

Peer Researcher-Led Household Survey Report: Moreton Bay and Townsville Regions, Queensland

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July 2019

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Indigenous Health Equity Unit

W: <https://mbspgh.unimelb.edu.au/research-groups/centre-for-health-equity/indigenous-health-equity>

Townsville Aboriginal and Islanders Health Services

W: <https://www.taihs.net.au/>

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For citation: Gunatillake, T., Bennett, J, Taylor, A. & Ritte, R. 2019, *Peer Researcher-Led Household Survey Report: Moreton Bay and Townsville Regions, Queensland*, First 1000 Days Australia, The University of Melbourne, Melbourne.

Acknowledgment: First 1000 Days Australia would like to acknowledge and pay respects to the Traditional Owners in the Moreton Bay and Townsville Regions where this work was undertaken.

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Acknowledgments

The authors would like to acknowledge the following organisations and departments for their support during the Household Survey phase of the First 1000 Days Australia implementation, and their staff who provided guidance and advice on the intensive 10 weeks of Household Survey training and collection.

Moreton Bay First 1000 Days Australia Working Groups	
Queensland Department of Child Safety, Youth and Women (DCSYW)	First Five Forever – Moreton Bay Regional Council
C&K – Childcare & Kindergarten – Bradman Street Community Long Day Care	Brisbane North primary Health Network (PHN) and Metro Hospital and Health Service
Queensland Department of Housing and Public Works	Moreton Bay Regional Council
Caboolture Early Years Place	yourtown
Primary Health Network Brisbane North	IFYS – Integrated Family and Youth Service
Anglicare	Australian Red Cross
Queensland Department of Aboriginal and Torres Strait Islander Partnerships (DATSIP)	Learning and Literacy Outreach Program- Deception Bay Communities for Children
Australian Government Department of the Prime Minister and Cabinet	Child & Youth Community Health Service
Townsville Regional Implementation Management Executive Committee	
Townsville Aboriginal and Islanders Health Services (TAIHS)	Centacare North Queensland
Althea Projects	Relationships Australia Queensland, North Queensland
Save the Children, North Queensland	Life without Barriers
Community Gro – Upper Ross Community Centre	Coast to Country Housing Company
Mercy Community Services	St Mary MacKillop Early Learning Centre, Rasmussen
Queensland Health	Townsville City Council
Queensland DATSIP	Department of Education
Queensland DCSYW	Australian Government Department of Human Services

We also acknowledge the Townsville Regional Team at Lead Agency TAIHS, Kristy Clancy and Jennifer Savage, and the active participation and support of TAIHS Board Members Uncle Morris Cloudy (Chair) and Aunty Esther Illin during the Pre-Workshops. We thank Trainer Jack Bulman, and those University of Melbourne staff who provided valuable support and guidance during the training and employment of the Peer Researchers, and the Queensland Department of Child Safety, Youth and Women and the National Health and Medical Research Council for funding this project.

We would also like to acknowledge the households and their members who participated in the survey in both the Moreton Bay and Townsville regions. Special thanks go to our diligent Peer Researcher Coordinators (PRC), Logistic Site Coordinators (LSC), and Peer Researchers (listed below) who worked tirelessly prior to and during their time undertaking First 1000 Days Australia fieldwork.

Moreton Bay Peer Researchers: Jody Carter, Jacintha Geia, Bill Hogan, Sheryl Hogan, Tobayah Idia, Scott McAnally, Michelle Mundine, Candice Raymond (LSC), Shelly Scobie, Russell Tighe (PRC), Sunni Tindall, Goodj Walker (LSC), Kia Walker and Nadine Walker.

Townsville Peer Researchers: Maria Andrews, Elizabeth Bin Awel, Kristy Clancy (LSC), Levrone Geia, Patricia Hunt, Melissa MacGregor, Nina Mairu (PRC), Tiffany Nemo, Alima Prior, Kirsty Purcell, Rae-Therese Solomon-Clumpoint, Zoey Tanna, Tayiesha Tapim-Savage and Kylie Wyatt.

About this report

The First 1000 Days Australia Household Study is an Aboriginal and Torres Strait Islander-led research project that aims to provide local regions with strengths-based processes of engagement to enable regionally adapted, time-specific, whole-of-service approaches to strengthen the capacity of families to raise culturally knowing and motivated children (Ritte et al. 2016).

The study is being developed and led in partnership with Aboriginal and Torres Strait Islander communities in two Queensland regions – Moreton Bay and Townsville. Central to its implementation is the development of a Household Survey that aims to collect and describe the short-, mid- and long-term aspirations of Aboriginal and Torres Strait Islander families living in these two regions. The data generated by the Household Survey in these communities will enable local families to commission services that will deliver programs responsive to their aspirations.

The purpose of this report is to document the development process of the First 1000 Days Australia Household Survey, the methods of engagement and training used, and the results of the survey in the two Queensland regions of Moreton Bay and Townsville. The report is divided into four sections:

1. Household Survey development – describes why, where and how the survey was developed, reviewed and implemented.
2. Peer Researchers and household engagement – explains the recruitment of participants and Peer Researchers, the role and training of Peer Researchers, and the methods of community engagement used.
3. Household Survey results – gives an in-depth analysis of the results of the surveys administered in the two regions.
4. Discussion – looks at both the challenges and successes encountered in developing and implementing the Household Survey, and provides recommendations as to how the results can be used to inform service provision in the regions by using a strengths-based and aspirations-focused paradigm.

The following six recommendations emanated from our findings on this project.

- Conduct Aboriginal and Torres Strait Islander-led pre-employment workshops
- Employ Aboriginal and Torres Strait Islander Peer Researchers
- Build a team of Peer Researchers
- Create cultural and healing workplaces
- Provide cultural capability training
- Empower Aboriginal and Torres Strait Islander children, young people and their parents, families and communities.

Section 1: Household Survey development

First 1000 Days Australia aims to provide detailed, validated and useful population-level data on family contexts to address technical and health system challenges using holistic and strengths-based approaches (Ritte et al. 2016). The First 1000 Days Australia Household Study is an Aboriginal and Torres Strait Islander-led research project that constructs health and wellbeing within a strengths-based paradigm and develops practical evidence for families. Crucial to the study is the development of a cross-sectional Household Survey, which aims to give a snapshot of the current aspirations of the Aboriginal and Torres Strait Islander families in regions and to allow families to direct local organisations to improve the quality and delivery of their services according to their goals. The implementation of an aspirations survey in these Aboriginal and Torres Strait Islander communities will enable the generation of data that will support and encourage delivery of services that better aligns with the specific values, aspirations and goals of Aboriginal and Torres Strait Islander families. This project is a regional adaptation of the pilot Household Survey used in the More than a Landlord (MTAL) project (First 1000 Days Australia & AHV 2018). The MTAL project involved a participatory research method that included the engagement and training of tenants as Peer Researchers. This project was carried out in partnership with the University of Melbourne and Aboriginal Housing Victoria (AHV).

As a result of the Household Survey, the data generated was used to enable local families to commission services that will deliver programs responsive to their aspirations. The research developed the evidence to ensure that services align their programs to the aspirations of the community they serve. In doing so, they will ensure that more favourable outcomes are achieved for Aboriginal and Torres Strait Islander families and their children living in AHV tenancies. Specifically, results from the MTAL Household Survey directly informed and moulded a personalised life-coaching service devised by AHV in response to the aspirations of its tenants. The AHV's life-coaching service assisted tenants to develop the skills required to achieve their aspirations, maintain motivation and sustain focus on steering towards successful goal completion. Life-coaches linked in with regional programs and services and advocated on behalf of their mentees, but only when directed by the mentees.

The MTAL pilot provided a unique opportunity not only to determine the needs and goals of Aboriginal and Torres Strait Islander family members, but also to identify a culturally appropriate service response that addressed the aspirations of AHV tenants and their families. It led to the improvement of tenants' life skills, helped them to achieve specific aspirations around training and employment, facilitated better engagement with AHV services, and assisted tenants in acquiring new goals outside of the traditional housing paradigm of maintenance and rental issues. Furthermore, the collection of household-based data allowed the exploration of how household characteristics can shape individual behaviours and aspirations. It enabled a powerful and innovative service delivery based on evidence from the community framed around the health and wellbeing aspirations of Aboriginal and Torres Strait Islander families.

Aims and objectives

The key research question for the First 1000 Days Australia Household Study is to determine what are the aspirations, desires and goals (also described as hopes and dreams) of Aboriginal and Torres Strait Islander families living in the Queensland regions of Moreton Bay and Townsville. To answer this question we developed and implemented a cross-sectional Household Survey to collect and describe the short-, mid- and long-term aspirations of Aboriginal and Torres Strait Islander families in these two regions. The results from the survey, documented herein, will enable us to measure and describe the influence of household contexts on family aspirations.

Ethics

The University of Melbourne Human Ethics Sub-committee (1647695) Household Survey approved the final survey.

Location of the study

This study was developed and led in partnership with Aboriginal and Torres Strait Islander communities in the Queensland regions of Moreton Bay and Townsville. These two regions were selected because both the Lead Agency in Townsville, Townsville Aboriginal and Islander Health Services, and the Moreton Bay community have demonstrated significant interest in enhancing the existing health and wellbeing services provided to Aboriginal and/or Torres Strait Islander peoples living within their area.

The study was undertaken by teams of locally employed Peer Researchers under the direction of the two Regional Implementation Managers (RIMs) Jackie Bennett in Moreton Bay and Anne Taylor in Townsville. In this role, they were supported by Peer Researcher Coordinators (PRCs) Russell Tighe (Moreton Bay) and Nina Mairu (Townsville), and Logistic Site Coordinators Kristy Clancy (Townsville), Candice Raymond and Goodj Walker (Moreton Bay).

Moreton Bay

The Moreton Bay Region is located in south-east Queensland, covers 2,037 kilometres and consists of 12 divisions. In the 2016 Census, there were 425,302 people living in the Moreton Bay Local Government Area, and of these 3 per cent identified as Aboriginal and/or Torres Strait Islander (ABS 2017).

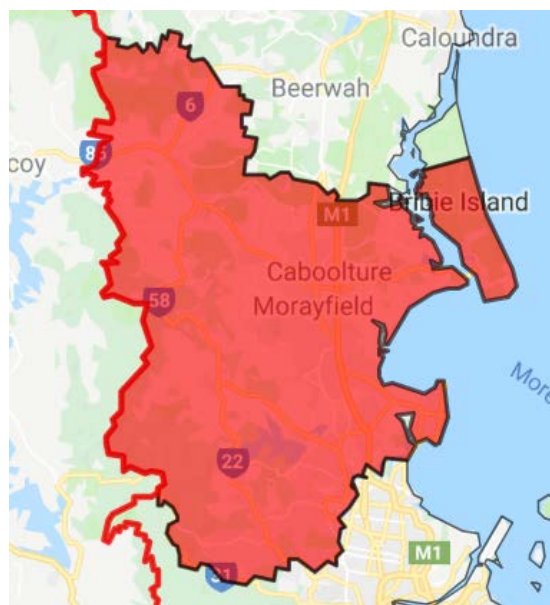


Figure 1: Map of Moreton Bay Local Government Area

As Moreton Bay is a significantly large region, it was deemed most feasible to focus on a few areas, specifically, Morayfield, Caboolture, Deception Bay, Redcliffe and suburbs in the immediate surrounds. These areas were chosen as being the most logistically appropriate for Peer Researchers, who would have otherwise spent too much time driving to and from appointments, which would have limited the number of Household Surveys collected. In addition, most of the Peer Researchers resided in these suburbs, alongside their families and friends, which contributed to the extraordinary number of surveys completed in a short space of time.

Townsville

Townsville is a city located in north-east Queensland, encompassing a total land area of 3,730 kilometres. According to the Australian Bureau of Statistics (ABS 2016), 13,040 persons residing in the Townsville Local Government Area identified themselves as Aboriginal and/or Torres Strait Islander, representing 7 per cent of the total resident population (ABS 2017).

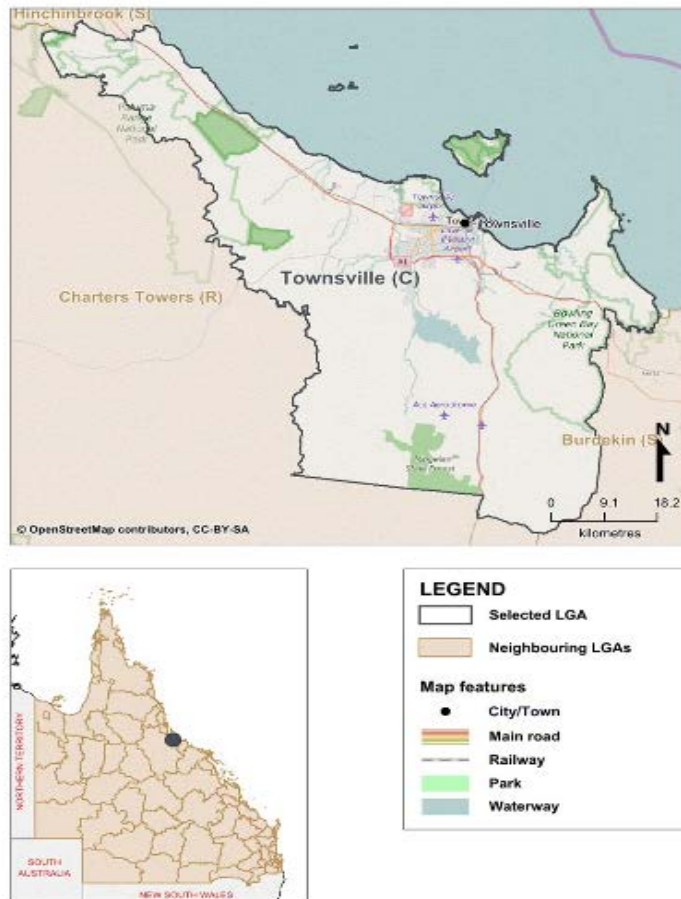


Figure 2: Map of Townsville Local Government Area

Survey development

The survey was adapted in each region so that it would better reflect the regional and culturally specific values and other information that community may be interested in acquiring. As part of the regional adaptation of the survey, the same process of building the survey with community consultation and engagement was utilised.

In Moreton Bay, the survey was reviewed in partnership with community members and the Executive Working Group. In Townsville, it was developed in partnership with TAIHS-nominated representatives from various business units across the organisation, and a representative from the Queensland Government Department of Aboriginal and Torres Strait Islander Partnerships.

There was extensive community consultation in the Moreton Bay Region prior to the Household Survey, with many changes to the questions suggested and implemented as part of the survey's development. Partnerships were formed with the University of Melbourne staff, the Working Groups, community members and families. An initial Working Group of three community volunteers was formed early on to ensure that consensus could be reached about the questions and that the group approved the Household Survey before families were asked to complete it. The Working Group had final input into the draft that was submitted to the University of Melbourne team. There was also a Peer Researcher/Household Survey Working Group comprised of representatives from various organisations within the Moreton Bay Region, including the Red Cross, Salvation Army, **yourtown**, Anglicare, Early Years Centre, C&K (Childcare and Kindergarten), DATSIP, Brisbane North Primary Health Network and some community members. This Working Group met monthly before the Household Survey project began to provide input into the questions being asked of families, thereby giving them the opportunity to offer advice about any changes that needed to be made.

To develop the Household Survey further, Townsville initially established a sub-committee, which was comprised of government and non-government agencies, including Uniting Care Community, Yumba Meta Housing Co-op, TAIHS, and the Queensland Government's DATSIP and DCSYW. However, it was challenging to maintain the committee members' commitment due to their workload capacity and the scheduling of the meetings. Thus, despite the organisations being encouraged to identify individuals or families, unfortunately none were nominated. Therefore, the Household Survey was developed with the Lead Agency TAIHS as the implementation body and a DATSIP representative. TAIHS's implementation body invested a lot of time and effort to ensure the questions were relevant to the region and that the language used was consistent with what community members in Queensland were familiar with and expecting. The final version of the Household Survey in Townsville was disseminated through the Regional Implementation Management Executive Committee, which also provided minor feedback on the final version sent to the University of Melbourne for ethics approval.

