resources on their website.

Tel: (02) 6242 1800
Nationwide freecall: 1800 356 900
Fax: (02) 6242 1818
Email: eca@earlychildhood.org.au
<http://www.earlychildhoodaustralia.org.au/>

Families Australia

Families Australia is Australia's peak independent, not-for-profit organisation dedicated to promoting the needs and

interests of families. Unaligned to any political party or religious group, Families Australia promotes the wellbeing of all Australian families.

PO Box 83 Campbell ACT 2612
Suite 3, 7 National Circuit Barton ACT
Tel: (02) 6273 4885
Fax: (02) 6273 4886
Email: admin@familiesaustralia.org.au
<http://www.familiesaustralia.org.au>

NAPCAN Foundation

NAPCAN offers education and support to help prevent child abuse and neglect, including referral to support services and distribution of information brochures, posters, books and videos on the prevention of child abuse and neglect. The NAPCAN Foundation also coordinates the annual Child Protection Week in September, which includes forums, workshops and seminars on the prevention of child abuse and neglect for parents and health professionals.

PO Box K241 Haymarket NSW 1240
Suite 604, Level 6, 46–56 Kippax St
Surry Hills NSW
Tel: (02) 9211 0224
Fax (02) 9211 5676
Email: contact@napcan.org.au
<http://www.napcan.org.au>

Reconciliation Australia

Reconciliation Australia is an independent, not-for-profit organisation with a focus on educating and engaging all sectors of the Australian community to take action that advances reconciliation between Aboriginal and Torres Strait Islander Australians and non-Indigenous Australians. Their website has extensive information and resources on how Australians can participate in advancing reconciliation.

PO Box 4773 Kingston ACT 2604
Tel: (02) 6273 9200
Fax: (02) 6273 9201
Email: enquiries@reconciliation.org.au
<http://www.reconciliation.org.au>



Websites, Media and Publications

Websites

Secretariat of National Aboriginal and Islander Child Care (SNAICC)

<http://www.snaicc.asn.au>

SNAICC is the national non-government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families.

Sport and Recreation

Australian Sports Commission – Indigenous Sport Program

<http://www.ausport.gov.au>

The Australian Sports Commission's website has extensive information on how to encourage and support Aboriginal and Torres Strait Islander participation in sport and recreation. It also has information on how traditional games provide opportunities to learn about, appreciate and experience aspects of Aboriginal and Torres Strait Islander culture.

It is possible to include traditional games in classroom lessons, outdoor education and adventure activities, physical education classes and sport education activities.

Culture and Heritage

Indigenous Australia Online (Australian Museum)

<http://www.dreamtime.net.au>

This site explores Indigenous Australia through storytelling, cultures and histories. It includes 'Stories of the Dreaming', teachers' resources and content for students. You can also use this site to find out about the Indigenous Australia exhibition at the Australian Museum.

Frog and Toad's Indigenous Australia

<http://www.indigenoustralia.frogandtoad.com.au/>

A site written by Aboriginal people with general cultural information.

Dust Echoes

<http://www.abc.net.au/message/dust-echoes>

Dust Echoes is one way of bringing everyone – black and white – back to the same campfire. "We are telling our stories to you in a way you can understand, to help you see, hear and know. And we are telling these stories to ourselves, so that we will always remember, with pride, who we are."

Many Nations, One People

<http://www.abc.net.au/schoolstv/nations>

This series is an introduction to Aboriginal culture and society for upper primary and lower secondary school students. Featuring contemporary documentary case studies, the series underlying theme is to present the great diversity of Aboriginal peoples and communities across Australia.

Many Nations, One People offers insight to viewers at a personal level through engaging Aboriginal characters drawn from a variety of urban, regional and remote situations.

Culture and Recreation Portal

<http://www.cultureandrecreation.gov.au>

The Portal provides access to online services and information in the fields of culture and recreation, from all levels of government and the non-government sector.

