

# Improving life outcomes for children and families

## Community driven transformation in Doveton, West Arnhem Land, Bourke and Logan Case Studies

Four communities, from disparate parts of Australia, are demonstrating how to increase life opportunities for vulnerable young people and their families so that they and future generations live healthy and fulfilling lives.

Doveton, Bourke, Logan and Kabulwarnamyo are four communities building new community structures and collaborative partnerships with government, non-government, philanthropy, business and academia that allow for a realignment and smarter use of public resources.

These four community-based initiatives joined forces as part of a three-year process called the 'Festival of Change' in May 2017.

Supported by Dusseldorp Forum, these groups recognised their individual, ground-breaking work together formed a social change movement with the ability to address deep structural causes of disadvantage and rebuild thriving communities.



*“There are social challenges in Australia. To some degree we, as a society, have come to view these as an inevitable part of life. And here is a group of people who don’t accept that.”*

*Matthew Cox, Director, Logan Together, LOGAN QLD*

# OUR PLACE AND DOVETON COLLEGE

## OUR PLACE

Our Place is a place based model and initiative of the Colman Foundation that supports schools and communities to build the skills, resources and partnerships they need to make a sustained difference in the lives of children and their families.

This model has been implemented at Doveton College since 2012 with excellent results and, in partnership with the Department of Education, will be expanded across 10 school sites in Victoria.

## ABOUT THE COMMUNITY, DOVETON VICTORIA

At the time of the College's conceptual development in 2006, Doveton and Eumemmerring totalled less than 10,000 people with 2,500 families. Thirty percent were aged 20 years or under, with the projected increase mainly in the number of children aged between 0 and 4 years, suggesting increased demands for early childhood care needs in the future. Doveton was identified as an area experiencing significant social and economic disadvantage, with a highly transient and culturally diverse population. Approximately 75% of residents were reportedly eligible and holding a Health Care Card. In terms of cultural backgrounds, almost 50 different languages were spoken by residents, with a large number of families from Samoa, Sudan, Afghanistan and Cambodia.

A range of data sources also illustrated that children across Doveton and surrounding areas were struggling to maintain or keep up with their peers (at local level and across the State) in terms of health and educational development.

At the time, barriers or gaps within the existing early childhood service structure operating in Doveton included:

- High number of families presenting with complex needs — often beyond the capability of any single service
- Limited service capacity to meet the needs of vulnerable families

- Higher demand for support than services could provide
- An absence of information and clear referral pathways
- An absence of available ongoing intensive support for families
- An absence of service coordination resulting in families having difficulty accessing the services they needed
- Poor Maternal Child Health service and kindergarten attendance
- Poor linkages between early years services and the school system

Within the school system across Doveton, the research evidenced that:

- Infrastructure was dated, offering poor and limited physical environments
- Traditional teaching methods predominated the pedagogy
- Attendance data and low retention rates characterised too many children
- Students performance in literacy and numeracy was low
- There was a general lack of parent involvement in the school curriculum
- Parents reported that they did not feel welcome in the classroom
- There were poor linkages between schools and other services

## ABOUT DOVETON COLLEGE

Doveton College is Australia's first, fully integrated, education model including an Early Learning Centre and Prep-Year 9 school at its centre, with wrap-around health, family and children's services on site. The College's Early Learning Centre and Prep-Year 9 school is open from 7am to 6pm. It offers health, family and community services in one location, in purpose-built facilities, including:

- Parent support services
- Daily supported playgroups
- Child and family health services, immunisation programs, Maternal and Child Health sessions
- Home visiting
- Family drop in facilities
- Adult education – entry to work, community leadership training, study
- Adult engagement activities – language classes, sewing, cooking, sports and volunteering

# OUR PLACE AND DOVETON COLLEGE GOALS AND STRATEGY

Doveton College seeks to provide a fully integrated model of education and community support with the specific aim of nurturing children from pre-natal to early adulthood. The College has a strong focus on early learning and early intervention, seeking to integrate both early years and family support services with traditional school education, facilities and services to support a community in need so that:

## **CHILDREN AND YOUNG PEOPLE**

- succeed in their endeavours
- engage in age appropriate learning and social opportunities
- have well-developed social and emotional skills
- enjoy optimal health and wellbeing
- successfully transition into desired employment, education and training opportunities

## **FAMILIES**

- are able to meet children and young people's health, developmental and wellbeing needs
- are actively involved in their children and young peoples' learning

## **COMMUNITY MEMBERS**

- engage in education and training opportunities that support life and employment circumstances
- are connected to and supportive of their local community

## **SERVICES AND STAFF**

- provide high quality; fully intergrated model of education and care

## **SYSTEMS AND POLICY**

- are informed by Doveton's broader learnings and act as a catalyst for change at the social and educational policy level to allow service integration models to be successful

# OUR PLACE AND DOVETON COLLEGE OUTCOMES

A five-year outcomes-based evaluation framework has been devised that allows for the measurement of both immediate and long-term impact level change over time for the outcome focus areas around children, families and community. While the results will take time, significant outcomes have been achieved since 2012:

## **MORE CHILDREN ARE STARTING SCHOOL HEALTHY AND READY TO SUCCEED AT SCHOOL**

- 13% reduction in children who are developmentally vulnerable in one or more domain 2012- 2015
- 6% reduction in parent concerns about children's oral health, behaviour, and speech or language on entry to school from 2013-2016

## **ENGAGEMENT IN LEARNING AND ACADEMIC PERFORMANCE IS GROWING YEAR ON YEAR**

- 30% reduction in days absent across year levels (Prep to Year 6)
- 50% in Year 5-9 students reporting feeling engaged and motivated to learn, supported to learn and listened to by their teachers and feel positive about coming to and being connected to school (2014-2016)
- A higher proportion of students performed at or above the national minimum standard on NAPLAN Reading and Numeracy assessments in 2017 from 2013: with 95% of Year 3, 5 and 7 students performing at or above the national minimum for both Reading and Numeracy, with 100% of Year 9 students performing at or above the national minimum for Numeracy and 80% for Reading

## **CHILDREN AND FAMILIES ARE PARTICIPATING IN THE COMMUNITY**

- 75% of students from Prep to Year 8 participating in sport and recreation activities before and after school
- Parent participation in programs and services doubled 2014-2016
- An average of 40 parents volunteering each week supporting in classroom activities and specialist lessons, with a further 55 per week supporting broader college activities from breakfast club to student enrichment and adult education.

## **ADULTS ARE ENGAGING IN EDUCATION AND TRAINING AND GETTING JOBS**

- 400 parents attending life skills, pre-vocational or Certificate II level training, since 2013, with more than 130 attending Certificate III through to Diploma level courses
- Almost 90 parents have been supported into paid employment since 2013

# WARDDEKEN AND NAWARDDEKEN ACADEMY

For thousands of generations Nawarddeken clan groups lived on and cared for their ancestral estates in the stone country, the Kuwarddewardde, of Arnhem Land, NT. After the arrival of balanda (white people) Nawarddeken left their land until, by the late 1960s, it was largely de-populated. Over the next 30 years the Kuwarddewardde experienced growing numbers of feral animals and large wildfires, which threatened biodiversity and cultural sites. From the 1970s well-known artist Bardayal 'Lofty' Nadjamerrek AO, began a movement back to homeland communities in the Kuwarddewardde.

The Warddeken Land Management group (established 2007), governed by representatives drawn from 36 clan groups of the Kuwarddewardde, is now responsible for the governance and strategic direction of these communities. Warddeken's goal is to sustain long-term self-determination of Nawarddeken to live, work and learn on country, while managing their land and practising culture. This long-term plan is grown carefully over time as investment is secured.

Since 2009, more than 250 Indigenous people have been employed as rangers, supported by the federal government Working on Country funding and income generated from carbon offset sales. Longstanding relationships with NGO and research partners including Bush Heritage Australia, The Nature Conservancy and The Pew Charitable Trusts have enabled them to successfully pursue shared conservation management outcomes. The Karrkad Kanjdji Trust, established to pool private philanthropy to underwrite the communities' efforts, is seeking to build an endowment to secure this work in perpetuity.

## **ABOUT THE COMMUNITY, WESTERN ARNHAM LAND PLATEAU, NT**

Kabulwarnamyo is a remote outstation community, located in the Warddeken Indigenous Protected Area (IPA), West Arnhem Land. It was established as a permanent community in 2003 and today, 50 people in the wet season and up to 80 people in the dry season enjoy healthy and purposeful lives in Kabulwarnamyo, living and working 'on-country'.

Kabulwarnamyo outstation is now the headquarters for the Warddeken Rangers, an Indigenous ranger team managing 1.4 million hectares of country of global conservation and cultural significance.

Due to its size and remoteness, Kabulwarnamyo does not currently qualify for a Government school. To attend a Government school, children must move to far-away towns, predominantly Gunbalanya (Oenpelli), causing families to be separated for extended periods, and exposing young people to the challenges of Indigenous growth towns.

## **ABOUT NAWARDDEKEN ACADEMY**

With the help of the Karrkad-Kanjdi Trust, the community of Kabulwarnamyo has established a school like no other in Australia.

The Nawarddeken Academy is a unique bi-cultural, bi-curriculum school where children learn in their traditional language alongside English. Specific curriculum is developed in partnership with community elders, and taught in tandem with the Australian Curriculum, valuing both cultures and imparting the skills needed to develop meaningful careers living and working on country.

An average school day begins with literacy, numeracy, science and art in the mornings, consistent with the national curriculum. After lunch, the students focus on cultural learning activities guided by the community and 'bush trips' that take advantage of the unique natural environment and cultural setting in which the school is situated. The community has joint ownership of the Nawarddeken Academy and actively participates in the direction of the school and also in the education of its children on a daily basis.

The Academy is now seeking registration as an independent school to ensure its financial sustainability acting as a beacon for other communities on how to successfully educate children on country.

# WARDDEKEN AND NAWARDDEKEN ACADEMY GOALS AND STRATEGY

Warddeken's goal is to sustain long-term self-determination of Nawarddeken to live, work and learn on country, while managing their land and practising culture. This long-term plan is grown carefully over time as investment is secured.