Survey questions

To our knowledge, there is currently no validated survey tool that has been developed to capture the aspirations and goals among Aboriginal and Torres Strait Islander families. To achieve this, the survey was comprised predominantly of closed response options but also contained a few that were open-ended. These questions had been drawn from those used in other surveys of this type including the National Aboriginal and Torres Strait Islander Social Survey (or NATSISS), the Household, Income and Labour Dynamics in Australia (or HILDA) survey, the Longitudinal Study of Indigenous Children, and surveys conducted by the Victorian Aboriginal Health Services. The questions that had previously been used in the MTAL study were also made available.

Each region's survey contained core questions, which were developed by the First 1000 Days Australia team. This section consisted of approximately 105 questions with the following domains.

Table 1: Household Survey core domains

Domain	Contents
Demographics	Marital status Education Employment Income Dependants
Identity	Traditional Country and homeland/s Sexual orientation Groups you belong to Languages you speak Cultural activities you have been involved with Connection to community
Aspirations, hopes and dreams	Short-term (next 6 months) Mid-term (6–18 months) Long-term (18 months–5 years)
Goals specific to different areas of life	Wellbeing Social Education and training Legal and financial
Parenting aspirations for children in care	Hopes and dreams for your family, parenting approaches
Family	Family strengths Living arrangements Living arrangement at 14 years of age Relationship with government and its services Future plans for children (only if under the age of 25 years)
Growth and Empowerment Measure (GEM) ¹	14-item Emotional Empowerment Scale 12 Scenarios (in everyday life)

The second half of the survey consisted of questions specific to the two regions and were developed in partnership with regional working groups that included Elders, service providers and other families.

The Moreton Bay specific part of the survey consisted of five domains and approximately 26 questions. In contrast, the Townsville specific part of the survey consisted of 10 domains and 49 questions. The domains are listed in Table 2.

¹ These questions have been adopted from the validated 'Growth and Empowerment Measure' (GEM) survey created by collaborative research from the empowerment and wellbeing team at the University of Queensland and James Cook University.

Table 2: Household Survey region-specific domains

Domain	Townsville	Moreton Bay
Tenancy	√ (7 questions)	
Nutrition	√ (3 questions)	
Employment	√ (6 questions)	
Income	√ (1 questions)	
Substance use	√ (6 questions)	
Education and training	√ (12 questions)	
Cultural safety	√ (3 questions)	√ (5 questions)
Local community	√ (3 questions)	√ (3 questions)
Business	√ (2 questions)	√ (3 questions)
Services	√ (6 questions)	√ (10 questions)
Culture and community		√ (5 questions)

Participants

In this study, we used ‘the household’ as a proxy for a family unit and expected to recruit approximately 300 households in each of the regions. The unit of recruitment was ‘the household’ and any members residing in the household over the age of 14 years were invited to participate. To define a household, we broadly applied the Australian Bureau of Statistics (ABS 2016) definition of a household, which refers to ‘a group of people who usually reside and eat together’. Under this definition, households may be made up of one or multiple people and may be related or unrelated or a combination of both.

Assuming each household has an average of 3.3 members (ABS 2017) we anticipated recruiting about 990 household members. As previously reported in the MTAL study, we expected a recruitment rate of 51 per cent of families (First 1000 Days Australia & AHV 2018). Therefore, we planned to approach approximately 500 households within both Moreton Bay and Townsville to ensure that 300 households from each region were recruited into the study.

Any household located in either the Moreton Bay or Townsville regions that had an Aboriginal and/or Torres Strait Islander member were initially eligible to participate. Specifically, households had to have at least one person (adult or child) identifying themselves as Aboriginal and/or Torres Strait Islander. They must also be comprised of people living in the household for at least two weeks and who regularly eat together, are able to speak English and who live within the defined postcode region.

However, this project had the specific aim of recruiting households with children and young adults, so included care-givers, parents, single families and a diverse definition of families. Children under the age of 14 years were not surveyed, but all household members aged 14 years and over were invited to participate in the survey. Households were excluded if they lived outside the survey zones or did not have an Aboriginal and/or Torres Strait Islander person living in the household.

Data collection

The First 1000 Days Australia Household Survey was carried out using an android-based application on a mobile tablet. All participants completed the survey via the android app with a Peer Researcher present to provide clarity or assist with question completion. The app, created by the University of Melbourne eResearch engineering team led by Professor Richard Sinnott, allowed real-time mobile data collection. Participants were provided with login details so that they could access the data they

had submitted via the survey. At the end of the data collection, all survey questions were stored on servers at the University of Melbourne.

Once participants had been enrolled and taken through the informed consent process, the survey domains were presented to each of them in written format. At the beginning of the new domain, an embedded video of the Primary Investigator Professor Kerry Arabena was played to outline the reason why the next set of questions were being asked and what the participants could expect. A single question, one at a time, was presented to participants, with any questions the local community Elders and working groups deemed irrelevant or too intrusive being skipped. Peer Researchers were trained on the use of the app prior to field visits, and a University of Melbourne researcher was always on hand to deal with any technical glitches. Participants were invited to login on the University of Melbourne's portal using their email addresses, which had been registered during enrolment, and then create a password. Once a participant completed a survey, they were able to access their data, which is housed at the University of Melbourne, at any time via their login on the portal. To ensure confidentiality, no survey answers were made visible to Peer Researchers or PRCs.

All answers to the survey were anonymised for data analysis with only the participants having access to their submitted data. Peer Researchers and the Regional Team were responsible for the recruitment, directing the informed consent process and data security.

Data analysis

Exploration of the categorical and continuous variables measured at the time of the Household Survey have been analysed using descriptive frequencies and percentages. Descriptive measures were used to characterise survey responses by region with the attributes of their individual aspirations explored.

Section 2: Peer Researchers and household engagement

Peer Researchers are the primary conduit for active recruitment into the Household Survey and played a key role in supporting access to, engagement with, and the reach of the project into the community. In Moreton Bay, 13 Peer Researchers completed the training and were employed by the University of Melbourne, and in Townsville 14 Peer Researchers were employed by Lead Agency TAIHS.

Peer Researchers were recruited via multiple engagement strategies including word-of-mouth within the community, advertising positions on Facebook, the presentation 'Introduction to First 1000 Days Australia', local Aboriginal and Torres Strait Islander radio, TAIHS referring parents through their Family Wellbeing program, and the Regional Implementation Management Executive Committee and Working Groups passing relevant contact information onto their clients and families.

Training

All Peer Researchers completed both five weeks of pre-training orientation and one week of Peer Researcher training to undertake the surveys with families in the region. Each training workshop was held over a period of a week and contained regional-specific content, such as details on services in the area. Peer Researchers were paid for the collection of the Household Surveys, but not for these training sessions.

The purpose of the pre-training workshops was to maintain attendees' interest and to set up the correct expectations of being Peer Researchers in the field. They included presentations on income reporting; preparing for the working week; how to recruit household and survey content; Peer Researcher conduct and uniforms; Cultural Awareness – History of Queensland; childcare; Introduction to TAIHS; and First 1000 Days Australia, TAIHS or University of Melbourne employee procedures (where applicable).

The study-specific workshop for Peer Researcher training was an intensive orientation into the household study procedures and survey content, informed consent processes and data collection methods using the mobile tablet and app. Assessment was in the form of presentations and role-plays in possible scenarios relating to safety, appropriate conduct and informed consent. The generic contents and schedule of the workshops can be found in Appendix 1.

Moreton Bay Peer Researcher training and workshops

From September to October 2018, the Moreton Bay RIM received 16 expressions of interest for the role of Peer Researcher, with a total of five men, 11 women and one under the age of 16, of whom 15 identified as Aboriginal and one as Torres Strait Islander. Participants at the pre-training workshops were provided with an overview of First 100 Days Australia, the Moreton Bay regional strategy, and Centrelink requirements, as well as a practical session on cooking healthy meals, meal planning and preparing lunchboxes for work. The Moreton Bay team facilitated a five-hour session comprising the Hidden Histories–Crossing Cultures workshop and the regionally developed A–HA Aspirations–Hopes–Achieve Workshop. The Hidden Histories Workshop ensured that Peer Researchers had extra tools to educate them about Aboriginal history and the affects it is still having on our people today. The A–HA Workshop introduced them to the 'aspirations' component of the Household Survey so they could talk about the questions relating to aspirations when families were completing the Household Survey.

Of the 16 people who commenced the pre-training and training workshops, 13 went on to form the survey team. The Peer Researcher five-day training was held in Caboolture from 12–16 November at the Anglicare training rooms and co-facilitated by Jack Bulman and Russell Tighe. During the week of training, guest speakers addressed the Peer Researchers about the programs and services that families wanting support could access in the Moreton Bay Region. The Queensland Government

Department of Housing and Public Works' Alex Lazo spoke about the support the Department could provide families and gave Peer Researchers information about Rent Connect and other programs. **yourtown** sent a representative to discuss its Parentline and Kids Helpline, and distributed cards, magnets and flyers both to inform Peer Researchers about its services and to pass on to families at the time of their visit.



At the end of Peer Researcher training, Moreton Bay

Back (L–R): Michelle Mundine, Kia Walker, Scott McAnally, Candice Raymond (LSC), Tobayah Idia, Sunni Tindall, Sheryl Hogan, Bill Hogan

Front (L–R): Nadine Walker, Goodj Walker (LSC), Jackie Bennett (RIM), Jacintha Geia, Shelly Scobie, Jody Carter, Russell Tighe (PRC)



The University of Melbourne employees in uniform, Moreton Bay

(L–R): Tobayah Idia, Jacintha Geia, Candice Raymond (LSC), Shelly Scobie, Scott McAnally, Jody Carter, Kia Walker, Nadine Walker, Michelle Mundine, Sunni Tindall Absent: Goodj Walker (LSC) and Russell Tighe (PRC)

Townsville Peer Researcher training and workshops

During the months of April to September 2018, the Townsville RIM received 28 expressions of interest for the role of Peer Researcher, with a total of four men and 24 women, four of whom were under the age of 21. Fourteen identified as Aboriginal, 11 as Torres Strait Islander, two as Aboriginal and Torres Strait Islander, and one as a non-Indigenous parent of Aboriginal children.

The Townsville pre-training workshops were held weekly from 11 October to 1 November 2018 at Relationships Australia Queensland, North Queensland office. The pre-training workshops provided information on First 1000 Days Australia, TAIHS, the First 1000 Days Australia Townsville Strategic Plan, Living Under the Act: The history of Aboriginal and Torres Strait Islander peoples living under the Queensland Government Aboriginal Protection Act – DATSIP, Centrelink requirements, Childcare, training readiness, work readiness, and community engagement protocols. The Townsville Region took the opportunity to have some of the Executive Committee members and Lead Agency representatives come in and introduce themselves, including Steve Burrowes, Relationships Australia; Topsy Tapim, Community Gro, Upper Ross Community Centre; Caroline Aldridge, Department of Education; Marion Callope, DATSIP; Jennifer Savage, TAIHS; Aunty Esther Illin and Uncle Morris Cloudy, TAIHS Board Members; and Professor Kerry Arabena the Executive Director of First 1000 Days Australia. The group really appreciated the members/valued partners taking the time and sharing their experiences.

Peer Researcher training in Townsville commenced with 14 Peer Researchers (2 men and 12 women), and was led by Jennifer Savage, Acting Chief Executive Officer of TAIHS, and supported by Kristy Clancy, Logistic Site Coordinator, with Kerry Arabena acting as co-facilitator. Having Jennifer deliver the training reinforced with the Peer Researchers that First 1000 Days Australia was and will be Indigenous led. Again, this approach created a culturally safe space in which Peer Researchers felt secure in their cultural identify and empowered to engage actively in the training.



At the end of Peer Researcher training, Townsville

Back (L–R): Wavely Morta, Melissa MacGregor, Kirsty Purcell, Jennifer Savage, Nina Mairu (PRC)

Middle (L–R): Elizabeth (Liz) Bin Awel, Patricia (Tricia) Hunt, Anne Taylor, Alima Prior, Tayiesha Tapim Savage, Kylie Wyatt

Front (L–R): Rae-Therese Solomon-Clumpoint, Levrone Geia

Absent: Zoey Tanna, Marie Andrews, Kristy Clancy (LSC)



Townsville Peer Researchers

Back (L–R): Levrone Geia, Alima Prior, Kylie Wyatt, Patricia Hunt, Anne Taylor (RIM), Tiffany Nemo, Kirsty Purcell

Front (L–R): Elizabeth Bin Awel, Rae-Therese Solomon-Clumpoint, Wavely Morta, Tayiesha Tapim-Savage, Melissa MacGregor, Nina Mairu (PRC)

Absent: Marie Andrews, Zoey Tanna, Kristy Clancy (LSC)

Recruitment and engagement

The engagement and training of Peer Researchers was the primary method for encouraging community participation in the Household Survey, with Peer Researchers recruited from the local community. However, additional methods were also implemented to promote the research project within Aboriginal and Torres Strait Islander communities. These engagement strategies included having flyers at key community sites such as shopping centres, libraries, schools and community centres; a presentation of 'Introduction to First 1000 Days Australia'; the Murri grapevine (word-of-mouth); holding community events such as 'Welcome Baby to Country'; placing advertisements in community newsletters or community network emails; and social media and media including local radio. Participants could also register their interest and/or self-select into the study with their respective organisation.

Participant incentives

It was evident from the MTAL project that engagement strategies were vital for the success of the project. For example, each person participating in the Household Survey would receive a \$20 voucher (such as Coles/Myer or Woolworths Wish cards), which meant that if a household completed five surveys, they would receive a total of \$100 for the entire household to compensate for their time. Following the completion of the survey, all participants were given ready access to their survey data by logging back into the First 1000 Days Australia website. This helped to

encourage families and individual participants to track their progress in achieving the goals they identified in the survey.

Enrolment into the study and informed consent

A two-phase process was established to recruit households into participating in the survey. Firstly, potential members were approached, informed about the study and asked if they wanted to organise an appointment to undertake the survey. Once they agreed to participate, they nominated a time and location for completing the survey that was convenient to them. Peer Researchers then talked them through the informed consent process for the survey. When consent was granted, their contact information and other details – such as name, address, type of accommodation or residence – were collected so they could be enrolled into the study. Participants were then provided with login details so they could later access all data being held on them.

Undertaking the Household Survey

The Household Surveys in both regions were completed over a three-week period by the two teams of Peer Researchers. They were supported in their work by the Regional Implementation Manager, Peer Researcher Coordinator and the Logistic Site Coordinators within each region and received further guidance from a University of Melbourne researcher when required. Transport and appointment coordination was also mapped out by the PRCs, the LSCs and the RIMs.

Each person in a household had a one-on-one interview with an Aboriginal and/or Torres Strait Islander Peer Researcher from the local community, who were easily identifiable by their uniforms, identification badges and contact cards. Participants were given the option of selecting to self-complete the survey with the Peer Researcher present, rather than answer the questions face-to-face. Most participants completed the survey themselves.

The survey length was kept to a maximum time of 90 minutes where possible to reduce survey fatigue, which had also been a recommendation from the MTAL project. However, there were a few cases in which it took significantly longer, with Peer Researchers often spending quite a bit of time explaining questions to ensure participants understood what was being asked. The repetitiveness of the questions was an issue for many of the participants to the point that some did not finish, while others found some of the questions culturally inappropriate and made assumption about what families do or don't already do with their children. However, most participants liked the survey and some were grateful to have the opportunity for their voices to be heard. Similarly, most families engaged with the questions regarding aspirations, as few had been asked about their aspirations for themselves or their children, as well as those on cultural identity and access to services.

The Peer Researchers generally enjoyed working with their families and community as well as being a representative of TAIHS and the University of Melbourne. Although taken out of their comfort zones constantly throughout the whole project they felt empowered, that they had learnt so much, and were pleased to be given the opportunity to be part of something that would change things and was bigger than them.

A typical week for the Peer Researchers is depicted in Appendix 2.

