



*"Raising happy, healthy Gold Coast kids together"*

# gr8 START Early Years Partnership

More than words:  
boosting your child's  
development

is as easy as ABC



## gr8 START - Who we are:

The gr8 START early years partnership brings together a diverse range of organisations on the Gold Coast to work collaboratively to enhance, influence and support children 0-8 years and their families to achieve positive health, wellbeing, growth and development outcomes. The gr8 START early years partnership aims to provide children with the best possible start by facilitating organisational partnerships with a focus on promotion, prevention, early identification and intervention. The gr8 START early years partnership involves Government, non-Government, private and not-for-profit early year's service providers.

## gr8 START would like to acknowledge the support of its Gold Coast community partners that include:



Department of Education and Training, Department of Queensland Health - Child and Youth Community Health Service (CYCHS), Child and Youth Mental Health Service (CYMHS), Child and Adolescent Oral Health Services, Department of Communities, Child Safety and Disability Services



For more information about gr8 START email: [amanda.owen-jones@uccommunity.org.au](mailto:amanda.owen-jones@uccommunity.org.au)



facilitated and funded by  
Communities for Children





# Read. Love. Learn



Reading aloud to your child can be one of your best parenting experiences! We hope that you and your child create many loving memories as you explore children's books together.

Here are some tips from [www.literacyconnections.com](http://www.literacyconnections.com)

- ♥ **Don't wait** until you think your child is "old enough" to be read to. You both can enjoy this experience sooner than you think--well before your child's first birthday.
- ♥ **Make reading aloud a daily routine!** It's a wonderful routine to help your child prepare for bedtime. Like all habits, this one may take a while to get established, but hang in there until it's a daily (or nightly) routine.
- ♥ **Try to select an enjoyable core of books** your child can choose from. Do they have **bright, colourful pictures**? Does the language flow in an enjoyable way as you read it, or does it sound unnatural and halting? Are the stories about topics your child might be interested in?
- ♥ **Remember to keep it fun!** Try to allow your child to select the books to be read. Yes, it's hard to read a book for the umpteenth time (We've been there!) but your child will gain a lot from these repeated readings--both emotionally and in preparation for his or her own reading development.
- ♥ **Look at the pictures and talk about them.** As you chat about the pictures you prepare your children to enjoy the book, and you can explain some words or names they will hear when you begin reading.
- ♥ **This is an experience that you can really "get into."** **Roar like a lion, squeak like a mouse,** and read your stories with great feeling!
- ♥ **Cuddle up and snuggle** as you share books together. One of the best parts about reading aloud is having your child sit on your lap or snuggled up to you.
- ♥ **An enjoyable alternative to reading aloud can be the stories that you tell yourself!** Your children will enjoy the tall tales you make up or the family stories that you remember. But be sure to read books or tell a story EVERY DAY!
- ♥ **Your children will probably want you to continue reading** to them long after they are capable of doing it independently--because reading aloud isn't just about reading. It's a warm, loving experience that we hope that you'll continue for as long as your child desires.



gr8 START



## 0-2 months

### What is my baby learning to do?

- Smile and laugh
- Listen to voices
- Kick legs
- Eating and sleeping patterns

### Seek further advice if your baby:

- Seems floppy or stiff
- Cries a lot
- Arches his/her back a lot
- Isn't responding to sounds
- Isn't showing interest or listening when played with
- Isn't feeding as expected

See your child health nurse or doctor.  
Remember to take your child's Red Book (PHR) to your appointments

## How can I make the most of this time?

### Love

- Cuddle and kiss your baby. Babies love to be held. You can't spoil your baby by giving too much attention.
- Babies cry because they need something. They may be hungry, tired, scared, sick, need to be held or need a nappy change. If you comfort them when they cry, they will learn that the world is safe and cry less. Spend time getting to know what your baby's different cries mean.
- Look at your child's face while they look at you as this helps bonding and helps brain development.
- Try to develop routines for baths and sleep about the same time every day.

### Talk, sing, read

- Babies are learning from the moment they are born. Most brain development happens in your baby's first three years.
- Respond to your baby's sounds. Smile and talk back. Babies would rather listen to your voice than anything else.
- Sing or say the same rhyme each bedtime. Lullabies can help soothe him/her to sleep.