Aboriginal Tourism Australia

<http://www.ataust.org.au/>

For Aboriginal communities tourism provides the opportunity for involvement in the real economy and enables our young people to stay on country. It provides the opportunity for Aboriginal people to share their intimate knowledge of the landscape with tourists.

Magabala Books

<http://www.magabala.com>

Magabala Books is Australia's oldest independent Indigenous publishing house. Based in Broome, WA, they publish works by Aboriginal and Torres Strait Islander authors and editors and provide advice and publishing services.

Media

Message Stick (ABC)

<http://www.abc.net.au/message>

Message Stick, as part of the ABC's commitment to Indigenous content, is a tremendous resource for accessing information about the ABC's Indigenous production across Radio, Television and the Web. It offers direct links to all the ABC's Indigenous programming.

Koori Mail

<http://www.koorimail.com.au/>

A fortnightly national Aboriginal owned newspaper focussing on Aboriginal and Torres Strait Islander news.

National Indigenous Times

<http://www.nit.com.au/>

A fortnightly national newspaper focussing on Aboriginal and Torres Strait Islander news.



Streetwize

<http://www.streetwize.com.au>

Streetwize produced free comics, posters and educators notes on a range of issues including Aboriginal and Torres Strait Islander family violence. Streetwize closed in 2007; however their works are still widely available.

Vibe

<http://www.vibe.com.au>

Vibe is a dynamic Aboriginal media, communications and events management agency in Sydney. They specialise in the implementation, production and dissemination of targeted, culturally sensitive communication products and services for Aboriginal and Torres Strait Islander communities.

UsMob

<http://usmob.com.au>

UsMob uses online characters and friendships to spark an exchange of culture, creativity and experience between non-Indigenous and Aboriginal and Torres Strait Islander young people.

UsMob encourages sensible and accurate discussion about Aboriginal and Torres Strait Islander and non-Indigenous issues without a focus on educational or curriculum-based outcomes. *UsMob* enhances the uptake of digital and interactive media based technologies in classrooms through compelling weekly webisodes and content rich material.

Government websites

Indigenous Portal

<http://www.indigenous.gov.au/>

The Australian Government's portal to resources, contacts, information and government programs and services for Aboriginal people and Torres Strait Islanders.

Australian Institute of Family Studies (AIFS)

<http://www.aifs.gov.au/>

AIFS is a national and international leader in identifying, developing and providing timely and reliable information about issues affecting families in Australia.

Community.gov.au – Information and Services for Australians

<http://www.community.gov.au>

This website provides access to online services and information for Australian community organisations, communities and individuals. It links to information and services provided by all levels of government as well as the non-government sector. It includes an Aboriginal and Torres Strait Islander section.

Support Services

Raising Children Network

<http://www.raisingchildren.net.au>

A national parenting information website, covering a broad range of developmental information, tools and resources on topics ranging from pregnancy through to school transition, tailored for parents of all different backgrounds and circumstances.

Kids Help Line

<http://www.kidshelp.com.au>

A confidential and anonymous, national telephone counselling and referral service for children and young people 5 to 25 years old. Also has extensive information online and provides web and email counselling via their website.

24 hours, 7 days

Freecall: 1800 55 1800

Publications

History

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Council for Aboriginal Reconciliation, *Australian Declaration Towards Reconciliation*, Council for Aboriginal Reconciliation, 2000.

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Manne, Robert 'In Denial: The Stolen Generations and the Right', *Quarterly Essay*, Issue 1, Black Inc./Schwartz Publishing, 2001.

Read, Peter *The stolen generations: the removal of Aboriginal children in New South Wales 1883 to 1969*, NSW Government Printer, Sydney, 1982.

Reynolds, Henry *Frontier: Aborigines, settlers and land*, Allen & Unwin, Sydney, 1987.

Reynolds, Henry *The other side of the frontier: an interpretation of the Aboriginal response to the invasion and settlement of Australia*, James Cook University, Townsville, 1981.

Reynolds, Henry *Why weren't we told? A personal search for the truth about our history*, Viking, Ringwood, 1999.