Section 3: Household Survey results

The results in this publication present the first findings from the Peer Researcher-led First 1000 Days Australia Household Survey: Moreton Bay and Townsville Regions, Queensland. These results are based on information collected from households between November and December 2018. Care has been taken to ensure that the survey results are as accurate as possible. All interviews were supervised by Peer Researchers, who were provided with intensive training and had extensive materials and resources developed for their use. There remain, however, other factors that may have affected the reliability of results, and for which no specific adjustments can be made. As such, the following should be considered when interpreting these estimates:

- Information recorded in this survey is ‘as reported’ by respondents and, therefore, may differ from information available from other sources or collected using different methodologies. For example, details about medical conditions were self-reported so were not directly based on a diagnosis by a medical practitioner attached to the survey.
- Responses may be affected by imperfect recall or individual interpretation of survey questions.
- Some respondents may have provided the responses they felt were expected, rather than those that accurately reflected their own situation.
- The limited literacy and numeracy skills of some respondents may have affected their answers.
- Some respondents became agitated due to the length of the survey so were not completely engaged in their responses.

Every effort has been made to minimise such bias through the development and use of a culturally appropriate survey methodology. For a number of survey data items, some respondents were unwilling or unable to provide the required information. Where responses for a particular data item were missing for a person or household they were recorded in a ‘not known’, ‘not stated’ or ‘refusal’ category for that data item. Thus, tables presenting proportions include ‘not known’ or ‘not stated’ categories in the calculation of these proportions.

The total number of households surveyed:

- Moreton Bay – 240
- Townsville – 235.

The number of individual participants who consented to participate in the Household Survey:

- Moreton Bay – 292
- Townsville – 368.

The number of individual Household Surveys undertaken:

	Moreton Bay	Townsville
Completed surveys	294	369
Incomplete surveys	10	16
Total	304	385

Moreton Bay: Summary of results

Recruitment

A total of 12 Peer Researchers completed the training sessions and undertook fieldwork in six pairs. A total of 304 appointments were made with residents in the area over a three-week period between 27 November and 21 December 2018.

A total of 292 individual participants from 304 households consented to participate in the First 1000 Days Australia Household Survey in Moreton Bay (see Figure 3). The tables of survey results for Moreton Bay can be found in Appendix 3. Extra tables specific to the region, such as service provision, are also shown in Appendix 3 but are not discussed here.

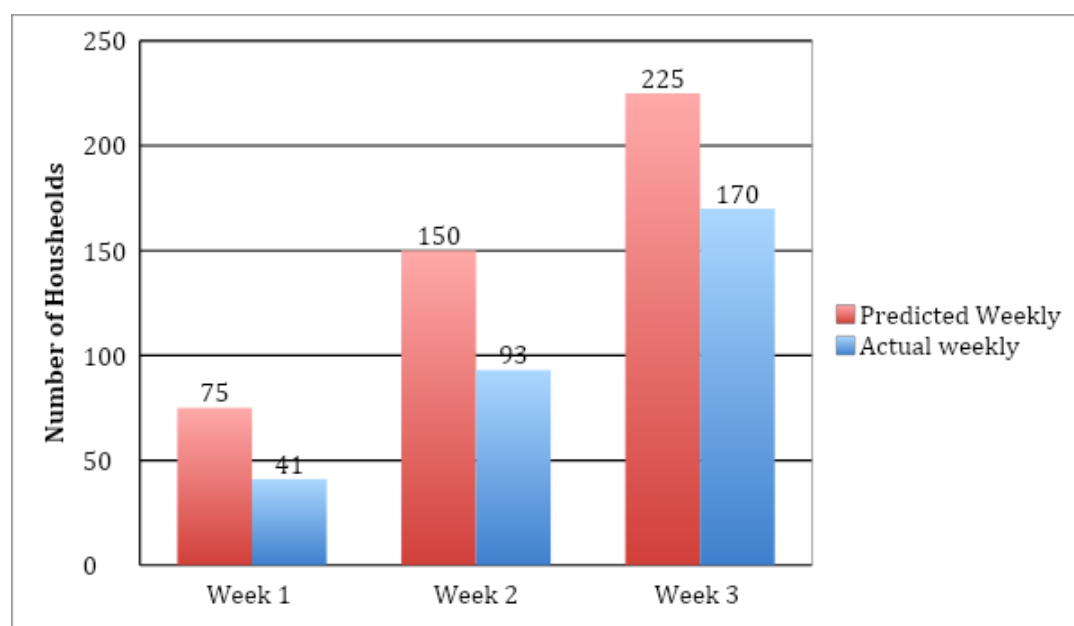


Figure 3: Predicted and actual survey participation appointments, Moreton Bay

Characteristics of participants

Of the participants in the survey, 85 per cent identified as having Aboriginal cultural heritage, almost 10 per cent identified as being Torres Strait Islander and 5 per cent South Sea Islander (see Figure 4). Almost 50 per cent of participants lived with children in their care and 11.2 per cent by themselves (see Figure 5). At least 25.2 per cent had completed high school and beyond (see Table 1 in Appendix 3).

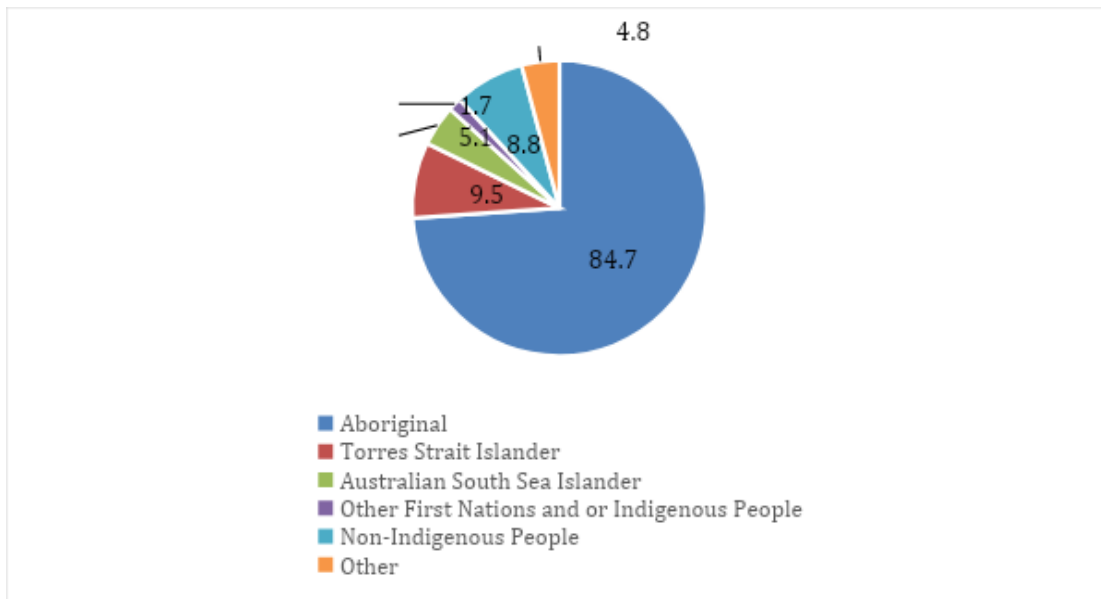


Figure 4: Participant heritage, Moreton Bay

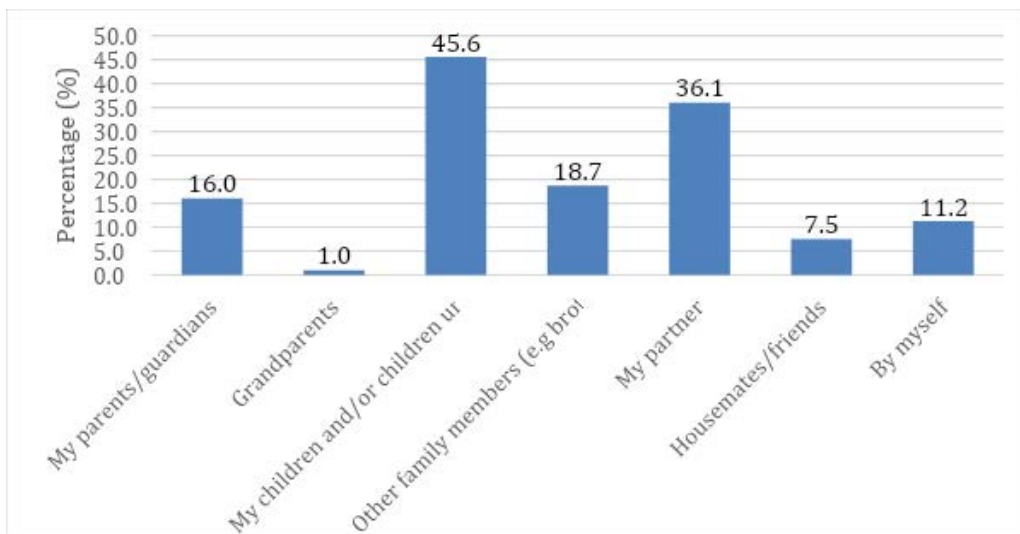


Figure 5: With whom participants live most of the time, Moreton Bay

Identity

Of the participants who identified as being Aboriginal, South Sea Islander, Torres Strait Islander or other First Nations, 90.5 per cent knew where their Country was, but only 42.5 per cent lived close to it and 50 per cent visited often (see Table 2 in Appendix 3). The majority (79.2%) felt connected to the community in which they lived and more than 90 per cent felt accepted by that community. Most also took part in NAIDOC celebrations, with 38.8 per cent unable to attend celebration or ceremonies as often as they would like due to affordability or transport problems.

Aspirations

Participants identified their immediate family (parents and children) and their friends as having the biggest influence on their ambitions with teachers and celebrities (including sports stars) having the lowest influence (see Figure 6).

Major social and wellbeing short-term goals within the next six months included getting active (39.5%), losing/gaining weight (53.4%), attending cultural events (40.5%), looking after family (38.2%), meeting Elders (39.5%), and going to the beach (see Table 6 in Appendix 3). Education and training goals included learning a new skill (50%) and learning cultural practices (51%). The biggest short-term financial goal was having money left over (65.7%).

Medium-term aspirations (in the next 6 to 18 months) included maintain healthy habits (62.6%), going away on a small holiday (63.6%) or travelling (54.1%). Increasing their knowledge and learning cultural practices was a strong ambition for many (50.9%) participants. Financially, they were interested in getting a job (45.9%) and purchasing new furniture or a buying or selling a car (42.9%) (see Table 7 in Appendix 3).

Longer term goals for the next 18 months to five years included maintaining healthy habits (62.2%), going on a holiday (67.4%) or travelling (57%). Participants identified getting a job (45.9%) or pursuing a career (47.6%) as major education/training goals, with buying a house (43.9%) also a major long-term aspiration. Approximately 30 per cent were interested in starting a business (see Table 8 in Appendix 3).

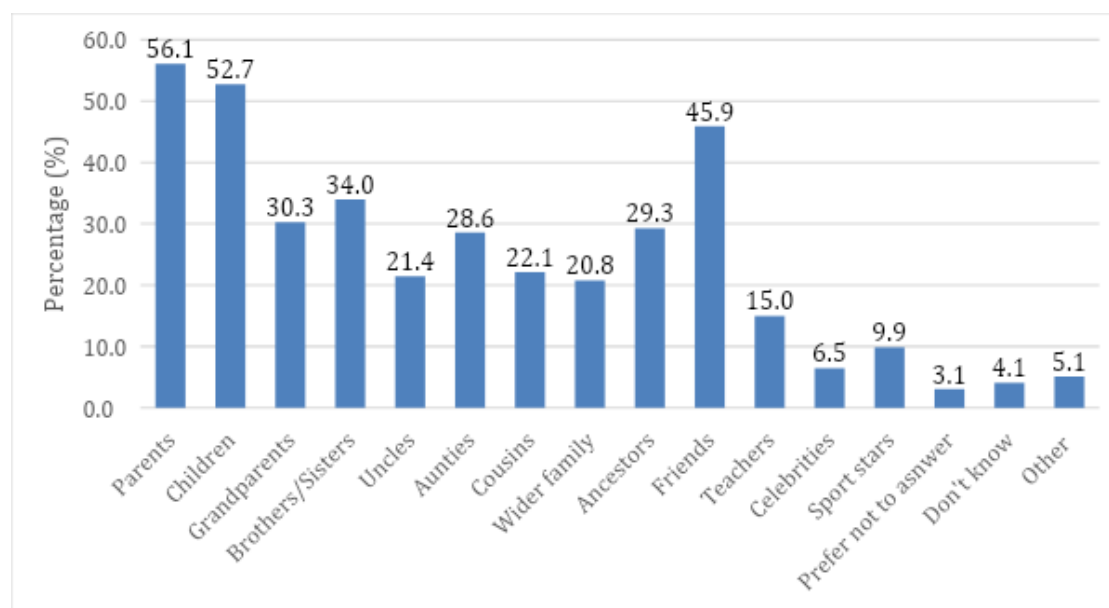


Figure 6: Main influencers of ambitions, Moreton Bay

Aspirations for their family

Approximately 62.6 per cent of participants had given birth, fathered or adopted a child with the majority (51.3%) having between two to four children (see Table 9 in Appendix 3). Of the participants who had children, 59.8 per cent had their first child when they were 19 years or older. There were 17 participants expecting a child with in the next nine months, with 65 per cent feeling mostly to very prepared for the arrival of the baby.

Among parents and participants with children in their care (n=184), 78.3 per cent had hopes and dreams for their children. Almost universally (99%), parents unsurprisingly aspired for their children to know what their strengths were, have resilience and the ability to cope with life, have the chance to live to their full potential, feel happy in their family and have positive role models (see Table 3).

Table 3: Parents' aspirations for their children (n=184)*, Moreton Bay

	Very Important (%)	Important (%)	Not Important (%)
<i>Knowing they have options in their life, live to their potential and contribute positively to others by:</i>			
Knowing what their strengths are	80.4	19.0	0.5
Being able to understand and manage their emotions	78.3	20.1	1.6
Having awareness of themselves	79.3	19.6	1.1
Having relationships with others	68.5	28.8	2.7
Having resilience and being able to cope with life	81.0	17.9	1.1
Setting goals and aiming high	75.0	23.4	1.6
Setting healthy habits	77.2	22.3	0.5
Having the chance to live their full potential	82.6	16.8	0.5
Helping and changing the lives of others	65.8	32.6	1.6
Having a sense of meaning and purpose	77.7	20.7	1.6
Feeling happy in their family	82.6	16.3	1.1
Knowing they have option in their life	78.3	21.2	0.5
Having positive role models	82.1	16.8	1.1

**Among participants with children or children in their care*

Townsville: Summary of results

Recruitment

A total of 14 Peer Researchers completed the training sessions and undertook fieldwork. A total of 357 appointments were made with residents in the area over a three-week period between 20 November and 9 December 2018.

A total of 368 individual participants from 357 households consented to participate in the First 1000 Days Australia Household Survey in Townsville (see Figure 7). The tables of survey results from Townsville can be found in Appendix 4, which also has extra tables specific to the region that are not discussed here.