### Play

- From birth, children are keen to learn about their world by playing.
- Hold your baby's hand and let him/her grip your finger.
- Softly stroke your baby and gently move his/her arms and legs up and down when he/she is happy on his/her back

## How can I make the most of this time?



# 2-6 months

### What is my baby learning to do?

- Sleep less
- Interact more
- Sit with support
- Raise head and chest when lying on stomach
- Roll both ways from stomach to back
- Reach for dangling objects
- Grasp and shake objects
- Respond to their name
- Be happy to see faces they know
- Copy sounds
- Learn social skills

### Seek further advice if your baby:

- Isn't learning to make sounds
- Isn't responding to familiar faces
- Isn't learning to roll when playing on the floor

See your child health nurse or doctor.  
Remember to take your child's Red Book (PHR) to your appointments

### Love

- Babies thrive best when those around them are happy and calm.
- Value yourself and what you can do. Ask for help from family, friends and services when needed.
- Show your baby you love him/her with smiles, kisses, hugs and let him/her touch your face.

### Talk, sing, read

- Tell your baby about what you are planning to do, such as "I'm going to pick you up." This helps him/her feel comfortable with what is happening.
- When your baby babbles, talk and babble back.
- Your baby will copy you sticking out your tongue. You can copy things your baby does too.
- Involve your family in talking with the baby.
- Read to your baby each night while holding him/her on you lap. He or she will learn that reading is a "feeling good" time.

### Play

- Babies learn from watching others, holding and putting their mouths on different things. Offer your baby new objects. Don't let them have anything that could fit entirely in their mouth. Let your baby play with your fingers and explore the breast or bottle during feeds.
- Offer your baby one toy at a time so he/she can focus on and explore each one. Good choices include a small rattle with a handle, a rubber ring, a soft doll and a board book with pictures. Hold out a toy, encourage your baby to reach and grab it, then signal to give it back. You will start to see what interests him/her most.
- Give your baby time to copy you, for example, push a button on a toy and wait for your baby to do it before you do it again. This teaches him/her that he/she can make things happen and this builds confidence.
- Place your baby in different positions on the floor so that he/she can look at many things and explore in different ways.



## How can I make the most of this time?



# 6-12 months

### What is my baby learning to do?

- Sit without support
- Crawl on hands and knees and pull to stand
- Take steps holding onto furniture and walk with one hand held
- Pick up and throw small objects
- Hold a spoon or cup and attempt to self-feed or drink
- Be scared of strangers or objects
- Look for objects that have fallen and find a hidden object
- Repeat sounds and gestures
- Respond to own name being called
- Say words like “dada” or “mama”
- Wave goodbye

### Seek further advice if your baby:

- Isn't responsive to carers
- Isn't babbling and making different sounds
- Isn't beginning to sit, crawl or pull to stand
- Isn't playing with feet or swapping objects between hands
- Isn't interested in holding toys
- Isn't learning to eat solids

See your child health nurse or doctor. Remember to take your child's Red Book (PHR) to your appointments

### Love

- Your child may change from being friendly with everyone to wanting to cling to you and being scared of strangers. This is normal. Stay calm; provide comfort and reassurance for your child. If you are leaving your baby for a while, say goodbye and let him/her know that you will be back.
- Your child may also start to play briefly on his/her own, but he/she still needs you close by.
- Face your child so that he/she can watch your expressions to learn about them.

### Talk, read, sing

- Use mealtimes for the family to talk. Encourage your child to hold food, cups, spoons, etc.
- Name things as you use them and tell your children what is going on, such as, “you're eating yummy rice!” Give him/her time to respond.
- When your baby makes a sound, imitate it and continue with this back and forth, like a conversation.
- Night time routines can include looking at books together. You can point to pictures in board books and name the things you see.
- You can show your child small plastic photo albums of family and friends and help your child to touch the pictures.
- Sing, play songs and nursery rhymes throughout the day.

### Play

- Play games that have songs and actions together or involve turn taking. Play games like ‘peek-a-boo’, clapping hands or dropping toys into a bucket. Hide toys under a bowl and let your baby find them.
- He/she will also start to use toys in more complex ways, such as pouring water into a cup or throwing food to the floor (he/she is learning new important skills, not trying to be naughty).
- Provide safe toys for bath time play – containers, rubber toys, plastic books.
- Your baby is developing his/her motor skills, such as getting a ball that rolled away.
- You can find out about joining a playgroup, a library and a toy library near you.

## How can I make the most of this time?

### Love

- Spend time with your child doing something that your child likes so they know that you are interested
- This is a time where children might assert their feelings and wishes and become fussy about food or refuse to do what you ask. Encourage but do not force your child to eat. Teach simple rules about behaviour and have reasonable expectations.
- Help your child to dress, wash their hands and use the toilet when they are ready for these changes.
- Take your child to explore in a garden or a park and talk to them about what you see.