Ryan, Lyndall *The Aboriginal Tasmanians*, Allen & Unwin, 2nd Edition, St Leonards, 1997.

Secretariat of National and Aboriginal Child Care, *Their Future Our Responsibility*, Secretariat of National and Aboriginal Child Care (SNAICC), Northcote, 2001

Windschuttle, Keith *The Fabrication of Aboriginal History*, (Volume One: Van Dieman's Land 1803-1847), Macleay Press, Paddington NSW, 2002.



Recommended Books for Children

Please note that the recommended ages are a guideline only. These books are listed by author's last name.

They should be available from most public or school libraries or can be bought or ordered from most bookstores.

Children's Picture Books

Jeanie Adams

Pigs and Honey

When an Aboriginal family decides to go camping in the bush for a day or two, they hunt wild pigs and other bush food. That night they feast on roast pig, wild honey and damper. This is the story of a lively Aboriginal community at Aukukun in far north Queensland. **(6–10 years)**

Albert Barunga, transcription by Stephen Muecke, illustrations by Julie Dowling

About this little Devil and this little Fella

This deliciously scary story was one of many stories told by Albert Barunga and recorded and transcribed by Stephen Muecke. The result is a wonderfully exuberant, rhythmic, traditional story that just has to be read aloud, with actions if possible.

Ted Egan, illustrated by Robert Ingpen

The Drover's Boy

Told in the form of a song, this is a tribute to the many Aboriginal women drovers who worked, often under duress, with cattle droving teams in the outback. Beautifully illustrated, it is a sophisticated picture book for older children opening up a wealth of discussion about race relations, relations between men and women and exploitation. **(12 years up)**

Gracie Greene (and Joe Tramacchi and Lucille Gill)

Tjarany/Roughtail

Another beautiful and innovative book from the publisher Magabala in Broome, Western Australia. Ostensibly it's a picture book, but it also combines traditional stories with stunning art in the traditional style with information on Aboriginal culture and language. Winner of numerous awards, it is a book **for all ages**.

Kerri Hashmi, illustrated by Felicity Marshall

You and Me, Murrawee

A beautifully illustrated picture book which shows a young white girl camping on the banks of the River Murray with her family and through her eyes the life of a young Aboriginal girl, Murrawee, living two hundred years earlier, before the white settlers came.

Alison Lester

Ernie Dances to the Didgeridoo

A simple but vibrant introduction to Aboriginal life and the tropical seasons in the north of Australia. The book shows the activities that Ernie and his six Aboriginal friends like to do best during the very different seasons of the year. **(5–10 years)**

edited by Pamela Lofts

Dreamtime series

The Bat & the Crocodile

Dunbi the Owl

The Echidna & the Shade Tree

How the Birds got their Colours

How the Kangaroos got their Tails

The Kangaroo & the Porpoise

Warnayarra – The Rainbow Snake

When the Snake bites the Sun

A collection of picture books of very simply told traditional Aboriginal stories illustrated and told by Aboriginal people. Very appealing for younger readers. **(5–9 years)**

Pat Lowe, illustrated by Jimmy Pike

Jimmy and Pat Meet the Queen

A funny, satirical book which is a wonderful introduction to Land Rights and how it looks from an Aboriginal perspective. Jimmy is amazed when he is told that Walmajarri land is Vacant Crown Land and therefore really belongs to the Queen. The Queen accepts Jimmy's and Pat's invitation to visit so that she can show her ownership by pointing out all the waterholes. She arrives with corgis in tow and dressed in jodhpurs for the hunt (though they hunt for cats, not foxes). Just the right amount of tongue-in-cheek irreverence. **(8 years up)**

Mary Malbunka

When I Was Little Like You

These are Mary Malbunka's memories, both in word and in illustration, of her life as a child at Papunya in Central Australia in the 1960s. The children went to school but it was when they went bush that they learnt about plants, animals, country and their Dreaming stories. **(7–13 years)**

Arone Raymond Meeks

Sisi and the Cassowary

A vibrantly illustrated traditional story about an Aboriginal girl who becomes lost and is helped by a cassowary, a giant Australian flightless bird. Meeks is an award-winning Aboriginal painter.