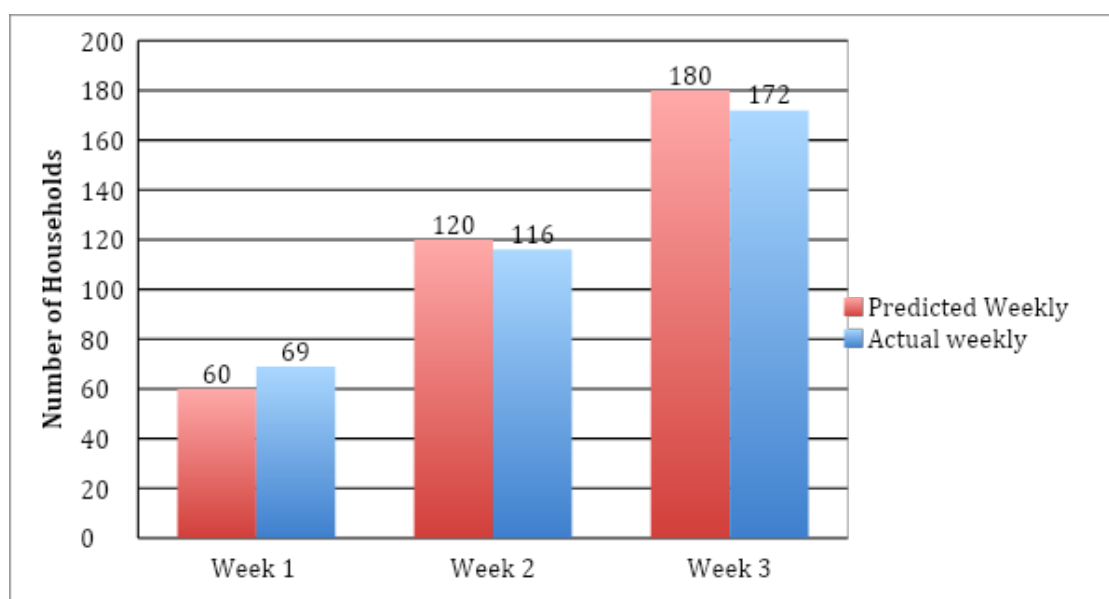


Figure 7: Predicted and actual survey participation appointments, Townsville

Characteristics of participants

Of the participants in the survey, 74.3 per cent identified as having Aboriginal cultural heritage, almost 39.2 per cent identified as being Torres Strait Islander and 9.2 per cent as South Sea Islander (see Figure 8). Fifty per cent of participants lived with children in their care and only 5.7 per cent lived by themselves (see Figure 9). At least 45.1 per cent were single and had never married or been in a registered partnership (see Table 1 in Appendix 4).

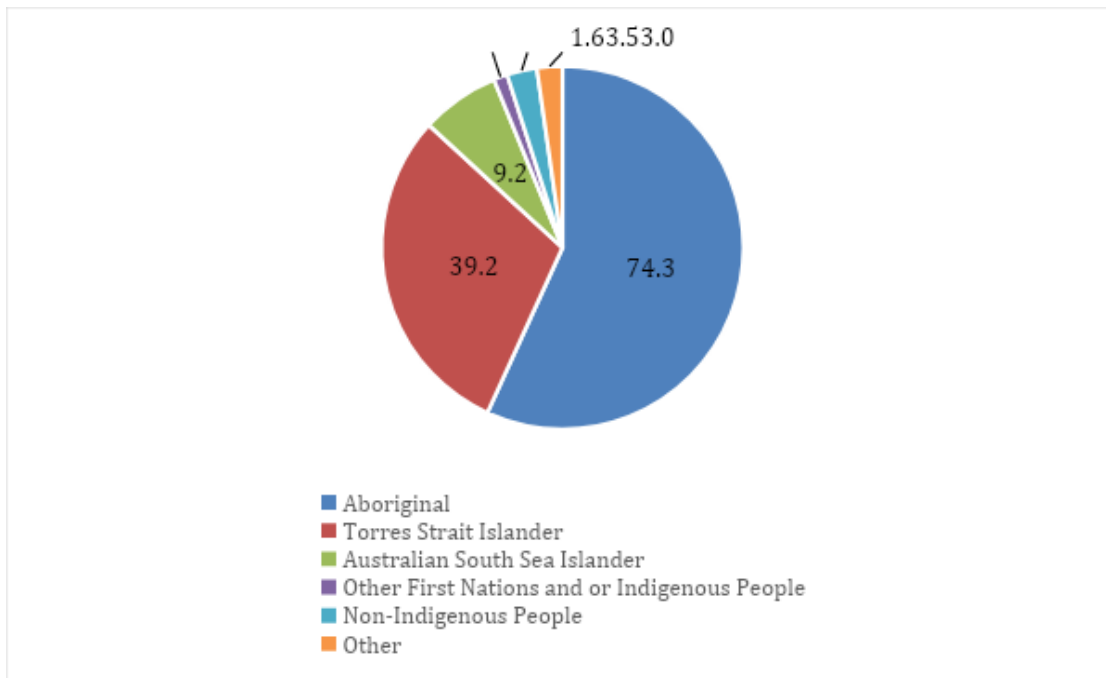


Figure 8: Participant heritage, Townsville

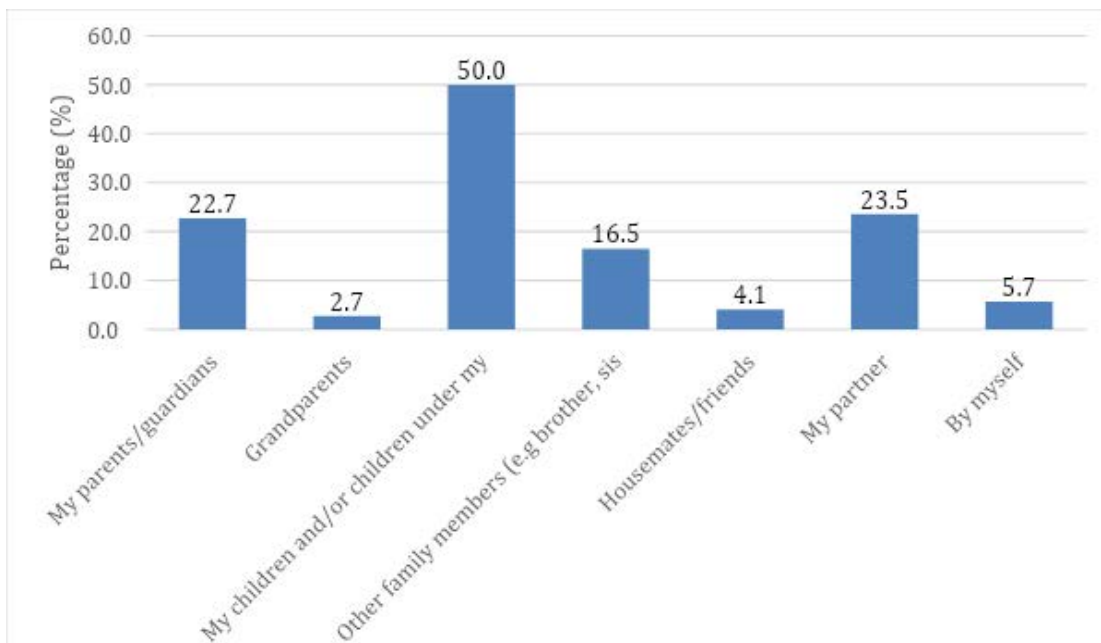


Figure 9: With whom participants live most of the time, Townsville

Identity

Of the participants who identified as being Aboriginal, South Sea Islander, Torres Strait Islander or other First Nations, 92.2 per cent knew where their Country was, and almost 40 per cent lived on their Country or homeland/s. However, only 47.3 per cent lived close to their Country and 51.1 per cent visited often (see Table 2 in Appendix 4). The vast majority (83.2%) of participants felt

connected to the community in which they lived and more than 93.6 per cent felt at least somewhat accepted by that community. Most also took part in NAIDOC celebrations (63.5%), with 34.4 per cent unable to attend celebration or ceremonies as often as they would like due to affordability, transport problems or distance.

Aspirations

Participants identified their immediate family (parents and children) and their siblings as having the biggest influence on their ambitions, with teachers and celebrities (including sports stars) having the lowest influence (see Figure 10).

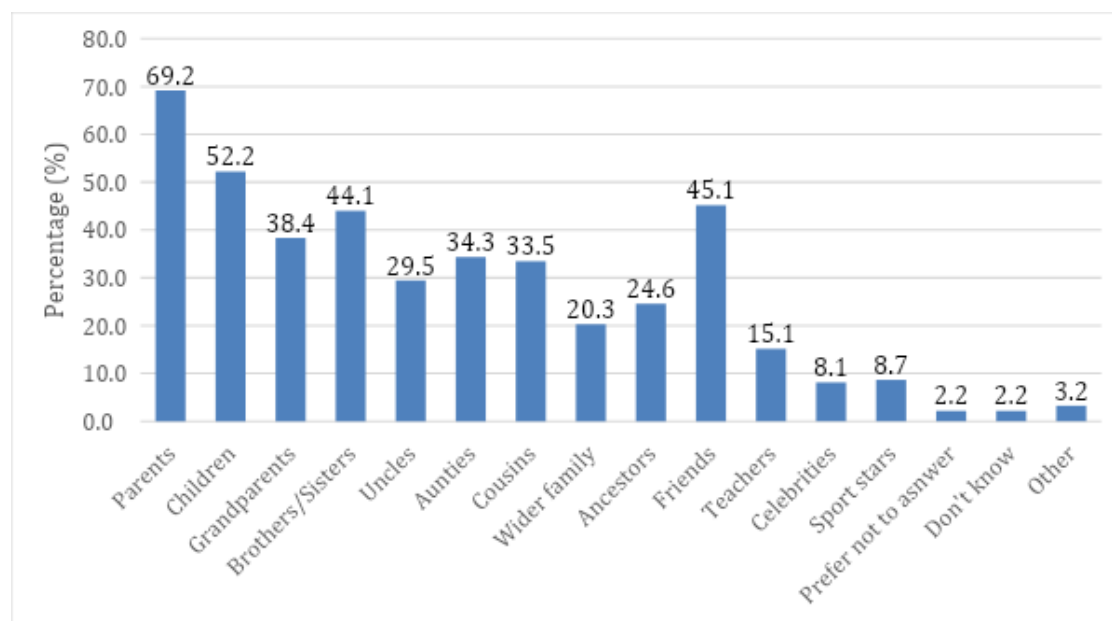


Figure 10: Main influencers of ambitions, Townsville

Major social and wellbeing short-term goals within the next six months included getting active (55.4%), losing/gaining weight (53.8%), attending social activities (55.4%), looking after family (45.9%), meeting Elders from the Country on which they lived (47.6%), and going to the beach (43%) (see Table 8 in Appendix 4). Education and training goals included learning a new skill (61.9%) and included learning cultural practices (51.6%). The biggest short-term financial goal was having money left over (68.7%) and buying new clothes and shoes (58.7%). More than half of the participants wanted to fix the house or get a better or different job.

Medium-term aspirations (in the next 6 to 18 months) focused more on travel with aspirations of going away on a small holiday (63.5%) or travelling (62.7%). Increasing their knowledge and learning cultural practices was a strong ambition for 50.9 per cent of many of the participants, and just over half (54.6%) wished to visit their homeland/s or Country. Financially, participants were interested in getting a job (54.3%) and purchasing household items (56.2%) or a buying or selling a car (55.1%) (see Table 9 in Appendix 4).

Longer term goals for the next 18 months to five years included maintaining healthy habits (67.6%) and travelling. Participants identified going on a holiday (67.4%) or travelling (57%) as one of their main wellbeing aspirations. They also identified learning cultural practices (55.2%) and pursuing a career as major education/training goals. Financially, participants aspired to buying a house (55.7%) and 43.4 per cent were interested in starting a business (see Table 10 in Appendix 4).

Aspirations for their family

Almost 61 per cent of participants had given birth, fathered or adopted a child with the majority (50.2%) having two to four children (see Table 3 in Appendix 4). Of those with children, 53.6 per cent had their first child when they were 20 years or older. There were 16 participants expecting a child within the next nine months, with 62.5 per cent feeling mostly to very prepared for the arrival of the baby.

Among parents and participants with children in their care (n=225), 77.3 per cent had hopes and dreams for their children. Almost universally, parents (99%) aspired for their children to know what their strengths were, have awareness of themselves, have resilience and the ability to cope with life and have the chance to live their full potential (see Table 4).

Table 4: Parents' aspirations for their children (n=225), Townsville

	Very important	Important	Not important
Knowing what their strengths are	83.1	16.0	0.9
Being able to understand and manage their emotions	81.8	16.9	1.3
Having awareness of themselves	83.6	16.4	0.0
Having relationships with others	76.9	21.3	1.8
Having resilience and being able to cope with life	83.1	16.4	0.4
Setting goals and aiming high	77.8	21.3	0.9
Setting healthy habits	81.3	18.2	0.4
Having the chance to live their full potential	80.9	19.1	0.0
Helping and changing the lives of others	74.2	25.3	0.4
Having a sense of meaning and purpose	80.4	19.6	0.0
Feeling happy in their family	84.0	16.0	0.0
Knowing they have options in their life	84.0	15.6	0.4
Having positive role models	81.3	18.7	0.0

A detailed breakdown of results can be found in Appendix 3 (Moreton Bay Region) and Appendix 4 (Townsville Region). The results were dependent on a high level of cooperation from Aboriginal and Torres Strait Islander people, householders and communities. Without their continued cooperation, these First 1000 Days Australia Household Survey results would not be available.

Section 4: Discussion

The implementation of an aspirations survey in these Aboriginal and Torres Strait Islander communities will enable the generation of data that will support and encourage delivery of services that better align with the specific values, aspirations and goals of Aboriginal and Torres Strait Islander families.

One of the overarching principles driving the First 1000 Days Australia work is that data collected are used to trigger action that will have direct benefits for Aboriginal and Torres Strait Islander families living in the local area. That is, evidence generated through the Household Surveys will be aggregated and made available to partnering community health centres and/or Aboriginal and Torres Strait Islander controlled organisations in the form of reports, infographics and newsletters to prepare services to address Aboriginal and Torres Strait Islander family aspirations.

Initially, it was proposed to employ 10 Peer Researchers in each region, who would then use their local knowledge of families, individuals and communities to aid in the recruitment of participants. This strategy was based on the MTAL project, which relied on the utilisation of Peer Researchers for its success. Peer researcher engagement strategies boosted the recruitment into the MTAL household aspiration survey from an expected 35 per cent to 51 per cent (First 1000 Days Australia & AHV 2018). It was, therefore, thought that Peer Researchers would be a valuable resource for this study as they are relatable and identifiable to the communities in which they will be working, and can conduct the study in a culturally appropriate manner. In addition, they also act as models of empowerment within their own families and the broader community. In total, 27 Peer Researchers were employed over the two regions.

Challenges

Moreton Bay

The lack of a Lead Agency in the Moreton Bay Region did not stop the Household Survey work being carried out. In fact, in some cases it was probably a good thing as it meant all Peer Researchers could be employed casually by the University of Melbourne, which lifted their self-esteem and gave them a sense of equality with the RIM, PRC and LSCs. Having no Lead Agency also brought some welcome responsibility to the Working Group members, in that their organisations were able to offer training and meeting spaces, and to fund the Safety Cards the Peer Researchers distributed to individuals completing the Household Surveys.

Once the Peer Researchers had exhausted their family members and friends, it became challenging for them to find extra participants to complete the survey. However, many took it upon themselves to enlist people they didn't know so they could reach the required number of 300 Household Surveys.

There were also technical issues that ate into the three weeks allotted to the Peer Researchers to do their fieldwork, which ultimately prevented them from achieving the targeted number of surveys.

Townsville

During fieldwork, the region was experiencing technical issues with the database and the android tablets and had to postpone allowing the University of Melbourne to fix the bugs. This initially impacted on the morale of the Peer Researchers, but once they recommenced the fieldwork they were highly motivated.

TAIHS was able to offer more vehicles during the fieldwork while one of their programs was transitioning, thereby allowing Peer Researchers to be mobilised across the region. The support and resources of the Lead Agency TAIHS, as well as the additional staff to support the fieldwork, assisted the Townsville Region to deliver the fieldwork. With the learnings from AHV it was thought that the

region would only secure an average of six Peer Researchers, therefore it was challenging with limited wi-fi, dongles and android tablets when conducting the Household Survey in large households.

Another challenge identified during the fieldwork in Townsville was the number of Peer Researchers without a driver's licence. To overcome this issue the Regional Management team and other Peer Researchers with a licence assisted with transportation. Some Peer Researchers were feeling frustrated as it impacted on their ability to complete surveys with their family and community.

Successes

Future employment: A major advantage that the study's approach had over the strategies available to funded employment services was that the training led directly to paid employment. Apart from providing an income, the satisfaction, social interaction and sense of purpose that employment provides were evident in the participants' accounts. This is particularly so when the work they were undertaking was valued by their families and communities.