### Talk, read, sing

- Tell your child the name of objects and then ask them “what’s that?”
- Sing simple songs with finger movements. Sing along and dance with them to children’s CDs. Play them at home or in the car.
- Offer your child thick crayons and paper to scribble on.
- Read stories that are predictable with only a few words on each page or which have simple rhymes. Let him/her turn the pages. They love sturdy board books they can carry.
- Make story time part of the bedtime routine.

### Play

- Your child may love to explore new things and needs your approval to do that.
- Your child may enjoy being with others who have time to spend playing, such as grandparents, friends or other children.
- Help your child learn how to take turns and how to share when playing.
- Your child will love to use his/her imagination. He/she may like to pretend play, such as feeding teddy bears or dolls. A box of old clothes can be used for playing ‘dress ups’. A sheet over a couple of chairs can be a fun place to hide.



1-2 years

### What is my child learning to do?

- Walk, climb and run
- Kick and throw a ball
- Follow simple instructions
- Feed themselves
- Scribble with a pencil or crayon
- Say their first name
- Begin to cooperate when playing
- Point to objects when named
- Know some body parts
- Say many words and begin to join words with meaning
- Your child might be anxious about separating from you

### Seek further advice if your child:

- Isn’t using words or actions to communicate such as waving or raising arms to be lifted
- Isn’t wanting to move around
- Isn’t responding to others
- Isn’t seeking the attention of familiar people

See your child health nurse or doctor. Remember to take your child’s Red Book (PHR) to your appointments

## How can I make the most of this time?

### Love



2-3 years

### What is my child learning to do?

- Walk, run, climb, kick and jump easily
- Recognise and identify common objects and pictures by pointing
- Use two or three words together, such as “go potty now”
- Say his or her name and age when asked
- Use a pencil to draw or scribble in circles and lines
- Play with other children
- Get dressed with help
- Use make believe and pretend play
- Self-feed using utensils and a cup
- Ask lots of questions
- Copy words and actions
- Make music, sing and dance
- Like listening to stories and books
- Begin to count with numbers
- Recognise similarities and differences

### Seek further advice if your child:

- Isn't interested in playing
- Is falling a lot
- Finds it hard to use small objects
- Isn't understanding simple instructions
- Isn't using many words
- Isn't joining words in meaningful phrases
- Isn't interested in food
- Isn't interested in others

- Your child is learning to be more independent, but still needs you there encouraging them.
- Your child is also learning about feelings and how to express them. You can encourage him/her to name what they are feeling at different times. Talk to your child about feelings and behaviour, for example, “I understand you were feeling angry, but you cannot hit your friend.”
- Tell your child that you love them and give them specific praise often. Do this at various times, so they know they are special just for being themselves.
- Spend time together doing things that he/she likes to do such as kicking a ball or playing dress ups.

### Talk, read, sing

- Share your stories and listen to your child's stories; they are learning about you and the world around them. Take walks with your child holding hands. Talk about what you see around you.
- Children this age enjoy books with simple stories and simple rhymes they can memorise. They also like books about counting, the alphabet, shapes and sizes, animals or trucks and books about saying hello and goodbye.

### Play

- Children learn by playing, and playing with your child builds close bonds between you.
- Create a safe home where your child can explore
- He/she may love playing with balls or playing on playground equipment, splashing in a pool or at the beach.
- Playing with play dough, sand and mud offer different play experiences.

### Tantrums

Tantrums are common and normal around this age. Ensure that your child has enough rest, food and water throughout the day to avoid tantrums. Little tantrums are best ignored. Wait until the tantrum ends then speak to your child about how they were feeling and how else they could have done things. Try to stop their feelings getting out of control by helping them to relax, talking about why they are upset, or distracting them with a toy. It is important that you stay calm and in control.



## How can I make the most of this time?



3-5 years

### What is my child learning to do?

- Speak in sentences and use many different words
- Understand opposites (big/little)
- Enjoy playing with other children
- Dress and undress with little help
- Answer simple questions
- Count 5-10 things
- Tell stories
- Enjoy jokes, rhymes and stories
- Have a longer attention span
- Follow simple instructions
- Toilet themselves
- Walk and run better
- Understand when someone is hurt and comfort them
- Follow simple rules and enjoy helping
- Develop independence and social skills they will use for learning and getting on with others at preschool and school

### Seek further advice if your child:

- Isn't understood by others
- Has speech fluency problems or stammering
- Isn't playing with other children
- Isn't able to have a conversation
- Isn't able to go to the toilet or wash himself/herself

### Love

- Children need to know they are loved and be proud of who they are. Use words that help, not hurt. Say positive things to your child
- You could go on special outings, such as to a petting zoo, art gallery, museum or bush walk.
- Older brothers and sisters can play and look at books with your younger child.