Sally Morgan, illustrated by Bronwyn Bancroft

Dan's Grandpa

It's with his grandpa that Dan goes fishing and learns about the bush and the stars. When his grandpa dies, Dan feels very upset until he realises that his grandpa was still close to him.

Sally Morgan

In Your Dreams

When Susie has a dream her Gran says that dreams have special meanings for the person who has the dream.

Papunya School Publishing Committee

Papunya School Book of Country & History

This book shows the history of the Papunya region in the centre of Australia through the eyes of the staff and students. It is wonderfully refreshing to read an account from the Aboriginal viewpoint in such an innovative collage format, vibrant with drawings, paintings, maps and painted photographs. **(9 years up)**

May O'Brien, illustrated by Sue Wyatt

The Bawoo Stories (series)

Barn-Barn Barlala, the Bush trickster

How Crows became Black

Why the Emu Can't Fly

These are traditional Aboriginal stories. They were told so that some Aboriginal children would come to understand their land, their people and their beginnings.

Elaine Russell

A is for Aunty

Elaine Russell's vibrant colourful illustrations show us the life she remembers as a child living on a mission in northern

New South Wales. With each letter in this alphabet book there is a short text that gives us vivid images of events such as racing Billycarts, of being chased by Emus or of picking Quandongs.

(7-12 years)

Daisy Utemorrah

Do Not Go Around the Edges

Poetry, illustration and prose are interwoven in this picture book. Daisy Utemorrah gives us an insight into the story of her life, through simple prose, and her thoughts, through her poetry. Daisy comes from the Kimberley area in the north of Western Australia. This innovative book is suitable for all ages.

Daisy Utemorrah, illustrated by Susan

Moonglue

A cautionary traditional tale about what happened to children who disobeyed their parents.

Fiction

Gary Crew

Inner Circle

The story of a friendship between an Aboriginal and a white boy is told in alternating chapters, and from differing viewpoints. **(13 years up)**

Jackie French

Walking the Boundaries

Using a time-slip device, the novel tries to give an understanding of modern times and of the extraordinarily long history of Aboriginal culture in Australia. Characters, from three different periods of time, come to life making an absorbing story. **(8-15 years)**

Kevin Gilbert, photographs by Eleanor Williams

Me and Mary Kangaroo

These are the childhood memories of Kevin Gilbert, well-known Aboriginal poet. Through sparkling prose, he captures the magic of a carefree happy childhood in a loving family as he describes the fun and mischievous times he had with his very special pet, Mary Kangaroo. The evocative sepia photographs of the young boy and his kangaroo are by Eleanor Williams. **(6-11 years)**

Phillip Gwynne

Deadly Unna?

A perceptive and highly entertaining book describing the growing friendship between Blacky, a white teenager and Dumby Red, an Aboriginal young man from out of town, and how their friendship is affected by the narrowness and pervasive racism of a country town. Winner of the 1999 CBCA Book of the Year Award. **(13 years up)**

Phillip Gwynne

Nukkin Ya

An absorbing sequel to *Deadly Unna?*. When Blacky falls for Dumby's cousin, it seems that the whole town has objections to their going out together. **(13 years up)**

Anthony Hill, illustrated by Mark Sofilas

The Burnt Stick

This is the fictional story of a boy, John Jagamarra, who was forcibly taken from his Aboriginal mother. This happened to many Aboriginal children of lighter skin colour early in the twentieth century. **(7-11 years)**



Nola Kerr

Jaleesa the Emu

One of the popular Aussie Bites series, this story is about a young Aboriginal girl who is a champion runner and discovers the mysterious “out-the-back” at her grandmother’s house. **(6–9 years)**