Team building: A considerable amount of time was given to individual reflections. These were held daily, sometimes twice daily, and contributed to building a shared understanding of, and a professionalism towards, reflective practice. The reflections were one of the strategies that contributed to building strong and cohesive teams, a 'community of peers', which was most apparent in the reflections written during the time the surveys were conducted (see Appendix 5).

Training: Life Coaching Certificate IV, which is nationally and internationally accredited, has been secured through the Life Coaching Academy at Griffith University. A total of nine Peer Researchers, two community members and both RIMs from the two regions have now commenced their training.

Recommendations

The overarching aim of this project was to build a better understanding of the needs, characteristics and aspirations of Aboriginal and Torres Strait Islander families living in Moreton Bay and Townsville, find new ways to support them, and to change the way that services are delivered to Aboriginal and Torres Strait Islander households.

The following six recommendations emanated from our findings on this project.

- 1. Conduct Aboriginal and Torres Strait Islander-led pre-employment workshops** – By applying this strategy we recognise and value the importance of culture and lived experiences as paramount in creating a culturally safe and inclusive space in the pre-employment phase. These workshops help Aboriginal and Torres Strait Islander people to participate in, and understand what, is required of them in the workplace.
- 2. Employ Aboriginal and Torres Strait Islander Peer Researchers** – Employing Peer Researchers from within the Aboriginal and Torres Strait Islander community gives those individuals and families who would not normally engage with the Human Services sector, due to some having had a negative experience and/or not feeling culturally safe, the confidence to access support. The sector could use the Peer Researcher model to access some of these families who are hard-to-reach, the ones who do not normally put their hand up to complete surveys or provide feedback because of fear of drawing attention to themselves and their family's situation.
- 3. Build a team of Peer Researchers** – Participants overwhelmingly gave positive accounts of their experience with First 1000 Days Australia largely due to the support they received from the project's Regional Implementation Managers, Peer Researcher Coordinators, Logistic Site Coordinators and Trainers. Although this strategy is generally not an option for Job Network providers, with their focus on individual clients, the high rates of Peer Researcher retention throughout the project add weight to this being a successful way of getting people into, and keeping them in, employment.

- 4. Create cultural and healing workplaces** – People experiencing vulnerabilities who are made to feel valued and provided with a culturally safe space are employable and can maintain employment if the model includes ongoing counselling and support. Creating culturally safe spaces in which participants can share lived experiences with people who look like them and know first-hand of their experiences, feelings and thinking without judgment, is vitally important to this process. This can lead to long-term employment opportunities thereby breaking the unemployment cycle.
- 5. Provide cultural capability training** – Including accounts of the effects that colonisation and intergenerational trauma have had on Aboriginal and Torres Strait Islander peoples is an important way of understanding the past traumas for our families. There are assumptions made by non-Indigenous people, as well as some from the Aboriginal and Torres Strait Islander community, that Aboriginal and Torres Strait Islander people already know this. However, in reality they DON'T and they do not understand the link between our history, the Stolen Generation and intergenerational trauma.
- 6. Empower Aboriginal and Torres Strait Islander children, young people and their parents, families and communities** – When Aboriginal and Torres Strait Islander children, young people and their parents, families and communities are empowered and supported by services that are accessible, culturally responsive, respectful and safe, and the importance of culture and connection is deeply recognised, they are more likely to thrive and be the best they can be.

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Acronyms

ABS	Australian Bureau of Statistics
AHV	Aboriginal Housing Victoria
DATSIP	(Queensland) Department of Aboriginal and Torres Strait Islander Partnerships
DCSYW	(Queensland) Department of Child Safety, Youth and Women
LSC	Logistic Site Coordinator
MTAL	More than a Landlord
PRC	Peer Researcher Coordinator
RIM	Regional Implementation Manager
TAIHS	Townsville Aboriginal and Islander Health Services

Appendix 1: Example of Peer Researcher training

An example of a typical week of Peer Researcher training is shown in the following table.

Day One	Day Two	Day Three	Day Four	Day Five
Module 1 <i>Context, Rationale, Introduction to the Household Survey</i>	Module 2 <i>Ethics and Cultural Safety</i>	Module 3 <i>Confidentiality, Data Management, Security and Scheduling</i>	Module 4 <i>Preparing for and undertaking fieldwork</i>	Module 5 <i>Assessment</i>
Reflections	Reflections	Reflections	Reflections	Reflections
Introductions	Module 1 review	Module 2 review	Module 3 review	Module 4 review
Unit 1: Introduction to First 1000 Days Australia	Unit 5: Ethics	Unit 7: Confidentiality	Unit 10: Preparing for fieldwork	Unit 12: Presentations and roleplays
Unit 2: Getting started in peer research	Unit 6: Undertaking culturally safe fieldwork	Unit 8: Data management	Unit 11: Undertaking fieldwork	
Unit 3: Household Survey project overview		Unit 9: Scheduling		
Unit 4: Looking at the Survey				
Reflections	Reflections	Reflections	Reflections	Reflections

Appendix 2: Example of Peer Researcher survey work

A typical week for Peer Researchers working on the Household Survey is depicted below.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Morning</p> <p>Peer Researcher debrief and reflections</p> <p>Schedules and timetabling</p> <p>Check in on Assessment Form queries and achievements</p>	<p>Morning</p> <p>Peer Researcher appointments</p>	<p>Morning</p> <p>Peer Researcher appointments</p>	<p>Morning</p> <p>Peer Researcher appointments</p>	<p>Morning</p> <p>Peer Researcher appointments</p>	<p>Morning</p> <p>Peer Researcher appointments (no double time – flat rate!)</p>
<p>Afternoon</p> <p>Work on buddy system for the households that need it</p> <p>Make appointments and transport arrangements as needed</p> <p>Disseminate and register vouchers to Peer Researchers based on their schedules</p>	<p>Afternoon</p> <p>Peer Researcher appointments</p>	<p>Afternoon</p> <p>Aspirations Workshop across different sites to identify participants for survey and make appointments (RIM, PRC and/or other Peer Researchers)</p> <p>Need Peer Researchers at Aspirations Workshop to survey people and make appointments with other household members</p>	<p>Afternoon</p> <p>PRC and RIM teleconference – across all sites, 2–4pm</p>	<p>Afternoon</p> <p>Peer Researcher debrief and reflections</p> <p>Celebrate successes</p> <p>Stories for newsletters</p> <p>Mark off what has been achieved</p> <p>Discuss any ‘set up’ activities needed for following week</p> <p>Role play and discuss scenarios that worked</p> <p>Complete and upload timesheets for the week</p>	<p>Afternoon</p> <p>Peer Researcher appointments (no double time – flat rate!)</p>
<p>Evening</p> <p>Peer Researcher appointments</p>	<p>Evening</p> <p>Peer Researcher appointments</p>	<p>Evening</p> <p>Peer Researcher appointments</p>	<p>Evening</p> <p>Peer Researcher appointments</p>	<p>Evening</p> <p>Peer Researcher appointments</p>	

Appendix 3: Moreton Bay Household Survey results

Table 1: Participant characteristics, Moreton Bay

Demographics	Number	Percentage
<i>Cultural heritage</i>		
Aboriginal	249	84.7
Torres Strait Islander	28	9.5
Australian South Sea Islander	15	5.1
Other First Nations and or Indigenous people	5	1.7
Non-Indigenous people	26	8.8
Other	14	4.8
<i>Gender</i>		
Male	92	31.3
Female	201	68.4
Other	1	0.3
<i>Sexual identity</i>		
Straight or heterosexual	262	89.12
Bisexual	13	4.42
Lesbian, gay or homosexual	4	1.36
Something else	3	1.02
Don't know	8	2.72
<i>Still at school</i>		
Yes	22	7.5
No	272	92.5
<i>I am living with</i>		
My parents/guardians	47	16.0
Grandparents	3	1.0
My children and/or children under my care	134	45.6
Other family members (e.g. brother, sister, uncle, or aunty)	55	18.7
My partner	106	36.1
Housemates/friends	22	7.5
By myself	33	11.2
<i>Marital status</i>		
Married/defacto (including same sex partners)	97	33.0
Single, never married and never registered in a same sex partnership	106	36.1
In a relationship but not living together	45	15.3
Separated/divorced	31	10.5
Widowed	5	1.7
Other	9	3.1
<i>What grade of high school are you in?</i>		
Year 8	1	0.3
Year 9	3	1.0
Year 10	6	2.0
Year 11	10	3.4
Year 12	2	0.7
<i>Highest educational qualification</i>		
Primary school	12	4.1

Did not attend high school but finished primary school	12	4.1
Attended primary school but did not finish	1	0.3
Year 10 or equivalent/junior secondary	81	27.6
Year 11 or equivalent	19	6.5
Year 12 or equivalent/senior secondary	54	18.4
Never went to school	2	0.7
Bachelor degree (with or without Honours)	16	5.4
Postgraduate degree	1	0.3
Certificate I/II	13	4.4
Certificate III/IV (including trade certificate)	51	17.4
Graduate diploma/graduate certificate	14	4.8
Advanced diploma	11	3.7
Cultural training	4	1.4
School-based traineeship	2	0.7
<i>Paid employment</i>		
Yes	99	33.7
No	194	66.0
<i>Income in the last fortnight (all sources)</i>		
None	34	11.6
\$1–\$99	7	2.4
\$100–\$199	15	5.1
\$1000–\$1499	46	15.7
\$200–\$499	50	17.0
\$500–\$999	103	35.0
More than \$1500	38	12.9
<i>Thinking about the money you have to spend on everyday things, would you say this is:</i>		
More than enough	16	5.4
Enough	88	29.9
Not enough	166	56.5
Don't know	23	7.8
<i>Number of dependants in household</i>		
1	42	20.5
2	56	27.3
3	33	16.1
4	31	15.1
5	11	5.4
6	6	2.9
None	23	11.2
Missing	3	1.5
<i>What is this child's relationship to you?</i>		
Own child (refers to a child you gave birth to or adopted as an infant)	315	107.1
Child under a kinship care arrangement	4	1.4
Sibling	11	3.7
Other (specify)	14	4.8
Stepchild	23	7.8
Foster child	10	3.4
Niece or nephew	7	2.4

Table 2: Participant identity and connection to Country, Moreton Bay

Identity	Number	Percentage
<i>I know where my Country is (Yes)</i>	266	90.5
<i>I live on my Country or homeland/s (Yes)</i>	115	39.1
<i>I live close to my Country (Yes)</i>	125	42.5
<i>I live a long way off my Country (>100kms) (Yes)</i>	150	51.0
<i>I visit my country as often as I like (Yes)</i>	147	50.0
<i>I get to take children in my care to Country (Yes)</i>	124	42.2
<i>I feel the need to visit Country (Yes)</i>	215	73.1
<i>I feel connected to the Country where I live (Yes)</i>	228	77.6
<i>How important to you is cultural and spiritual wellbeing?</i>		
Very important	173	58.8
Important	101	34.4
Not important	18	6.1
<i>Do you have access to places and people who support your cultural and spiritual wellbeing? (Yes)</i>	219	74.5
<i>Does your work support your ability to meet your cultural responsibilities?</i>		
Yes	131	44.6
Don't have cultural responsibilities	80	27.2
No	81	27.6
<i>Do you feel connected to the community in which you live?</i>		
Yes, very connected	115	39.1
Somewhat connected	118	40.1
No, not very connected	57	19.4
<i>Do you feel accepted to the community in which you live?</i>		
Yes, very accepted	152	51.7
Somewhat accepted	113	38.4
No, not very accepted	25	8.5
<i>What language do you mainly speak at home?</i>		
Aboriginal language(s)	10	3.4
Aboriginal English	36	12.2
A few words of Aboriginal language(s)	56	19.1
Torres Strait Islander language	3	1.0
Torres Strait creole	14	4.8
A few words of Torres Strait Islander language	7	2.4
English	253	86.1
Other	2	0.7
<i>In the last 12 months, have you gone to or been involved with any of these cultural activities or ceremonies (including as part of your job)?</i>		
Celebrations/ceremonies (e.g. Welcoming Baby to Country)	66	22.5
NAIDOC week activities	184	62.6
Any Aboriginal or Torres Strait Islander organisations	81	27.6
Funerals/sorry business	90	30.6
Caring for Country	26	8.8
Sports carnivals	79	26.9
Festivals or carnivals involving arts, craft, music or dance	62	21.1
Fished	52	17.7

Hunted	18	6.1
Gathered plants/berries	17	5.8
None of the above	61	20.8
Other	2	0.7
<i>Are you able to attend or participate in cultural activities or ceremonies when or as often as you want?</i>		
Yes	176	59.9
No	114	38.8
<i>What makes it difficult for you to attend or participate?</i>		
Access to the knowledge holders	27	9.2
Can't afford to	116	39.5
Too far away	63	21.4
Transport problems	94	32.0
Work commitments	65	22.1
School/study commitments	29	9.9
Caring commitments	35	11.9
Other	35	11.9
<i>What policy developments need to happen to support your identity in Australia?</i>		
Teach language and culture in schools	111	37.8
A Treaty (State and/or Federal)	66	22.5
Recognition in Australian Constitution	71	24.2
Close the Gap	89	30.3
Date change of Australia Day	68	23.1
Reconciliation	75	25.5
Implement recommendations from Uluru Statement from the Heart	41	14.0
Land use/Native Title agreement	70	23.8
All of the above	133	45.2
None of the above	39	13.3
Other	8	2.7

Table 3: Participant experiences of racism in the past 12 months, Moreton Bay

	Number	Percentage
<i>How often have you felt you've been treated unfairly because you are Aboriginal and/or Torres Strait Islander?</i>		
Sometimes	94	32.0
Rarely	105	35.7
Often	27	9.2
Other (specify)	20	6.8
Always	28	9.5
Only happened once	16	5.4
<i>Have you had any of the following experiences because you are Aboriginal and/or Torres Strait Islander?</i>		
Heard racial comments or jokes	122	41.5
Not trusted	62	21.1
I have not had an unfair experience in the last 12 months	43	14.6
Ignored or served last while accessing services or buying something	58	19.7
Unfairly questioned by police or arrested or charged	52	17.7
Left out, refused entry or told you don't belong	28	9.5
Followed by security while shopping or at a shopping centre	65	22.1
Don't know	86	29.3

Other (specify)	15	5.1
Spat at or had something thrown at you	11	3.7
Told you were less intelligent	30	10.2
<i>Have you avoided any situations because of past unfair treatment relating to you being Aboriginal and/or Torres Strait Islander?</i>		
Contact with police, security people, lawyers or a court of law	39	13.3
Contact with government services	35	11.9
Seeking other services	33	11.2
Contact with doctors, nurses or other staff at hospitals or health clinics	28	9.5
Didn't avoid any situations	156	53.1
Applying for work or going to a job	63	21.4
Other (specify)	12	4.1
Other situations	23	7.8
Doing any sporting, recreational or leisure activities	22	7.5
Going to public places or events	33	11.2
School, university, training course, other educational setting	16	5.4
<i>In what environment do you feel culturally safe?</i>		
At home with family	240	81.6
With other Aboriginal and/or Torres Strait Islander people	140	47.6
Nowhere	21	7.1
At school	37	12.6
When playing sport	37	12.6
Other (specify)	13	4.4
At work	46	15.7
<i>Thinking about your experiences of being unfairly treated, would any of the following services or supports help you now or in the future?</i>		
A place to feel culturally safe in this community	171	58.2
Access to schools that celebrate Aboriginal and Torres Strait Islander culture in the curriculum	117	39.8
More cultural events and activities in the community	156	53.1
Access to culturally safe employment and training opportunities	124	42.2
Other (specify)	21	7.1
None of the above	94	32.0

Table 4: Available and accessible community services, Moreton Bay

Available and accessible local community services	Number	Percentage
<i>Opportunities to volunteer (Yes)</i>	234	79.59
<i>Education (Yes)</i>	260	88.44
<i>Childcare (Yes)</i>	263	89.46
<i>Medical and dental (Yes)</i>	268	91.16
<i>Alternative medical (Yes)</i>	244	82.99
<i>Allied health (Yes)</i>	254	86.39
<i>Aged care (Yes)</i>	248	84.35
<i>Family and relationship support services (Yes)</i>	245	83.33
<i>Unisex bathrooms (Yes)</i>	186	63.27