### Talk, sing, read

- Read books with simple text that your child can memorise or read.
- Let your child choose books from the library. Help him/her find books about their interests, e.g. dinosaurs, trains, dogs, etc.
- Look for books about events happening in their lives, such as starting school.
- Point out signs, food packets and other ways language and pictures are used when you shop.
- Children this age like to tell stories. You can help them make their own books with pictures.
- Take your child for a walk and tell him/her about their family and their history.

### Play

- Your child may like playing puzzles, board games, card games or 'I spy' with you.
- Caring for pets and planting seeds in pots and watching them grow teaches children about living things.
- Paper plates can be made into masks. Your child can cut out shapes for eyes, nose, mouth and glue things on or paint the mask.
- Offer your child objects that can be sorted into size or colour, such as clothes or pencils.
- Housework can be fun and your child can learn skills by helping cook or put things away into cupboards.

See your child health nurse or doctor. Remember to take your child's Red Book (PHR) to your appointments

# Make it fun. Make it work.



## Get set for Prep

Starting school can be an exciting but stressful time for you and your child. For some children it may be the first time that they have been away from their parents. They may be going into a strange environment with unfamiliar people and things around them.

There are some simple steps you can take to help make your child's start at school more enjoyable and relaxed.

Encourage your child to be independent by helping them get used to:

- Putting on and doing up his or her shoes.
- Eating and drinking without help (opening lunchboxes, wrapping and unwrapping school lunches and drinking from drink bottles).

- Caring for and putting away play things.
- Using a handkerchief or tissue.
- Going to the toilet independently.
- Using playground equipment safely.
- Carrying his or her own bag.
- Identifying his or her belongings.

### Things you can do at home

You can also help your child progress at school by taking some simple steps at home:

- Take an interest in your child's schooling and value the importance of attending. Ask your child over dinner: 'What new things did you do at school today?'
- Read aloud to your child to develop their imagination and an awareness of the patterns of language.
- Provide a variety of experiences to stimulate your child's imagination.
- Play card and board games with your child. This helps to develop maths, problem-solving, language and social skills.
- Spend time together as a family to develop children's awareness and knowledge of the world and language skills.
- Find opportunities to write with your child like making lists for grocery shopping or writing letters. This builds children's awareness of vocabulary and the importance of reading and writing.
- Sing familiar songs and nursery rhymes together.
- Show respect for your child's natural curiosity. Be patient and try to answer their many questions or find the answers together.
- Help your child become responsible by encouraging them to pass on school notices and newsletters or to pack their school bag each day.





# Helpful Contacts

## Emergency Numbers

Always call 000 in an emergency	
Policelink (for non-urgent crimes/incidents)	13 14 44
Electricity / Loss of Power	13 62 62
Poisons Information Line (24 hours)	13 11 26
City of Gold Coast (1300 465 326)	1300 GOLDCOAST

## After Hours Doctors / Extended Hours Medical Services

If you or your family aren't feeling well at night, on a weekend or public holiday call your regular doctor first. If it's outside their opening hours their answering service will guide you as to who to contact.

Visit [www.healthygc.com.au](http://www.healthygc.com.au) – search the online service directory to find General Practices, Pharmacies and other services open near you.

### Key numbers

Gold Coast After Hours Doctor	5532 8666
National Home Doctor Service (previously Medcall)	13 74 25
Oxenford Amcal Chempro Chemist 7 am – 9 pm	5519 9200
Palm Beach 7 Day Amcal Chemist 7.30 am – 12 midnight	5534 2773
13 HEALTH (24/7 health advise line)	13 43 25 84

If it's not an emergency but could be serious you can phone 13 HEALTH (13 43 25 84) to speak with a qualified health professional. If necessary you will be connected to a GP via the national after hours GP helpline. The after hours GP helpline operates on public holidays, weekdays from 6pm until 7.30am and on weekends from 12 noon Saturday through to 7.30am on Monday. Charges may apply for calls from mobile phones.

## 24 Hour Support Services

Alcohol & Drug Information Service & Counselling	1800 177 833
Dads in Distress	1300 853 437
Domestic Violence	1800 811 811
Family Drug Support	1300 368 186
Kids Help Line	1800 551 800
Men's Line Australia	1300 789 978
Beyond Blue	1300 224 636
Alcoholics Anonymous	5591 2062
Lifeline 24 hour Crisis Counselling	13 11 14

## Parenting & Child Support Services

Breastfeeding Helpline	1800 686 268
Child Abuse Prevention Service	1800 688 009
Kidsafe Queensland	07 3854 1829
Pregnancy Helpline	1800 882 436
<b>Raising Children Network parenting website</b>	<b><a href="http://www.raisingchildren.net.au">www.raisingchildren.net.au</a></b>
Child and Youth Health Network	<a href="http://www.cyh.com">www.cyh.com</a>
Parentline	1300 30 1300

Visit [www.healthygc.com.au](http://www.healthygc.com.au) to search the comprehensive online service directory to find the most up-to-date details for General Practices, After Hours Doctors/ Extended Hours Medical, Pharmacies and other Child Services, Programs and Support Groups near you.