Diana Kidd

The Fat and Juicy Place

Written from the viewpoint of Jack, an Aboriginal boy whose meeting with Birdman, an old Aboriginal man, makes Jack newly aware of his culture. Written in colloquial language. **(7–10 years)**

Pat Lowe and Jimmy Pike

Desert Dog

A wonderful story which gives a very detailed look at life in the Great Sandy Desert. Spinifex is a dingo pup who is adopted by an Aboriginal family and becomes a prized hunter and the story is told from her perspective. Pat Lowe has taken Jimmy Pike’s memories of his own childhood in the Great Sandy Desert and woven them into an informative, leisurely and fascinating story. Vibrant illustrations by Jimmy Pike add to the distinctiveness of this book. **(9–14 years)**

Desert Cowboy

This tells how Yinti, the Aboriginal boy in Desert Dog, grows up and leaves his country to go and work on a cattle station. **(9–14 years)**

Meme McDonald and Boori Pryor

My Girragundji

A vivid story about a young Aboriginal boy growing up between two worlds. His fears of the bad spirits about the house at night and of the bullies at school are lessened when he finds a spirit friend in a little tree frog. Inspired by the childhood memories of Boori Pryor. **(8–11 years)**

The Binna Binna Man

A sequel to My Girragundji in which the narrator is now older. This very moving story captures the cadences of Aboriginal speech and at the same time reveals some of the deep problems facing Aboriginal people today as they struggle to gain the strength from their traditions to withstand the pressures of drugs and to be strong in the face of losing so many of their young people. **(9–14 years)**

Njunjul the Sun

The young boy is now sixteen years old and he leaves his close-knit Aboriginal family up north to stay with his uncle Garth and his white girlfriend in the big city of Sydney. He has been in some trouble with the police and this is a chance to sort himself out and to get rid of the feeling that he is no good. The book has some very funny and exhilarating moments. **(13 up)**

Flytrap

Nancy is worried. She can’t bring a venus fly trap to school because she doesn’t have one. Each day she becomes more worried as she puts off telling her teacher the truth. However through the stories of her mother and Aboriginal step-father, she gains the courage to tell the teacher the truth and to share a special story with her class. A very appealing, humorous story showing yet again the strength of stories. **(8–11 years)**

James Moloney

Dougy

The story examines racial tensions in a small Queensland country town. It is an uncompromising but realistic story. **(11–17 years)**

Gracey

The story of Dougy is continued, however the emphasis here is on Gracey, Dougy’s sister, who is a talented athlete and moves to a school in the city. Life is not easy for her as she strives to come to terms with her Aboriginality. **(11–17 years)**

Angela

The last in the series is Angela, Gracey’s closest friend in school. **(11–17 years)**

Leonie Norrington

The Barrumbi Kids

Dale and Tomias are best mates. One boy is Aboriginal and the other is white but they were both brought up in the same outback country in the Northern Territory. This book has many adventures and explores the cultures of both boys and their love for their country. **(9–13 years)**

The Spirit of Barrumbi

This sequel to *The Barrumbi Kids* has lots of fun and adventure, but there is also a much more serious side as Norrington touches on the importance of the Law, of Country and of Aboriginal spiritual beliefs. It is a very enjoyable story that succeeds in giving the reader an idea of some of the complexities of Aboriginal law and culture. **(9–14 years)**

The Last Muster

Ostensibly this is a story set in the remote Kimberley area of north-western Australia about taming wild horses and a friendship between Red, an Aboriginal girl, and Shane whose white father manages the cattle property. However, there is much more to the story as it also looks at how the land was taken from its original owners in a bloody conflict and the complexities of Land Rights. Norrington also gives a sense of the rugged beauty of the country. Most enjoyable. **(11–16 years)**



Collections

Pat Lowe, illustrated by Jimmy Pike

Yinti

These are stories that Jimmy Pike and some of his relatives remember from their childhood in the Great Sandy Desert. They give a very different perspective and cultural insight into the traditional lifestyle of Aboriginal people (at least for that particular area). A number of very scary traditional stories are also included. **(10 years up)**

