(**HUB NAME) – Community Hub Annual Planning Overview and Summary**

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| **Outcomes** | **Objectives** | **Activity / need for activity**  | **Partnerships** | **Facilitator and any additional support / volunteers** | **Funding allocation or required resources** | **Location** | **Day of week / time of day** | **Term/s** |
| **1.0 — Child**Migrant children enjoy and succeed in school and achieve optimal health, development, and wellbeing | **1.1** Increase participation in a range of early childhood development programs like kindergarten **1.2** Increase language and literacy skills upon starting school**1.3** Prompt identification of children’s needs and issues |  |  |  |  |  |  |  |
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| **2.0 — Family**Migrant families function well, have the capacity, confidence and skills to nurture child learning and are connected, active participants in the community and workforce | **2.1** Increase participation of migrant families in English language, parenting, and community activities**2.2 I**ncrease the English language and vocational skills for workforce participation**2.3** Increase knowledge and access to available services and assistance**2.4** Increase social networks and involvement in decision making processes**2.5** Increase family engagement and skills in nurturing child learning and development |  |  |  |  |  |  |  |
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| **3.0 — School**Schools respond to the needs and aspirations of migrant children and families | **3.1** Increase school’s connection to early years support**3.2** Increase school connection and capacity to support families with child learning outcomes**3.3** Increase collaborative partnerships between school and families |  |  |  |  |  |  |  |
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| **4.0 — Community**Community services respond early and effectively to migrant child and family needs | **4.1** Increase community service connections, availability, and access to families**4.2** Increase service connections with schools and other agencies**4.3** Increase service coordination and collaboration to meet the needs of families and their children |  |  |  |  |  |  |  |
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