## Community Services

24/7 Health Advice Line	13 HEALTH (13 43 25 84)
Community Child Health Gold Coast Central Booking number	5687 9183
Child Development Service (CDS)	5687 9183
Australian Hearing Southport	5555 1200
Multicultural Communities Council Gold Coast	5527 8011
KU Inclusion Support QLD	1800 811 039
Kalwun Health Services	5526 1112
Special Needs Toy Library (Nerang)	5581 7180
Disability Services, Department of Communities, Child Safety and Disability Services	1800 177 120
Gold Coast Oral Health Service	1300 300 850

## Immunisation - To find out more about immunisation for you and your child

- Visit [www.health.qld.gov.au/immunisation](http://www.health.qld.gov.au/immunisation) or [www.immunise.health.gov.au](http://www.immunise.health.gov.au)
- Talk to your doctor or immunisation provider
- Call 13 HEALTH (13 43 25 84)
- Vaccidate App. Download the free VacciDate App to help you manage your child's vaccination schedule in Queensland for children up to 4 years of age.

Visit [www.healthygc.com.au/immunisation](http://www.healthygc.com.au/immunisation) for current immunisation information

## Community Child Health

Community Child Health comprises Child Health Nurses and Child Development Service. Child Health Nurses provide services across 8 centres on the Gold Coast and the main centre is co-located with the Child Development Service at Southport Health Precinct.

Community Child Health staff are extensively trained in developmental assessment of children and can provide advice, treatment and referral options for children and their families. Services provided will vary depending on eligibility and needs of the individual child.

Ask for a developmental check at key stages of development as per your child's "Red Book" (Personal Health Record).

For information or appointments phone Community Child Health on 5687 9183.

## Gold Coast Oral Health Service

This service provides a free dental program for all Qld resident children aged four years or older who have not completed year 10. Parents are encouraged to arrange a check-up for their child/children at least once a year. Call 1300 300 850.

For information/appointments phone Gold Coast Oral Health Service on 1300 300 850



# Read, Play, Learn at City Libraries

Every week Gold Coast City Libraries have fantastic free activities to help children become book lovers and eager learners. As a parent, your library card will give you free access to a range of library resources that can help you support your child's development. Library membership is free for Gold Coast residents and there are over a million items available for loan from 13 library locations across the city. All the events at City Libraries are designed to inspire, educate and entertain. Each week, City Libraries can help you discover new experiences, meet people and be part of your community. The Library is a wonderful and welcoming place to spend time with your child and encourage a life-long love of reading.

## What's on for children at City Libraries

### Baby Rhyme Time

It's never too early to start reading to your baby! Sharing books, rhymes and songs is a great way to build a special relationship with your child in the first years of life. For zero to two year olds.

Weekly at all library locations. Visit the library website (<http://www.goldcoast.qld.gov.au/library/calendar-of-events-11041.html>) or phone your nearest library for dates and session times.

### Read and Grow Story-time

These interactive story times for parents and children will stimulate young minds and provide parents and carers with some great ideas to take home and try. Suitable for children aged three to five.

Weekly at all library locations. Visit the library website (<http://www.goldcoast.qld.gov.au/library/calendar-of-events-11041.html>) or phone your nearest library for dates and session times.

### Toddler Time

Get up and dance with a fun and interactive session specifically designed for active toddlers!

Suitable for children aged three to five.

Weekly at all library locations. Visit the library website (<http://www.goldcoast.qld.gov.au/library/calendar-of-events-11041.html>) or phone your nearest library for dates and session times.

### Share, Talk and Read

Research shows that up to 90 per cent of a child's brain development happens in the first five years. Spend time with your child sharing, talking and reading together with us at parks and community venues across the Gold Coast.

Suitable for children zero to five years and their grown-ups.

Share, talk and read sessions are held weekly at the following locations:

Broadwater Parklands, Southport (Near the rock pools)  
Mondays 9.30am – 11am\*

Ormeau Centre, 3 Cuthbert Drive (corner of Pascoe Drive)  
Wednesdays (except school holidays) 9.30am – 11am

Laguna Park, Palm Beach, 117/119 Laguna Avenue, Fridays  
9.30am – 11am\*

\*No Park session in wet weather.