Oodgeroo, illustrated by Bronwyn Bancroft

Stradbroke Dreamtime

This is a beautifully illustrated collection of stories combining stories from Oodgeroo's childhood on Stradbroke Island in Queensland with traditional dreamtime stories. **(9 years up)**

Poetry

Kevin Gilbert, photography by Eleanor Williams

Black from the Edge

Half of this collection has an Aboriginal focus and the other, written when Kevin Gilbert knew he did not have long to live, is more personal and very moving. **(12 years up)**

Jill McDougall, illustrated by Jenny Taylor

Anna the Goanna and other Poems

A vibrant collection of poems that have been inspired by the author's experiences teaching in remote Aboriginal communities. As well as lively poems that children will enjoy, the book and its often humorous illustrations offer an insight into the everyday life of children who live in remote Aboriginal communities. **(8–15 years)**

Pat Torres

Jalygurr

These very simple and rhythmic animal rhymes are written in English and Yawaru. They have been adapted from Kimberley Aboriginal folk stories and children find them great fun. **(6–9 years)**

Autobiography and Biography

Jack Davis

A Boy's Life

Jack Davis is one of Australia's best known playwrights. Here he remembers his boyhood. The stories are often humorous, anecdotal and give a moving account of the strength of family and friendship. **(10–16 years)**

Sally Dingo

Dingo

Ernie Dingo is a very well known and popular Aboriginal actor and entertainer. This enjoyable account of his family background and his childhood is written by his wife, Sally. An intriguing story illustrated with some wonderful old black and white photos. **(12 years up)**

Sally Morgan

My Place

This is a moving account of the author's quest to discover her Aboriginal background which was kept hidden for many years. The book has been extremely popular since its publication in 1987. **(15 years up)**

My Place for Younger Readers is also available in a three-part adaptation: *Sally's Story*; *Arthur Corunna's Story*; and *Mother and Daughter*. **(9–12 years)**

Doris Pilkington/Nugi Garimara

Follow the Rabbit-Proof Fence

Set in 1931, this is the moving story of three Aboriginal girls who were taken from their mothers as part of the government policy of the time. They escaped from the Moore River Settlement and walked over 1,600 kilometres through desert country following the rabbit-proof fence to return to their families. The story has just been made into a highly acclaimed new film, also called *Rabbit-Proof Fence*. **(12 years up)**

Boori (Monty) Pryor with Meme McDonald

Maybe Tomorrow

An absorbing story about Boori Pryor's life from the Aboriginal fringe camps of his birth to the basketball court to the DJ console and now to performance and storytelling at schools and other venues around Australia. Told with humour and compassion. Very moving. **(14 years up)**

Herb Wharton

Yumba Days

This story of Herb Wharton's life has been adapted for young people from his first book *Unbranded*. It gives a marvelous insight into a warm and very close Aboriginal family who lived on the fringe of a small outback country town. Herb is a natural storyteller and tells wonderful stories of his many years as a stockman. At times very funny but also revealing of the relations between white and black in country Queensland in the 1930s. **(9–15 years)**



Non-fiction

Alex Barlow and Marji Hill

Aboriginal People, Then and Now series

This series looks at the changes that have occurred over the 200 years since European settlement. Both past and present day situations are examined to show the changes which have taken place. **(10–14 years)**

You and Me Living Together (looks at Land rights)

My Mob (looks at changes to family life)

Bosses Ourselves (looks at the issue of self-government)

Sharing Our Cultures (shares places of cultural and spiritual significance)

Stan Breedon

Growing Up at Uluru

Stunning photographs and very simple text bring to life the life of four young children who live at Uluru in the red desert country of Central Australia. **(5–8 years)**

Sharing Culture Uluru

Covers similar material but in more detail. There are descriptions and also photographs of how food is gathered by the women and how the men track and hunt animals. There are number of traditional stories and a number of children's games are described. Excellent photographs bring to life the country and the animals and plant life of the desert and its people.