Table 5: Use of community services, Moreton Bay

Services	Number	Percentage
<i>Do people in this house/dwelling know what the National Disability Insurance Scheme is?</i>		
Yes	102	34.7
Not sure	77	26.2
No	113	38.4
<i>Do you know if anyone in your household is currently receiving supports funded by the NDIS?</i>		
No	190	64.6
Yes	37	12.6
Don't know	65	22.1
<i>Is there anyone in this household who could be accessing NDIS but isn't?</i>		
No	134	45.6
Not sure	100	34.0
Yes	58	19.7
<i>Do you use the following services or facilities in the local community?</i>		
<i>Outdoor playing fields</i>		
Yes	185	62.9
No, but would like to	32	10.9
No, and don't want to	36	12.2
Yes, but not in local area	39	13.3
<i>Children's playgrounds</i>		
Yes	206	70.1
No, and don't want to	40	13.6
Yes, but not in local area	30	10.2
No, but would like to	16	5.4
<i>Swimming pool</i>		
Yes	188	64.0
No, but would like to	27	9.2
No, and don't want to	40	13.6
Yes, but not in local area	37	12.6
<i>Aboriginal services within a mainstream service</i>		
Yes	151	51.4
No, and don't want to	40	13.6
No, but would like to	56	19.1
Yes, but not in local area	45	15.3
<i>Aboriginal controlled service</i>		
Yes	140	47.6
No, and don't want to	45	15.3
Yes, but not in local area	49	16.7
No, but would like to	58	19.7
<i>Community garden</i>		
No, and don't want to	84	28.6
Yes	80	27.2
No, but would like to	79	26.9
Yes, but not in local area	49	16.7
<i>Gathering place</i>		
No, but would like to	91	31.0
Yes	95	32.3
No, and don't want to	59	20.1

Yes, but not in local area	47	16.0
<i>Community hall or centre</i>		
No, and don't want to	70	23.8
Yes	118	40.1
No, but would like to	63	21.4
Yes, but not in local area	41	14.0
<i>Neighbourhood centre</i>		
Yes, but not in local area	33	11.2
Yes	138	46.9
No, and don't want to	65	22.1
No, but would like to	56	19.1
<i>Homework club</i>		
No, but would like to	70	23.8
Yes	78	26.5
No, and don't want to	114	38.8
Yes, but not in local area	30	10.2
<i>Supermarket</i>		
Yes	234	79.6
Yes, but not in local area	21	7.1
No, but would like to	16	5.4
No, and don't want to	21	7.1
<i>Taxi service</i>		
Yes	170	57.8
No, and don't want to	78	26.5
Yes, but not in local area	24	8.2
No, but would like to	20	6.8
<i>Library</i>		
Yes	210	71.4
No, but would like to	28	9.5
No, and don't want to	28	9.5
Yes, but not in local area	26	8.8
<i>Childcare (prep and/or kindy)</i>		
Yes	158	53.7
No, but would like to	35	11.9
No, and don't want to	77	26.2
Yes, but not in local area	22	7.5
<i>Sports clubs (e.g. football, netball)</i>		
No, but would like to	43	14.6
Yes	158	53.7
No, and don't want to	60	20.4
Yes, but not in local area	31	10.5
<i>Primary school</i>		
No, but would like to	28	9.5
Yes	176	59.9
No, and don't want to	69	23.5
Yes, but not in local area	19	6.5
<i>Secondary school</i>		
No, but would like to	30	10.2

Yes	167	56.8
No, and don't want to	73	24.8
Yes, but not in local area	22	7.5
<i>Dentist</i>		
Yes	200	68.0
No, and don't want to	28	9.5
Yes, but not in local area	31	10.5
No, but would like to	33	11.2
<i>Public transport (train, bus)</i>		
Yes	220	74.8
No, and don't want to	30	10.2
Yes, but not in local area	22	7.5
No, but would like to	20	6.8
<i>Pubs/restaurants</i>		
Yes	201	68.4
No, and don't want to	40	13.6
Yes, but not in local area	24	8.2
No, but would like to	27	9.2
<i>Cinema</i>		
Yes	176	59.9
Yes, but not in local area	41	14.0
No, but would like to	40	13.6
No, and don't want to	35	11.9

Table 6: Short-term hopes and dreams in the next 3 to 6 months, Moreton Bay

	I really want this	Interested but not a priority	Never thought about it	Just not interested	Already doing it	Not applicable to me
<i>Wellbeing</i>						
Start a sport/get active	39.5	21.1	9.2	8.2	12.6	8.8
Learn to cook	16.8	16.3	4.5	4.1	43.3	15.1
Reduce number of take away meals or meals out	32.3	16.0	6.5	3.7	24.2	16.7
Health checks	33.0	14.6	3.4	2.4	40.1	5.8
Lose/gain weight	53.4	15.0	3.1	3.1	17.0	7.8
Join a dance group	13.3	23.1	17.0	24.8	4.1	17.0
See counsellor	20.7	18.7	12.7	17.3	13.9	16.8
Have a clean house	29.9	11.9	2.4	1.4	45.2	8.5
Plant a garden	29.9	21.2	9.7	10.8	18.0	10.3
<i>Social</i>						
Participate in social activities (e.g. meet friends, family, cultural/community events)	40.5	20.4	6.5	4.4	25.2	2.4
Learn about healthy relationships	33.7	18.4	9.9	8.5	21.4	7.5
Look after your family	38.2	6.0	2.2	1.9	46.4	5.3

Connect with community	36.1	21.8	8.5	3.7	25.5	3.7
Meet Elders from the Country where you live	39.5	15.7	12.2	3.4	21.4	7.1
Participate in a yarnning circle	33.3	25.5	13.6	6.5	13.3	7.1
Volunteer in local area	29.9	28.6	11.2	10.2	11.2	8.2
Get kids to school regularly	28.9	8.8	3.4	3.7	31.0	23.5
Care for children	26.9	9.2	6.8	1.7	40.5	14.3
Get a pet (dog/cat)	17.7	14.0	4.4	14.3	30.6	18.4
Go to the movies	37.8	20.4	5.4	6.5	18.0	11.2
Go to the beach	40.1	15.3	2.4	3.7	31.0	6.8
Make amends	32.0	19.4	10.9	7.1	13.3	16.7
<i>Education and training</i>						
Improve reading and writing skills	26.2	15.7	7.5	4.8	26.5	18.7
Improve my parenting skills	29.3	9.5	7.1	2.7	27.9	22.8
Learn a new skill	50.0	19.1	2.7	3.4	16.7	7.5
Learn to cook	16.8	16.3	4.5	4.1	43.3	15.1
Learn to drive	26.2	6.5	0.3	1.7	38.4	26.2
Learn cultural practices (e.g. language, songs or stories)	51.0	18.0	6.1	4.8	11.9	7.5
<i>Financial</i>						
Pay bills on time (e.g. gas and electricity)	46.6	6.5	1.7	2.7	26.9	15.0
Pay rent on time	28.9	5.4	1.7	2.4	40.1	20.8
Have money left over	65.7	5.4	2.4	1.0	17.7	7.1
Pay fines	26.9	8.2	2.4	4.8	18.4	38.8
Go to appointments	28.9	9.9	3.7	2.4	42.9	11.6
Buy new clothes/shoes	45.9	16.3	2.4	3.1	24.8	6.8
Repair car	35.4	10.9	3.7	2.0	15.7	31.6
Get a job	45.9	8.6	3.5	2.7	18.5	20.7
Get a better/different job	39.8	12.2	7.1	3.4	7.1	29.6
Fix the house	28.8	12.5	7.5	4.3	10.1	36.8
Get own Internet connection	24.2	8.8	5.1	5.8	31.0	24.5
Purchase a mobile phone	20.4	7.8	2.4	3.1	41.2	24.5
Get a birth certificate	16.3	7.1	3.1	3.4	41.8	27.6
Get a Medicare card	11.6	7.1	1.7	2.4	46.6	29.9

Table 7: Medium-term hopes and dreams in the next 6 to 18 months, Moreton Bay

	I really want this	Interested but not a priority	Never thought about it	Just not interested	Already doing it	Not applicable to me
Wellbeing						
Maintain health habits (healthy eating and exercise)	62.6	8.8	2.7	2.0	20.1	3.1
Run a marathon	12.2	20.1	17.4	28.9	1.0	19.7
Get to gym	34.0	21.8	6.8	16.3	8.2	12.2
Go for a walk regularly	42.2	15.7	3.1	5.4	28.6	4.4
Go hunting	26.9	17.4	14.3	19.7	4.1	17.0
Travel	57.0	19.7	5.5	5.4	7.5	4.9
Weekend away or small holiday	63.6	14.3	3.7	4.1	9.9	3.7
Plant a garden	29.9	21.2	9.7	10.8	18.0	10.3
See counsellor	20.7	18.7	12.7	17.3	13.9	16.8
Quit smoking/substance abuse	33.0	10.5	6.8	7.5	9.2	32.3
Quit drinking	15.7	14.3	6.1	12.2	8.8	42.2
Social						
Reconnect with family	40.1	15.0	4.1	6.1	24.5	9.5
Establish stable, healthy	42.5	11.9	5.1	4.1	25.5	10.2
Travel	54.1	20.4	5.1	4.1	7.8	7.8
Weekend away or small holiday	61.6	14.0	4.8	3.7	11.2	4.1
Volunteer in the community	35.0	23.1	10.2	9.2	12.2	9.5
Look after your family	38.2	6.0	2.2	1.9	46.4	5.3
Get married	23.1	16.3	8.5	15.7	8.5	27.2
Have a baby	16.3	10.5	6.8	18.0	15.0	32.7
Help your community	39.8	20.8	12.9	5.8	13.3	6.8
Plant a garden	29.9	21.2	9.7	10.8	18.0	10.3
Welcoming child/ren back home	31.0	11.9	7.1	5.4	14.0	29.9
Visit homeland/s or Country	45.6	15.7	8.8	5.8	8.8	14.6
Education and training						
Finish high school	14.6	5.8	7.8	7.5	16.0	47.6
Get an apprenticeship/traineeship	32.9	12.3	6.8	10.3	5.3	32.4
Enrol in further education (e.g. university or TAFE)	39.1	13.3	10.5	6.1	9.5	20.8
Learn cultural practices (e.g. language, songs or stories)	50.9	15.6	7.2	7.0	8.4	11.0
Legal and financial						
Start a business	28.3	15.9	14.6	15.9	3.6	21.7
Get a job	45.9	8.6	3.5	2.7	18.5	20.7
Buy new furniture/fixtures	45.6	17.7	5.8	7.5	7.5	15.3
Buy a car/sell car	42.9	13.3	4.8	7.8	8.8	21.8
Get licence/get licence back	30.3	4.8	2.7	3.4	23.1	35.0
Fix the house	28.8	12.5	7.5	4.3	10.1	36.8

Table 8: Longer term hopes and dreams in the next 18 months to 5 years, Moreton Bay

	I really want this	Interested but not a priority	Never thought about it	Just not interested	Already doing it	Not applicable to me
Social and wellbeing						
Maintain healthy habits	62.2	7.1	4.1	2.0	19.7	4.1
Travel	57.0	19.7	5.5	5.4	7.5	4.9
Go on a holiday	67.4	14.3	3.7	3.7	6.5	3.7
Move back to Country/family	23.8	24.3	15.1	12.5	6.7	17.6
Establish a family/have a baby	22.8	10.9	5.4	11.2	18.7	30.3
Reconcile with family	37.1	14.0	8.5	9.2	13.3	17.4
Retire	16.4	11.0	9.8	9.4	3.3	50.2
Move, downsize or upsize my house	39.8	15.0	7.1	6.5	6.5	24.5
Education and training						
Get kids into childcare or school	24.5	5.1	4.1	3.4	27.6	34.7
Finish school/training/university	36.4	7.1	5.1	6.8	11.2	32.7
Get a job	45.9	8.6	3.5	2.7	18.5	20.7
Pursue a career	47.6	11.9	5.1	4.8	11.2	18.7
Enrol into further education (e.g. university or TAFE)	39.1	18.4	7.1	7.8	7.8	19.1
Learn cultural practices (e.g. language, songs or stories)	50.9	15.6	7.2	7.0	8.4	11.0
Legal and financial						
Start a business	28.3	15.9	14.6	15.9	3.6	21.7
Buy a house	43.9	17.0	10.2	8.5	4.4	15.3
Retire	16.4	11.0	9.8	9.4	3.3	50.2

Table 9: Characteristics of families, Moreton Bay

Moreton Bay families	Number	Percentage
<i>Have you ever given birth to/fathered or adopted a child? (Yes)</i>	184	62.6
<i>How many children have you given birth to/fathered or adopted?</i>		
1	34	18.2
2–4	96	51.3
5–7	41	21.9
7 plus	13	7.0
Prefer not to answer	3	1.6
<i>How old were you when you gave birth/fathered or adopted your first baby?</i>		
18 and under	74	40.2
19–20	34	18.5
21–25	53	28.8
26–30	13	7.1
31 and over	10	5.4
<i>If you are a kinship carer, is there a cultural placement plan?</i>		
Don't know	152	51.7
Yes	45	15.3
No	95	32.3
<i>Are you or your partner currently pregnant or expecting a baby? (Yes)</i>	17	5.8
<i>Do you feel ready or prepared for the arrival of your baby?*</i>		
Very prepared	5	29.4
Mostly prepared	6	35.3
Somewhat prepared	4	23.5
Not at all prepared	2	11.8
<i>In the future, would you like to have a child of your own/more children?</i>		
Yes	96	32.7
No	145	49.3
Don't know	50	17.0
<i>Where do you think your child/ren get most of their information about their culture?</i>		
Parent/carer	128	43.54
Other family members	46	15.65
Community elders	20	6.8
School/pre-school	15	5.1
Peers	2	0.68
Community organisations	10	3.4
Other community members	7	2.38
Sporting groups and associations	2	0.68
Role models	11	3.74
TV	3	1.02
Online/Internet	5	1.7
Books	1	0.34
Playgroups	1	0.34
Don't know	24	8.16
Other	16	5.44
<i>Who were you living with when you were around 14 years old?</i>		
Both own* mother and father	97	32.99

Father and stepmother	4	1.36
Father only – no mother or stepmother	14	4.76
Mother only – no father or stepfather	55	18.71
Mother and stepfather	42	14.29
Grandparents	22	7.48
Uncles or aunties	19	6.46
Kinship carer	6	2.04
Foster carer	10	3.4
Other	22	7.48
<i>Have you been removed from your family and/or placed under care of child protection services?</i>		
Yes	52	17.69
No	220	74.83
Don't know	19	6.46
<i>Have any of your relatives been removed from their family by the government?</i>		
Yes	118	40.14
No	118	40.14
Don't know	55	18.71
<i>If 'Yes', can you identify any of the following relatives who have been removed from family by the government?</i>		
Your parents	15	5.1
Your child(ren)	11	3.74
Your brothers and/or sisters	24	8.16
Your cousin	13	4.42
Your grandparents (or great grandparents)	25	8.5
Your nieces and/or nephews	8	2.72
Don't know who	6	2.04
Your uncles and/or aunties	4	1.36
Other	12	4.08

**Among expectant participants*

Table 11: Frequency of meeting members of community, Moreton Bay (%)

	Members of your First Nation group	Members of your extended family	Members of the Aboriginal/Torres Strait Islander community where you live	Members of your Native Title claim group	Members of your land management group	Members of the mission	Members of your church	Your ancestors	Family or community members who have gone to Dreamtime	Other non-Indigenous members from your community
Everyday	24.5	27.6	25.5	6.1	3.1	3.4	2.0	9.5	12.2	27.2
2 or 3 times a week	12.2	18.4	15.7	3.7	2.7	1.7	3.7	6.5	5.8	16.3
Once a week	6.1	10.9	15.0	4.1	1.0	2.4	5.8	6.1	4.4	10.2
Once a month	7.1	10.2	9.9	8.5	6.8	2.7	4.1	12.2	8.8	7.8
Rarely	18.0	20.8	16.0	22.8	19.4	15.3	11.6	21.8	14.6	11.9
Never	15.7	6.5	9.2	27.6	39.1	33.7	26.5	22.8	29.3	13.6
Not applicable	15.0	4.4	7.5	25.9	26.5	39.5	44.9	19.7	23.5	11.6