## After school and holidays

City Libraries offers a range of activities for school-aged children. From craft activities, book clubs to STEAM experiences there is always something for little creators to participate in during the term and in holidays.

Suitable for children six to 12 years old.

For event information visit the library website (<http://www.goldcoast.qld.gov.au/library/calendar-of-events-11041.html>) or phone your nearest library for dates and session times.

## Library Locations

Contact City of Gold Coast on 1300 130 854 for details of your local branch or visit [www.goldcoastcity.com.au/library](http://www.goldcoastcity.com.au/library)

### Broadbeach

61 Sunshine Blvd  
Mermaid Waters, 4218  
Ph: 5581 1555

### Burleigh Heads

Park Ave  
Burleigh Heads, 4220  
Ph: 5581 7230

### Burleigh Waters

Cnr Christine Ave and Galeen Dve  
Burleigh Waters 4220  
Ph: 5581 1700

### Coolangatta

The Strand, Level 1  
Cnr Dutton St & Marine Parade  
Coolangatta, 4225  
Ph: 5581 7240

### Elanora

The Pines Shopping Centre  
Guineas Creek Rd  
Elanora, 4221  
Ph: 5581 1671

### Helensvale

Cnr Lindfield Rd and Sir John Overall Dr  
Helensvale, 4212  
Ph: 5581 1625

### Nerang and Special Needs Library

Cnr Price and White Sts  
Nerang, 4211  
Ph: 5581 7180

### Palm Beach

11th Ave  
Palm Beach, 4221  
Ph: 5581 1671

### Robina

196 Robina Town Centre Dve  
Robina, 4226  
Ph: 5581 1600

### Runaway Bay

Lae Dve  
Runaway Bay, 4216  
Ph: 5581 7220

### Southport

Cnr Lawson and Garden Sts  
Southport, 4215  
Ph: 5581 7200

### Upper Coomera

Cnr Abraham and Reserve Rds  
Upper Coomera, 4209  
Ph: 5582 9300

### Mobile Library

Timetable is available at [cityofgoldcoast.com.au/library](http://cityofgoldcoast.com.au/library) under 'Locations and Opening hours'.  
P 07 5581 7272



## Parenting Toolkit

### Benefits of Parent Education Programs

Parenting is the most challenging job we will ever have and one for which we are probably the least prepared. When you get a new job, you usually do a reasonable amount of training before you get any real responsibility. Unfortunately, being a parent doesn't work the same way. You are not required to take a training course on how to raise a child, but it's a clever idea. Parents need strategies to thrive that bring joy and confidence to their parenting. Where can they learn these strategies? At a parent education course - particularly one that is delivered over several weeks where strategies provided build and strengthen over time. Parenting is after all, a process and there are no quick fixes. One of the benefits of parenting classes is staying up to date on the newest and most effective parenting techniques.

**When choosing a parenting course, it may help to consider the following:**

**Is it age appropriate?** Many courses are designed for parents of children at any age, while others are intended for a specific age group.

**Is it effective?** Good parenting programs will be backed by evidence showing that parents who participate are likely to have positive outcomes.

**How is it offered?** Parenting programs are commonly offered in groups, but may also be available one-on-one, online, in a clinic or at home.

**Is it provided by a trained professional and/or a reputable organisation?** Quality programs require facilitators to be trained and accredited before training parents. All facilitators should have appropriate tertiary qualifications and experience, and are trained and supervised for their work in delivering these group programs.

Some of the **Parenting Programs** being offered on the **Gold Coast** include:

- 1,2,3 Magic & Emotion Coaching
- Parenting Made Easier
- Circle of Security
- Tuning In To Kids
- Tuning In To Teens
- Bringing Up Great Kids
- Baby Makes 3
- Triple P
- Playsteps
- Engaging Adolescents

If you would like tips about how to respond to and cope with your child's behavioural and emotional needs, or if you're interested in attending parent education programs, search the **oneplace Community Services Directory** - [www.oneplace.org.au](http://www.oneplace.org.au)