Warren Brim and Anna Eglitis

Creatures of the Rainforest: Two Artists explore Djabugay country

This unusual book describes a wide range of wildlife creatures living in the rainforest country of the Djabugay people in far north Queensland. The creatures are listed alphabetically and their names are also given in the Djabugay language. The main interest of the book is the contrast of illustration styles between the softer coloured hand-coloured lino prints of Anna Eglitis and the more striking traditional style acrylic paintings and also lino prints of Aboriginal artist Warren Brim. **(9–14 years)**

Linda Bruce, John Hilvert and Alan Hilvert-Bruce

Indigenous Australians series

Indigenous Entertainers

Indigenous Sportspeople

This is a new series that profiles approximately 60 Aboriginal and Torres Strait Islander people. As well as biographical information on each person, there are also interviews, photos, a list of their major achievements and advice for young people. **(9–14 years)**

Pat Lowe with Jimmy Pike

Jilji: Life in the Great Sandy Desert

"You call it desert, we used to live there." In a marvellous collaboration, Pat Lowe's photographs interact with Jimmy Pike's striking paintings to make us see the desert landscape with new insight. Pat Lowe describes with great simplicity what Jimmy Pike has told her about the way his family and community used to live in the Great Sandy Desert. **(10 years up)**

John Nicholson

Kimberley Warrior: The Story of Jandamarra

The story of this remarkable Aboriginal warrior Jandamarra has also been told more simply for children in the True Stories series. **(9–14 years)**

Howard Peterson and Banjo Woolrunmurra

Jandamarra and the Bunubu Resistance

The remarkable story of the resistance of Jandamarra and the Bunubu people to the invasion of their lands by white settlers in the north-west of Western Australia. Written in conjunction with the Aboriginal custodian of the story. Well illustrated with photos of the region. This provides the background to the novel *The Last Muster* by Leonie Norrington listed earlier. **(14 years up)**

Binmila Yunupingu and Milkayngu Mununggurr, photographs by Peter McConchie

Yolngu Mali: Aboriginal Spirit – The traditional life of the people of North-East Arnhem Land

Striking black and white photographs and an interesting text using Aboriginal expression give us an insight into the life today of the Yolngu people of North-East Arnhem Land. It shows their children when they are young and as they grow older, how this community hunts, fish and gathers fruit and other foods, and it also shows some of their ceremonies.



Art

Linda Bruce and Jim Hilvert-Bruce

Arts and Crafts of Indigenous Australia series:

Ceremonial Art

Painting

Sculpture

Weaving

A description of how Aboriginal and Torres Strait Islander peoples tell their stories and keep their traditions alive today through their many different art forms.

(8–13 years)

Sylvia Kleinert and Margo Neale (eds)

The Oxford Companion to Aboriginal Art and Culture

A new comprehensive study at adult level of Aboriginal art and culture.

Christine Nicholls

Art, History, Place

A simply written introduction to Aboriginal art today that explores the traditions and history which have shaped its development. Some of the icons used in Aboriginal and Torres Strait Islander paintings are explained and the book is illustrated with many paintings and other forms of art by Aboriginal artists in Australia.

(10 years up)

Art, Land, Story

This is written in a similar format. It looks at how the traditions of the Dreaming stories and of the Land have influenced Aboriginal Art. **(10 years up)**