Table 12: Attitudes in local community, Moreton Bay (%)

	Poor	Strong	Improving	Neutral
A place where all cultures are welcome and valued	11.9	26.9	43.2	17.0
A place where Lesbian Gay Bisexual Transgender Queer (LGBTQ) peoples are welcome and valued	19.7	12.9	40.5	25.9
A place where religion and spirituality are welcome and valued	9.9	26.5	38.8	23.8
Environmental decision making	14.3	21.1	42.9	20.8
Women	6.8	31.0	43.2	18.0
Control over decision making	11.9	19.1	43.2	24.8

Table 13: Attitude towards facilities in the local community, Moreton Bay (%)

	Needing improvement	Strong	Improving	Average
Playgrounds	14.0	31.6	35.0	18.7
Youth hubs/groups	19.1	19.7	34.7	25.9
Gathering places	24.5	19.1	28.2	27.6
Transport	14.3	28.9	32.7	23.5
Community Centre	18.0	22.8	34.0	24.5
Clubs	17.0	22.1	28.2	32.0
Disability access (ramps, automatic doors)	17.0	22.1	28.2	32.0
Social/recreational spots (parks, cinemas)	15.3	29.6	29.9	24.2
Parent room	16.7	26.9	28.9	26.5

Table 14: General life aspirations, Moreton Bay (%)

	I really want this	Interested but not a priority	Never really thought about it	Just not interested	Not applicable to me	Already doing it
Be happy and healthy	60.9	5.4	2.4	0.7	1.4	28.6
Fulfil cultural obligations	44.6	17.7	15.0	2.4	8.2	11.6
Be a respected Elder	29.3	15.0	23.8	2.7	14.0	14.6
Move back to Country	23.8	24.3	15.1	12.5	17.6	6.7
Care for Country	39.8	23.8	11.6	3.1	6.8	14.3
Connect to family	46.9	13.6	4.4	3.4	3.1	27.9
Own a successful business	32.7	22.8	14.6	14.3	10.5	4.4
Help others	45.6	14.0	3.1	2.4	2.0	32.3
Achieve justice	49.0	19.1	11.6	4.4	8.2	7.1
Be well off	47.6	22.5	9.5	5.8	6.1	7.8
Have a family	33.3	8.2	2.0	2.7	10.2	42.9
Own a house	58.8	15.7	5.4	5.8	6.1	7.5

Buy a car	50.0	9.2	2.7	4.8	8.8	23.8
Have a career	56.1	11.6	4.4	4.4	7.1	15.7
Become famous (e.g. sports star, singer or actor)	15.0	16.3	17.0	29.9	18.4	2.7
Travel	59.1	20.5	1.9	5.6	5.1	7.8

Table 15: General attitude towards life aspirations, Moreton Bay (%)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
In most ways, my life is close to my ideal	13.3	43.9	25.5	12.9	3.7
The conditions of my life are excellent	11.9	42.5	29.6	11.6	3.7
I am completely satisfied with my life	14.6	40.1	26.5	14.0	4.1
If I could live my life over, I would change almost nothing	15.3	30.6	26.2	19.4	7.8
So far, I have gotten the most important things I want in life	20.4	44.9	20.8	9.5	3.7

Table 16: Family experiences in the past three generations, Moreton Bay (%)

	Yes	No	Don't
Been supported by a government-funded scholarship	29.6	42.5	26.9
Lived in government-funded social housing	64.6	21.8	12.6
Received a government benefit	81.3	9.2	8.5
Worked for no or less wages	46.9	29.6	22.5
Been employed by government	45.2	31.3	22.5
Received a grant from government	26.5	44.2	28.2
Experienced discrimination by Centrelink or other government services	38.8	33.3	26.9
Experienced impartiality (fairness) by Centrelink or other government services	41.8	27.9	29.3
Speak their language	36.4	35.7	26.9
Practise culture and attend ceremony	43.9	32.3	22.8
Pass on culture	53.7	26.9	18.4
Be paid a wage for their work	53.4	20.4	25.2
Able to enter into shops and public spaces freely	60.5	21.8	16.7
Keep their children safe	72.5	15.7	10.9
Keep all their children with them at all times	65.0	21.1	12.9
Able to travel freely	62.2	21.4	15.3
Able to read and write English	70.1	16.3	12.6
Dress how they want to dress	68.4	16.7	14.0
Socialise with other community members	65.0	17.4	16.7
Overcome curfews	51.7	20.1	27.2
Stay on their homeland/s and in their communities	48.6	23.1	27.2
Secure work	55.8	21.4	21.8
Live free from prosecution by police	43.5	31.0	24.5
Heal from trauma	40.5	29.3	29.3

Table 17: Services for helping reach participant aspirations

	Number	Percentage
<i>Pregnancy or plans for your own child or more children: would any of the following services or supports help you now or in the future?</i>		
None	110	37.4
Parenting information	114	38.8
Learning together about raising strong families	95	32.3
Breastfeeding and support information about family planning	55	18.7
Support for me to prepare healthy food for my babies and children	70	23.8
Peer support from new mums or dad in the local community	63	21.4
Relationship counselling	81	27.6
Support for me to cook and eat healthy meals	74	25.2
Culturally appropriate hospital and birthing services	83	28.2
Information about childbirth	64	21.8
Advice about preparing for the arrival of a baby	63	21.4
Other (specify)	3	1.0
<i>Your family and aspirations for your child/ren: would any of the following services or supports help you now or in the future?</i>		
Access to role models in the community	92	31.3
Access to a community garden	85	28.9
After school activities in the local community	160	54.4
A place for my children to learn, participate in and perform Aboriginal and/or Torres Strait Islander art, craft, music, dance or theatre	127	43.2
Cooking classes	95	32.3
A place for my children to hear stories in language	132	44.9
Access to good primary and high schools	119	40.5
Information about healthy food	104	35.4
Support at school from teachers	114	38.8
Other (specify)	14	4.8
Opportunities for my children to learn an Aboriginal and/or Torres Strait Islander language at school or in local community	112	38.1
Access to childcare and schools that acknowledge Aboriginal and/or Torres Strait Islander culture in the curriculum	96	32.7
Access to high-quality early learning services in the local area	97	33.0
Support for me to help my children with their school work	91	31.0
<i>Would you be interested in any of the following services to help you reconnect to family?</i>		
Family tracing	171	58.2
Other (specify)	43	14.6
Reunion services	88	29.9
Counselling	96	32.7
<i>Health and wellbeing: would any of the following services or supports help you now or in the future?</i>		
Help to quit smoking	105	35.7
Feeling connected to community	119	40.5
An eye check	108	36.7
Community exercise programs	95	32.3
A health check	154	52.4
A hearing check	95	32.3

Access to free or low cost exercise programs	92	31.3
Information about healthy food	87	29.6
Access to drug and alcohol support	47	16.0
Assistance at home	58	19.7
Access to a psychologist or counselling service	82	27.9
Information about the NDIS	55	18.7
Advice and help with drug and alcohol addiction	42	14.3
Information about my mental health and wellbeing	83	28.2
Help at school to learn and/or concentrate	56	19.1
Other	14	4.8
<i>Education & training: would any of the following services or supports help you now or in the future?</i>		
Suitable, reliable and accessible transport	65	22.1
A local community homework club	62	21.1
Help with childcare to attend school or study	65	22.1
Subsidies or grants to help affordability	86	29.3
Literacy and/or numeracy support	106	36.1
Schools suitable for culture and beliefs	96	32.7
Career guidance	106	36.1
A quiet place at home to study or do homework	70	23.8
Access to apprenticeships	88	29.9
Better access to local high schools	53	18.0
Assistance for students with disabilities	59	20.1
Advice and help with diabetes	38	12.9
Other (specify)	18	6.1
Provision of coaches/mentors	67	22.8
Individual tutoring	78	26.5
Support from the local council	71	24.2
<i>Would you be interested in any of the following?</i>		
None	104	35.4
Financial start up support/Information on how to apply for funding	83	28.2
Ongoing support once the business is up and running	85	28.9
Mentors/coaches	83	28.2
Assistance to develop a business plan	74	25.2
Resources to help you get started	109	37.1
Connections to others in community interested in starting a business or enterprise	69	23.5
Education, training or skills	126	42.9
Equipment, such as a computer or mobile phone	77	26.2
<i>Thinking about family planning, relationships and sexual health, would any of the following services or supports help you now or in the future?</i>		
Access to confidential and judgment-free advice	160	54.4
Access to culturally safe advice and services	110	37.4
Access to free or low-cost contraception	89	30.3
Other	38	12.9
Free or low-cost confidential access to STI testing services	79	26.9
Family planning information about contraception options	75	25.5
Sexual and relationship education in school	83	28.2

Appendix 4: Townsville Household Survey results

Table 1: Participant characteristics, Townsville

Demographics	Number	Percentage
<i>Cultural identity</i>		
Aboriginal	275	74.3
Torres Strait Islander	145	39.2
Australian South Sea Islander	34	9.2
Other First Nations and or Indigenous people	6	1.6
Non-Indigenous people	13	3.5
Other	11	3.0
<i>Gender</i>		
Male	116	31.4
Female	253	68.4
Other	1	0.3
<i>I am living with</i>		
My parents/guardians	84	22.7
Grandparents	10	2.7
My children and/or children under my care	185	50.0
Other family members (e.g. brother, sister, uncle or aunty)	61	16.5
Housemates/friends	15	4.1
My partner	87	23.5
By myself	21	5.7
<i>Marital status</i>		
Married/defacto (including same sex partners)	95	25.7
Single, never married and never registered in a same sex partnership	167	45.1
In a relationship but not living together	54	14.6
Separated/divorced	29	7.8
Widowed	7	1.9
Other	17	4.6
<i>Still at school</i>		
Yes	34	9.2
No	336	90.8
<i>What grade of high school are you in?*</i>		
Year 7	2	0.5
Year 8	6	1.6
Year 9	9	2.4
Year 10	10	2.7
Year 11	6	1.6
Year 12	1	0.3

**Among participants still at school*

Table 2: Participant identity and connection to Country, Townsville

Identity	Number	Percentage
<i>I know where my Country is (Yes)</i>	341	92.2
<i>I live on my Country or homeland/s (Yes)</i>	146	39.5
<i>I live close to my Country (Yes)</i>	175	47.3
<i>I live a long way off my Country (>100kms) (Yes)</i>	214	57.8
<i>I visit my Country as often as I like (Yes)</i>	189	51.1
<i>I get to take children in my care to Country (Yes)</i>	171	46.2
<i>I feel the need to visit Country (Yes)</i>	277	74.9
<i>I feel connected to the Country where I live (Yes)</i>	286	77.3
<i>Sexual identity</i>		
Straight or heterosexual	343	92.7
Bisexual	5	1.4
Lesbian, gay or homosexual	2	0.5
Something else	5	1.4
Don't know	14	3.8
<i>Do you identify with any of these?</i>		
First Nations people/Indigenous	223	60.3
A community or working group (e.g. WBTC, Deadly Dads)	11	3.0
An island	42	11.4
Sporting organisation	26	7.0
A political party or activist group	2	0.5
Aboriginal or Torres Strait Islander social media group (e.g. Indigenous X)	34	9.2
A Native Title claim group	27	7.3
A church	28	7.6
A community controlled organisation	10	2.7
An institution (e.g. children's home, detention centre)	2	0.5
A mission/village/reserves/camp	3	0.8
A professional association (e.g. AIDA, CATSINaM)	7	1.9
None of the above	84	22.7
First People's nation	1	0.3
<i>What language do you mainly speak at home?</i>		
Aboriginal language(s)	16	4.3
Aboriginal English	67	18.1
A few words of Aboriginal language(s)	36	9.7
Torres Strait Islander language	25	6.8
Torres Strait Creole	74	20.0
A few words of Torres Strait Islander language	20	5.4
English	290	78.4
Other	5	1.4
<i>In the last 12 months which cultural activities or ceremonies have I been involved with</i>		
Celebrations/ceremonies (e.g. Welcoming Baby to Country; transition to adulthood rituals)	67	18.1
NAIDOC week activities	235	63.5
Been involved with any Aboriginal or Torres Strait Islander organisations	77	20.8
Funerals/sorry business	133	36.0
Caring for Country	26	7.0

Sports carnivals	132	35.7
Festivals or carnivals involving arts, craft, music or dance	79	21.4
Fished	83	22.4
Hunted	29	7.8
Gathered plants/berries	21	5.7
None of the above	69	18.7
Other	6	1.6
<i>Are you able to attend or participate in cultural activities or ceremonies whenever or as often as you want?</i>		
Yes	238	64.3
No	131	35.4
<i>What makes it difficult for you to attend or participate?</i>		
Access to the knowledge holders	18	4.9
Can't afford to	141	38.1
Too far away	100	27.0
Transport problems	127	34.3
Work commitments	83	22.4
School/study commitments	37	10.0
Caring commitments	37	10.0
Other	32	8.7
<i>Do you feel connected to the community in which you live?</i>		
Yes, very connected	154	41.6
Somewhat connected	154	41.6
No not very connected	61	16.5
<i>Do you feel accepted to the community in which you live?</i>		
Yes, very accepted	210	56.8
Somewhat accepted	136	36.8
No not very accepted	23	6.2
<i>What policy developments need to happen to support your identity in Australia? (select any)</i>		
Teach language and culture in schools	130	35.1
A Treaty (State and/or Federal)	77	20.8
Recognition in the Australian Constitution	85	23.0
Close the Gap	136	36.8
Date change of Australia Day	70	18.9
Reconciliation	97	26.2
Implement recommendations from Uluru Statement from the Heart	49	13.2
Land use/Native Title agreement	90	24.3
All of the above	160	43.2
None of the above	40	10.8
Other	5	1.4

Table 3: Participant family characteristics, Townsville

	Number	Percentage
<i>Have you ever given birth to/fathered or adopted a child?</i>		
Yes	225	60.8
No	142	38.4
<i>How many children have you given birth to/fathered or adopted?*</i>		
1	42	18.7
2–4	113	50.2
5–7	53	23.6
8–10	14	6.2
11 plus	2	0.9
Prefer not to answer	1	0.4
<i>How old were you when you gave birth/fathered or adopted your first baby?</i>		
17 and younger	54	24.0
18–19	50	22.2
20–25	84	37.3
26–30	21	9.3
30–35	10	4.4
35 plus	3	1.3
Prefer not to answer	3	1.3
<i>Are you or your partner currently pregnant or expecting a baby?</i>		
Yes	16	4.3
No	351	94.9
<i>Do you feel ready or prepared for the arrival of your baby?***</i>		
Not at all prepared	6	37.5
Somewhat prepared	4	25.0
Mostly prepared	2	12.5
Very prepared	4	25.0
<i>In the future, would you like to have a child of your own/more children?</i>		
Yes	135	36.5
No	143	38.7
Don't know	89	24.1
<i>Do you have any hopes and dreams for your children?</i>		
Yes	283	76.5
No	27	7.3
Don't know	56	15.1
<i>Who were you living with when you were around 14 years old?</i>		
Both own* mother and father	1	0.3
Father and stepmother	9	2.4
Father only – no mother or stepmother	12	3.2
Uncles or aunties	20	5.4
Kinship carer	2	0.5
Both own* mother and father	150	40.5
Mother only – no father or stepfather	68	18.4
Grandparents	30	8.1
Mother and stepfather	49	13.2
Other (specify)	18	4.9