# National Immunisation Program Schedule Queensland

November 2016



Age	Vaccine	Disease	Routine childhood vaccinations plus additional vaccines for:	
			Aboriginal & Torres Strait Islander people	Medically at risk children
Birth	HBVaxII (paediatric) <sup>TM</sup>	Hepatitis B	BCG (tuberculosis)	
2, 4 & 6 months <small>Vaccines due at 2 months can be given from 6 weeks of age</small>	Infanrix hexa <sup>TM</sup>	Diphtheria, tetanus, pertussis, hepatitis B, poliomyelitis, <i>Haemophilus influenzae</i> type b (Hib)	# Influenza from 6 months to less than 5 years of age	
	Prevenar 13 <sup>TM</sup>	Pneumococcal (13vPCV)		
12 months	RotaTeq <sup>TM</sup>	Rotavirus		
	Menitorix <sup>TM</sup>	<i>Haemophilus influenzae</i> type b (Hib) Meningococcal C		
18 months	Priorix <sup>TM</sup> or M-M-R II <sup>TM</sup>	Measles, mumps, rubella		*Pneumococcal (13vPPV) >> Prevenar 13 <sup>TM</sup>
	Priorix Tetra <sup>TM</sup> or ProQuad <sup>TM</sup>	Measles, mumps, rubella, Varicella		
4 years	Infanrix <sup>TM</sup> or Triptacel <sup>TM</sup>	Diphtheria, tetanus, pertussis	Hepatitis A >> Vaqta Paediatric <sup>TM</sup>	
	Infanrix IPV <sup>TM</sup>	Diphtheria, tetanus, pertussis, poliomyelitis	Hepatitis A >> Vaqta Paediatric <sup>TM</sup> Pneumococcal (13vPCV) >> Prevenar 13 <sup>TM</sup>	
Year 7 (2017)	Gardasil <sup>TM</sup>	Human papillomavirus		*Pneumococcal (23vPPV) >> Pneumovax 23 <sup>TM</sup>
15 to 49 years	Boostrix <sup>TM</sup>	Diphtheria, tetanus, pertussis		
50 years and over			Influenza *Pneumococcal (23vPPV) >> Pneumovax 23 <sup>TM</sup>	
			Influenza *Pneumococcal (23vPPV) >> Pneumovax 23 <sup>TM</sup>	
65 years and over	Influenza Pneumovax 23 <sup>TM</sup>	Influenza Pneumococcal (23vPPV)		
70 to 79 years	Zostavax <sup>®</sup>	Herpes Zoster		

\* Refer to Conditions associated with an increased risk of invasive pneumococcal disease (IPD) in current *Australian Immunisation Handbook*  
# All Aboriginal and Torres Strait Islander children aged 6 months to less than 5 years of age are eligible to receive influenza vaccine annually.





# How will you know if I hear you?

## A checklist for your baby's hearing and speech

### Birth to 3 months

- ☐ Settles to familiar sounds or voices
- ☐ Is startled by or jumps when there is a sudden noise

### 3 to 6 months

- ☐ Turns head or eyes towards interesting sounds
- ☐ Appears to listen
- ☐ Wakes easily to sound
- ☐ Starts to make speech-like sounds

### 6 to 12 months

- ☐ Understands simple words such as 'no' and 'bye-bye'
- ☐ Begins to copy speech sounds
- ☐ Turns head to soft sounds


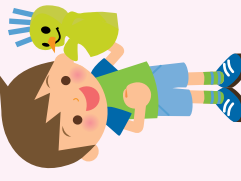
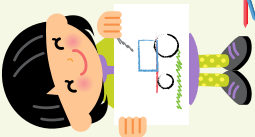

### 12 to 18 months


- ☐ Appears to understand more words each week
- ☐ When asked, points to people, body parts or toys
- ☐ Follows simple spoken instructions i.e. 'sit down'
- ☐ Says two to three real words i.e. 'ball', 'dog', 'car'

The hearing of all babies and children can change over time.  
If you have any concerns about your baby's hearing, contact your baby's  
doctor or staff at your local health clinic.