Deidre Stokes Repp

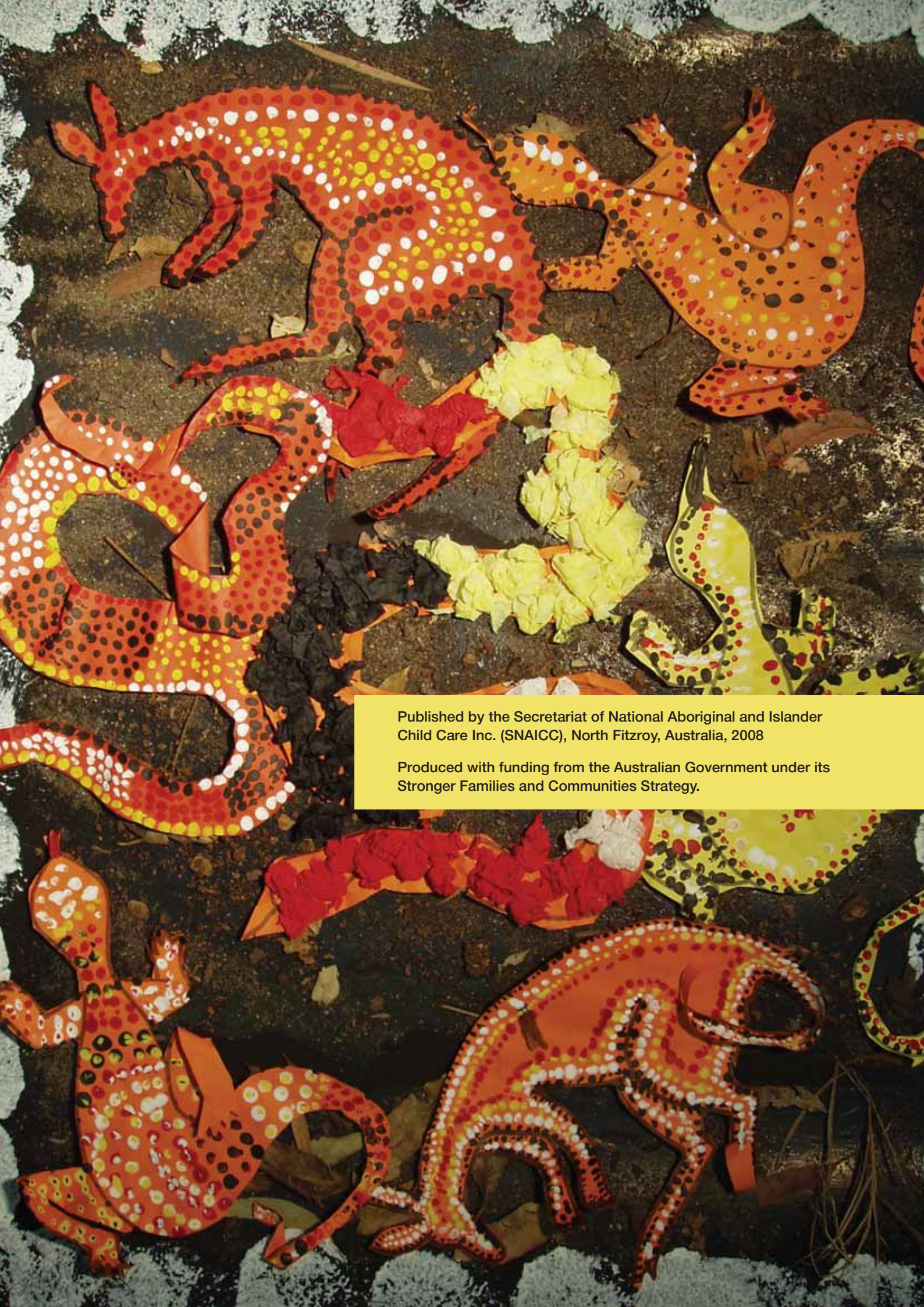
Desert Dreamings

An excellent introduction for younger students to Aboriginal desert art. Looks at the various types of art, the stories that are told, some of the artists, the influence of modern methods and how the artists work today. **(9–14 years)**

Jack Wunuwun, Michael Nelson Jagamara and Lin Onus, notes by Kate Hart

Australian Indigenous Art Pack

A pack of 12 full colour A3 prints of artworks from three Indigenous artists: Jack Wunuwun, Michael Nelson Jagamara and Lin Onus. On the reverse side of each image are a number of art activities for each work (a mixture of modern and more traditional works). There is also background information on each artist and on each image.



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