Foster carer	7	1.9
<i>Have you been removed from your family and/or placed under care of child protection services?</i>		
Yes	35	9.5
No	312	84.3
Don't know	19	5.1
<i>Have any of your relatives been removed from their family by the government?</i>		
Yes	107	28.9
No	183	49.5
Don't know	76	20.5
<i>If 'Yes', can you identify any of the following relatives that have been removed from family by the government?</i>		
Your child(ren)	7	1.9
Your parents	9	2.4
Your cousin	18	4.9
Your brothers and/or sisters	14	3.8
Your grandparents (or great grandparents)	35	9.5
Your nieces and/or nephews	14	3.8
Your uncles and/or aunties	3	0.8
Other	7	1.9
<i>Where do you think your child/ren get most of their information about their culture?</i>		
Parent/carer	1	0.3
Parent/carer	203	54.9
Other family members	59	16.0
Community Elders	35	9.5
School/pre-school	11	3.0
Peers	1	0.3
Community organisations	5	1.4
Other community members	3	0.8
Role models	8	2.2
TV	4	1.1
Online/Internet	4	1.1
Books	1	0.3
Playgroups	1	0.3
Don't know	23	6.2
Other	7	1.9

Table 4: Participant community connections (%), Townsville

How often do you speak to...	Everyday	2 or 3 times a week	Once a week	Once a month	Rarely	Never	Not applicable
Members of your First Nation group	30.0	9.2	7.3	6.8	20.0	15.4	11.1
Members of your extended family	36.2	19.2	12.2	8.7	16.0	4.3	3.2
Members of the Aboriginal/Torres Strait Islander community where you live	35.4	14.6	11.9	8.4	17.6	6.2	5.7
Members of your Native Title claim group	10.0	3.5	7.0	11.9	24.1	26.0	17.3
Members of your land management group	6.0	1.6	4.1	7.3	26.2	31.9	22.7
Members of the mission	6.2	1.9	3.8	5.1	17.3	31.9	33.5
Members of your church	7.3	6.2	9.2	8.4	16.8	26.8	25.1
Your ancestors	10.8	4.6	5.4	5.7	24.6	30.8	17.8
Members of your families or community who have gone to Dreamtime	8.1	4.1	4.9	6.8	22.2	31.4	22.4
Other non-Indigenous members from your community	33.8	11.6	9.5	6.8	15.7	10.5	11.9

Table 5: How participants feel about their life in general (%), Townsville

To what degree you feel about your life in general	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree
In most ways, my life is close to my ideal	18.9	43.8	27.0	6.5	2.7
The conditions of my life are excellent	2.2	43.5	28.1	7.8	17.3
I am completely satisfied with my life	22.2	36.0	30.0	1.9	8.9
If I could live my life over, I would change almost nothing	19.7	31.9	27.0	3.8	16.5
So far, I have gotten the most important things I want in life	27.8	36.5	25.4	7.6	1.6

Table 6: Participant major life ambitions (%), Townsville

Which would you say is your main ambition or goal in life?	I really want this	Interested but not a priority	Never really thought about it	Just not interested	Not applicable to me	Already doing it
Be happy and healthy	51.1	7.0	0.5	1.1	1.4	37.8
Fulfil cultural obligations	46.2	21.1	9.2	3.8	1.9	16.8
Be a respected Elder	42.4	14.1	14.3	3.8	6.8	17.6
Care for Country	44.3	21.4	5.1	11.4	3.0	13.8
Connect to family	50.5	10.0	3.0	1.6	1.4	32.4
Own a successful business	46.0	17.0	16.0	8.9	6.2	4.9
Help other	51.6	11.9	2.2	1.1	1.1	31.1
Achieve justice	55.4	16.0	11.1	4.6	4.3	7.6
Be well off	49.5	19.7	8.9	4.6	4.6	11.6
Have a family	41.9	5.1	8.1	3.2	3.5	37.0
Own a house	61.1	11.9	7.3	3.2	4.6	10.8
Buy a car	57.3	8.1	7.6	2.4	2.4	21.1
Have a career	60.5	8.1	4.6	7.0	1.4	17.3
Become famous	24.3	16.2	17.0	20.3	18.1	3.0

**Missing plant a garden and move back to Country*

Table 7: Family experiences in the past three generations (%), Townsville

	Yes	No	Don't know
Been supported by a government-funded scholarship	28.1	46.2	24.6
Lived in government funded social housing	54.9	28.9	15.1
Received a government benefit	73.5	12.2	13.2
Worked for no or less wages	40.3	32.4	26.2
Been employed by government	51.6	30.0	17.3
Received a grant from government	25.4	43.8	29.7
Experienced discrimination by Centrelink or other government services	35.7	30.5	32.7
Experienced impartiality (fairness) by Centrelink or other government services	36.0	29.2	33.8
Speak their language	48.1	31.4	19.5
Practise culture and attend ceremony	50.0	28.1	20.8
Pass on culture	53.2	25.1	20.5
Be paid a wage for their work	48.4	25.7	24.9
Able to enter into shops and public spaces freely	53.8	26.5	18.7
Keep their children safe	71.4	13.5	14.1
Keep all their children with them at all times	67.3	17.0	14.6
Able to travel freely	58.9	22.4	17.6
Able to read and write English	65.7	19.5	13.8
Dress how they wanted to dress	63.8	19.2	16.0
Socialise with other community members	66.2	16.2	16.5
Overcome curfews	47.0	23.2	28.7
Stay on their homeland/s and in their communities	58.1	18.1	22.7
Secure work	56.8	20.3	21.9
Live free from prosecution from police	46.2	25.4	27.3
Heal from trauma	37.3	31.4	30.3

Table 8: Short-term goals in the next 3 to 6 months (%), Townsville

	I really want this	Interested but not a priority	Not applicable to me	Never thought about it	Just not interested	Already doing it
<i>Wellbeing</i>						
Start a sport/get active	55.4	14.1	5.4	8.4	4.3	11.4
Learn to cook	21.6	13.2	17.3	4.5	1.9	40.4
Reduce number of takeaway meals or meals out	40.8	13.8	10.5	9.5	8.4	16.0
Health checks	40.5	16.0	3.2	4.6	1.4	33.2
Lose/gain weight	53.8	14.6	6.2	3.0	4.6	16.8
Join a dance group	23.0	17.8	15.7	15.1	21.1	6.2
See counsellor	24.7	16.3	15.3	22.5	14.1	7.1
Plant a garden	42.3	15.6	9.4	5.8	8.3	18.7
Have a clean house	29.2	8.4	3.0	12.4	2.7	43.2
<i>Social</i>						
Participate in social activities	55.4	14.1	5.4	8.4	4.3	11.4
Learn about healthy relationships	42.7	15.7	7.6	8.1	5.1	19.7
Look after your family	45.9	5.9	1.4	1.4	4.3	40.0
Connect with community	43.0	21.1	8.1	3.2	1.9	21.6
Meet Elders from the Country where you live	47.6	17.0	10.3	3.0	3.8	17.3
Participate in a yarnning circle	38.4	20.5	16.2	5.7	6.5	11.6
Volunteer in local area	39.5	20.5	14.6	4.9	8.7	10.8
Get kids to school regularly	35.7	7.8	3.0	23.2	3.5	25.7
Care for children	34.3	7.3	14.9	4.1	3.0	35.4
Get a pet	23.8	17.0	9.2	15.4	8.9	24.6
Go to the movie	37.8	21.6	6.0	8.7	3.5	21.4
Go to the beach	43.0	17.3	5.1	3.8	2.4	27.3
Make amends	39.7	15.7	10.0	11.4	7.6	14.6
<i>Education and training</i>						
Improve reading/writing skills	35.7	13.2	6.5	16.5	3.0	24.1
Improve my parenting skills	34.3	8.9	23.0	7.0	2.7	23.0
Learn a new skill	61.9	12.2	4.1	0.5	4.9	15.4
Learn to cook	21.6	13.2	17.3	4.5	1.9	40.4
Learn to drive	36.2	6.2	22.7	0.5	3.5	29.7
Learn cultural practices	51.6	14.9	8.1	8.1	1.4	14.9
<i>Legal and financial</i>						
Pay bills on time	48.7	5.4	14.6	1.9	2.7	25.7
Pay rent on time	31.4	5.7	22.4	2.7	2.2	34.6
Have money left over	68.7	4.1	2.4	6.5	2.2	15.1
Pay fines	33.0	7.3	33.0	4.1	3.0	18.7

Go to appointments	39.2	8.9	3.5	13.0	1.4	33.0
Buy new clothes/shoes	58.7	11.6	3.5	5.7	1.1	18.4
Repair car	43.8	9.7	26.5	3.8	3.0	12.2
Get a job	53.7	6.3	17.9	2.3	2.8	15.9
Get a better/different job	52.4	9.2	21.6	3.8	4.9	7.0
Fix the house	54.3	6.4	18.1	2.3	2.8	16.1
Get your own Internet connection	37.6	7.3	20.8	3.8	2.7	26.8
Purchase a mobile phone	32.4	7.8	20.0	1.6	3.0	34.1
Get a birth certificate	22.7	4.3	29.2	2.7	2.4	37.6
Get a Medicare card	19.5	4.3	29.5	2.7	2.7	40.3

Table 9: Medium-term goals in the next 6 to 18 months (%), Townsville

	I really want this	Interested but not a priority	Not applicable to me	Never thought about it	Just not interested	Already doing it
<i>Wellbeing</i>						
Maintain healthy habits	10.0	61.9	2.4	1.9	2.2	20.5
Run a marathon	21.4	19.5	21.1	19.2	15.7	2.2
Get to gym	47.6	18.7	5.4	8.7	10.0	8.7
Go for a walk regularly	53.0	11.9	3.8	2.7	3.5	24.1
Go hunting	37.0	17.3	13.0	10.5	11.6	9.5
Travel	62.7	17.4	2.6	4.7	2.9	9.8
Weekend away or small holiday	63.5	14.6	3.0	4.1	2.4	11.4
Plant a garden	42.3	15.6	9.4	5.8	8.3	18.7
See counsellor	24.7	16.3	15.3	22.5	14.1	7.1
Quit smoking/substance abuse	38.7	8.4	33.0	6.2	5.1	7.6
Quit drinking	26.8	9.2	8.1	37.3	8.1	9.5
<i>Social</i>						
Reconnect with family	46.0	11.1	4.6	7.3	1.9	28.1
Establish stable, healthy relationships	50.3	11.9	7.0	4.9	3.5	21.4
Volunteer in community	40.8	19.5	7.0	15.4	5.7	10.5
Look after your family	46.4	6.0	1.4	1.4	4.4	40.4
Get married	27.6	14.1	10.3	14.6	24.9	7.6
Have a baby	22.7	12.2	8.4	15.1	25.7	14.9
Help your community	44.3	19.2	3.0	12.7	5.4	14.3
Plant a garden	42.3	15.6	9.4	5.8	8.3	18.7
Welcome Baby/Child Back to Country	38.1	10.5	6.5	20.0	9.7	14.1
Visit homeland/s or Country	54.6	13.0	8.7	3.0	7.8	11.9

Education and/or training

Finish high school	20.3	6.8	40.3	7.0	6.5	18.1
Get a job	54.3	6.4	18.1	2.3	2.8	16.1
Get an apprenticeship	45.6	10.2	25.3	6.7	7.2	4.9
Enrol in further education	48.4	13.2	13.8	5.1	8.1	10.3
Learn cultural practices	55.2	12.3	8.5	11.2	2.7	10.1

Financial

Start a business	43.4	17.6	10.5	10.4	14.8	3.3
Buy new furniture/fixtures	56.2	14.3	12.7	3.8	4.1	7.8
Buy a call/sell car	55.1	10.0	14.9	4.1	4.9	10.0
Get drivers licence/get licence back	46.5	4.1	27.0	2.4	3.0	16.0
Fix the house	40.8	10.0	4.8	31.1	4.9	8.3

Table 10: Longer term goals in the next 18 months to 5 years (%), Townsville

	I really want this	Interested but not a priority	Not applicable to me	Never thought about it	Just not interested	Already doing it
<i>Wellbeing</i>						
Maintain healthy habits	67.6	6.2	3.0	1.4	2.2	18.7
Travel	61.8	17.1	3.9	4.6	2.8	9.7
Go on a holiday	69.5	15.4	2.4	1.9	3.5	6.2
<i>Social</i>						
Move back to Country/family	36.6	19.9	17.9	7.9	9.0	8.6
Establish a family/have a baby	29.7	11.6	9.5	9.5	25.1	13.5
Reconcile with family	43.5	12.7	9.5	3.5	16.2	13.5
Retire	17.6	9.2	9.3	7.9	53.3	2.7
Move, downsize or upsize my house	44.6	10.3	7.0	6.5	24.3	6.2
<i>Educational</i>						
Get kids into childcare/school	31.6	6.5	28.9	3.8	4.9	23.2
Finish school/training	45.4	7.8	26.5	4.9	4.9	9.5
Pursue a career	56.8	8.4	14.6	3.0	5.1	11.1
Enrol in further education	48.7	10.0	8.1	18.7	4.6	8.9
Learn cultural practices	55.2	12.3	8.5	11.2	2.7	10.1
<i>Legal and/or financial</i>						
Start a business	43.4	17.6	10.5	10.4	14.8	3.3
Get a job	54.3	6.4	18.1	2.3	2.8	16.1
Buy a house	55.7	13.8	12.2	4.1	6.5	6.8
Retire	17.6	9.2	9.3	7.9	53.3	2.7

Appendix 5: Peer Researcher reflections

Moreton Bay Peer Researcher reflections

I've been waiting to have something come along that I could be part of, something I believe will make a real difference.

I was given information about being a Peer Researcher. I heard of First 1000 days when my girl did Welcome Baby to Country...

So, I decided to give [being] a Peer Researcher a go. We did three informative workshops together and I knew this was the something I'd been waiting for.

I've been through a whole wide range of emotions, self-doubt trying to creep in. But, with the support we have built together as a TEAM, I've stuck it out, overcoming hurdles, smashing my personal goals. Each day I'm more confident in the work, the tablet and [the technology], and myself.

My peers have all been interested in what we are doing, some very keen to do the survey, others have just watched and are starting to show more interest, (I have a feeling others will be asking to do a survey before the 4 weeks are up).

One said the questions have clearly been thought out, not just slapped together via a template. Another said it wasn't clear enough on the answers. Most so far have said it's very good and they hope it will make future change and a difference.

So basically, I have two weeks left of work with my team. Watching everyone leap personal and work hurdles to reach goals has been deadly stuff, I don't know what few words could describe how I see it or feel [it]. The biggest reason I'm doing this work, is cause its bigger than me, and I hope and pray it will make way for the present and future generations to come. Culture, togetherness, equality, understanding and unity, and a whole lot more ☺.

Townsville Peer Researcher reflections

Today was full on, I'm really putting to good use these time management skills I've learnt over the years, ha ha. I had three people today so I felt quite accomplished and I'm still just as excited as the first day I walked into the workshop! It's really nice to see everyone so happy and busy! I had some great feedback on the survey today from my friend who did it, he is really impressed with it, and has said that it's great that the questions are so personal in some parts! I think for him coming from such a hard background growing up all of those personal questions helped him to realise how far he has come himself and how much further he wants to go in life also. I hope you guys all had a fantastic day!

Big thanks to everyone and myself on our job as a Peer Researcher, and good to see everyone happy and overjoyed for their hard work through out the week and always keeping that smile on our faces at the end of the day.

Today was wonderful, I enjoyed going out and about! I loved being able to assist my daughter's Aunty with questions that she wasn't so sure of herself, and I enjoyed being able to help my team members get to where they needed to be, being out in the community in general and networking with people to get the word out so that we can drum up some more families. I can't even explain how proud I feel of myself and of the team, seeing everyone so

happy and in uniforms this past couple of days has been amazing. I also feel great that things are progressing and that we already have so many households and it's only the first week. Go team!

Today was fantastic, there was another lot of positive feedback from my Uncle who completed the survey and that made me feel even better about what we are committed to achieving as a team! There was some apprehension at the end of the day with my last survey, but nothing that I couldn't handle and talk through with my friend to put her at ease! That was a nice little learning curve for me! Everyone is still high in spirits when I see them back at the office so that always puts a smile on my face too!