Queensland Healthy Hearing Program

# Red Flags Early Identification Guide

Area	6 months	9 months	12 months	18 months	2 years	3 years	4 years	5 years	Red flags at any age
<b>Social emotional</b> 	<ul style="list-style-type: none"><li>Does not smile or interact with people</li></ul>	<ul style="list-style-type: none"><li>Not sharing enjoyment with others using eye contact or facial expression</li></ul>	<ul style="list-style-type: none"><li>Does not notice someone new</li><li>Does not play early turn-taking games (e.g. peekaboo, rolling a ball)</li></ul>	<ul style="list-style-type: none"><li>Lacks interest in playing and interacting with others</li></ul>	<ul style="list-style-type: none"><li>When playing with toys tends to bang, drop or throw them rather than use them for their purpose (e.g. cuddle dolls, build blocks)</li></ul>	<ul style="list-style-type: none"><li>No interest in pretend play or interacting with other children</li><li>Difficulty noticing and understanding feelings in themselves and others (e.g. happy, sad)</li></ul>	<ul style="list-style-type: none"><li>Unwilling or unable to play cooperatively</li></ul>	<ul style="list-style-type: none"><li>Play is different than their friends</li></ul>	<ul style="list-style-type: none"><li>Strong parental concerns</li></ul>
<b>Communication</b> 	<ul style="list-style-type: none"><li>Not starting to babble (e.g. aahh, oohh)</li></ul>	<ul style="list-style-type: none"><li>Not using gestures (e.g. pointing, showing, waving)</li><li>Not using two part babble (e.g. bubu, dada)</li></ul>	<ul style="list-style-type: none"><li>No babbled phrases that sound like talking</li><li>No response to familiar words (e.g. bottle, daddy)</li></ul>	<ul style="list-style-type: none"><li>No clear words</li><li>Not able to understand short requests (e.g. 'Where is the ball?')</li></ul>	<ul style="list-style-type: none"><li>Not learning new words</li><li>Not putting words together (e.g. 'push car')</li></ul>	<ul style="list-style-type: none"><li>Speech difficult for familiar people to understand</li><li>Not using simple sentences (e.g. 'Big car go')</li></ul>	<ul style="list-style-type: none"><li>Speech difficult to understand</li><li>Not able to follow directions with two steps (e.g. 'Put your bag away and then go play')</li></ul>	<ul style="list-style-type: none"><li>Difficulty telling a parent what is wrong</li><li>Not able to answer questions in a simple conversation (e.g. 'What's your name? Who is your family? What do you like to watch on TV?')</li></ul>	<ul style="list-style-type: none"><li>Poor interaction with adults or other children</li><li>Lack of, or limited eye contact</li></ul>
<b>Cognition, fine motor and self care</b> 	<ul style="list-style-type: none"><li>Not reaching for and holding (grasping) toys</li><li>Hands frequently clenched</li><li>Does not explore objects with hands, eyes and mouth</li><li>Does not bring hands together at midline</li></ul>	<ul style="list-style-type: none"><li>Does not hold objects</li><li>Does not 'give' objects on request</li><li>Cannot move toy from one hand to another</li></ul>	<ul style="list-style-type: none"><li>Does not feed self finger foods or hold own bottle/cup</li><li>Unable to pick up small items using index finger and thumb</li></ul>	<ul style="list-style-type: none"><li>Does not scribble with a crayon</li><li>Does not attempt to stack blocks after demonstration</li></ul>	<ul style="list-style-type: none"><li>Does not attempt to feed self using a spoon and/or help with dressing</li></ul>	<ul style="list-style-type: none"><li>Does not attempt everyday self care skills (such as feeding or dressing)</li><li>Difficulty in manipulating small objects (e.g. threading beads)</li></ul>	<ul style="list-style-type: none"><li>Not toilet trained by day</li><li>Not able to draw lines and circles</li></ul>	<ul style="list-style-type: none"><li>Concerns from teacher about school readiness</li><li>Not able to independently complete everyday routines such as feeding and dressing</li><li>Not able to draw simple pictures (e.g. stick person)</li></ul>	<ul style="list-style-type: none"><li>Differences between right and left sides of body in strength, movement or tone</li><li>Marked low tone (floppy) or high tone (stiff and tense) and significantly impacting on development and functional motor skills</li></ul>
<b>Gross motor</b> 	<ul style="list-style-type: none"><li>Not holding head and shoulders up with good control when lying on tummy</li><li>Not holding head with control in supported sitting</li></ul>	<ul style="list-style-type: none"><li>Not rolling</li><li>Not sitting independently/without support</li><li>Not moving (e.g. creeping, crawling)</li><li>Not taking weight on legs when held in standing</li></ul>	<ul style="list-style-type: none"><li>No form of independent mobility (e.g. crawling, commando crawling, bottom shuffle)</li><li>Not pulling to stand independently and holding on for support</li></ul>	<ul style="list-style-type: none"><li>Not standing independently</li><li>Not attempting to walk without support</li></ul>	<ul style="list-style-type: none"><li>Not able to walk independently</li><li>Not able to walk up and down stairs holding on</li></ul>	<ul style="list-style-type: none"><li>Not able to walk up and down stairs independently</li><li>Not able to run or jump</li></ul>	<ul style="list-style-type: none"><li>Not able to walk, run, climb, jump and use stairs confidently</li><li>Not able to catch, throw or kick a ball</li></ul>	<ul style="list-style-type: none"><li>Not able to walk, run, climb, jump and use stairs confidently</li><li>Not able to hop five times on one leg and stand on one leg for five seconds</li></ul>	



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