Goals for Nawardekken Academy are to:

## **INCREASE IN STUDENT NUMBERS**

- Number of students attending the Academy
- Number of students attending school every day

## **INCREASE IN TEACHING CAPACITY**

- Sustainable number of teacher per students

## **PROGRESS IN LITERACY**

- Increase in reading levels
- Advances in primary reading
- Increase in phonological awareness
- Establishment of independent reading program
- Implementation of Phenomenon-Based learning
- Early Learning Program developed using Abecedarian method

## **STRENGTHENING OF CULTURAL IDENTITY**

- Structured cultural lessons with the community
- Ecological knowledge project initiated
- Community skills register project

## **INTEGRATION WITH INDIGENOUS RANGER PROGRAM**

- Lessons integrated with Ranger program wherever possible
- Ecological knowledge project

## **STUDENT HEALTH AND SOCIAL STABILITY**

- Students' learning disposition
- Students from Gunbalanya personally choosing to attend the Academy

## **INDEPENDENT LEARNING SKILLS**

- Students' self-tracking

## **EMPLOYMENT PATHWAYS**

- 19 Ranger jobs retained and created
- Every working age person in the community is now able to engage in employment
- Part-time opportunities for young mothers in the Early Learning Program

## **TECHNOLOGY**

- Integration of iPads and a high speed internet connection

## WARDDEKEN AND NAWARDDEKEN OUTCOMES

Nawarddeken has observed progress on the following outcomes:

- Grown from a one-teacher school with 8 students and a tent into a unique, inspiring learning environment with dedicated infrastructure that now teaches 19 students, with the capacity to teach 30
- Positive growth in attendance at the Academy, with the term by term comparisons showing increases across all areas.
- A high weekly attendance rate of 88% and improvements in literacy of up to 4 reading levels in one term
- Lessons integrated with the Warddeken Ranger Program
- Benefits felt throughout the wider community - to date, 19 Indigenous Warddeken ranger jobs have been retained or created through the existence of the Nawardekken Academy.

***The Indigenous Protected Areas (IPA) and associated Indigenous ranger programmes have demonstrated successes across a broad range of outcome areas, effectively overcoming barriers to addressing Indigenous disadvantage and engaging Indigenous Australians in meaningful employment to achieve large scale conservation outcomes, thus aligning the interests of Indigenous Australians and the broader community.***

***The Warddeken IPA and associated Indigenous ranger programme has had a transformative effect on Nawarddeken, to whom the land belongs, enabling them to stay living on country and manage their land while connecting with culture and ancestors. Significant value is derived from the IPA's fire management work conducted by Rangers on country using traditional and contemporary practices, which has generated substantial revenue for Nawarddeken as a result of carbon offset sales facilitated through innovative partnerships including the West Arnhem Land Fire Abatement (WALFA) project.***

***The IPA has developed deep, longstanding relationships with NGO and Research partners including Bush Heritage Australia, The Nature Conservancy and The Pew Charitable Trusts which has enabled them to successfully pursue shared conservation management outcomes.***

*Social Ventures Australia, Social Return On Investment analysis of the Warddeken Indigenous Protected Area and associated Indigenous ranger programme, Department of Prime Minister and Cabinet, 2016*

# MARANGUKA JUSTICE REINVESTMENT PROJECT

## BOURKE COMMUNITY

Bourke is a remote town located 800kms northwest of Sydney, situated on the Darling River. The town's location forms part of a traditional boundary area for the Ngemba, Murrawarri, Budjiti and Barkinji Tribal Groups. As a result of past government Aboriginal specific policies such as forced relocations and removals in the 1920s, today there are 21 different Tribal Groups living in Bourke. There are 2,465 people living in the Bourke Shire of which 762 people are Aboriginal and Torres Strait Islander (approximately 30.9%). The median age of Bourke's Indigenous population is 25 years, approximately 33.7% of which are children aged 0 to 14 years and 4.7% are aged 65 years and over.

In NSW, Aboriginal young people make up almost 3% of the general population, but over half of the detention population. In Bourke and other towns in north western NSW, figures are even more alarming. In 2014, Bourke ranked highest in NSW for the rate of juvenile offending and fourth for criminal convictions, domestic violence and prison admissions. From June 2013 to July 2014, 233 Aboriginal young people aged 10-24 were proceeded against in court compared to seven non-Aboriginal young people. Nine out of 10 young people released from custody reoffended within 12 months and six in 10 were back in prison within 12 months.

## ABOUT THE MARNGUKA JUSTICE REINVESTMENT PROJECT

Concerned about the number of Aboriginal families in Bourke experiencing high levels of social disadvantage and rising crime, Bourke has worked for many years to develop a model for improving outcomes and creating better coordinated support for vulnerable families and children through the true empowerment of the local Aboriginal community. Maranguka, meaning 'caring for others' in Ngemba language, is a model of Indigenous self-governance which empowers community to coordinate the right mix and timing of services through an Aboriginal community owned and led, multi-

disciplinary team working in partnership with relevant government and non-government agencies.

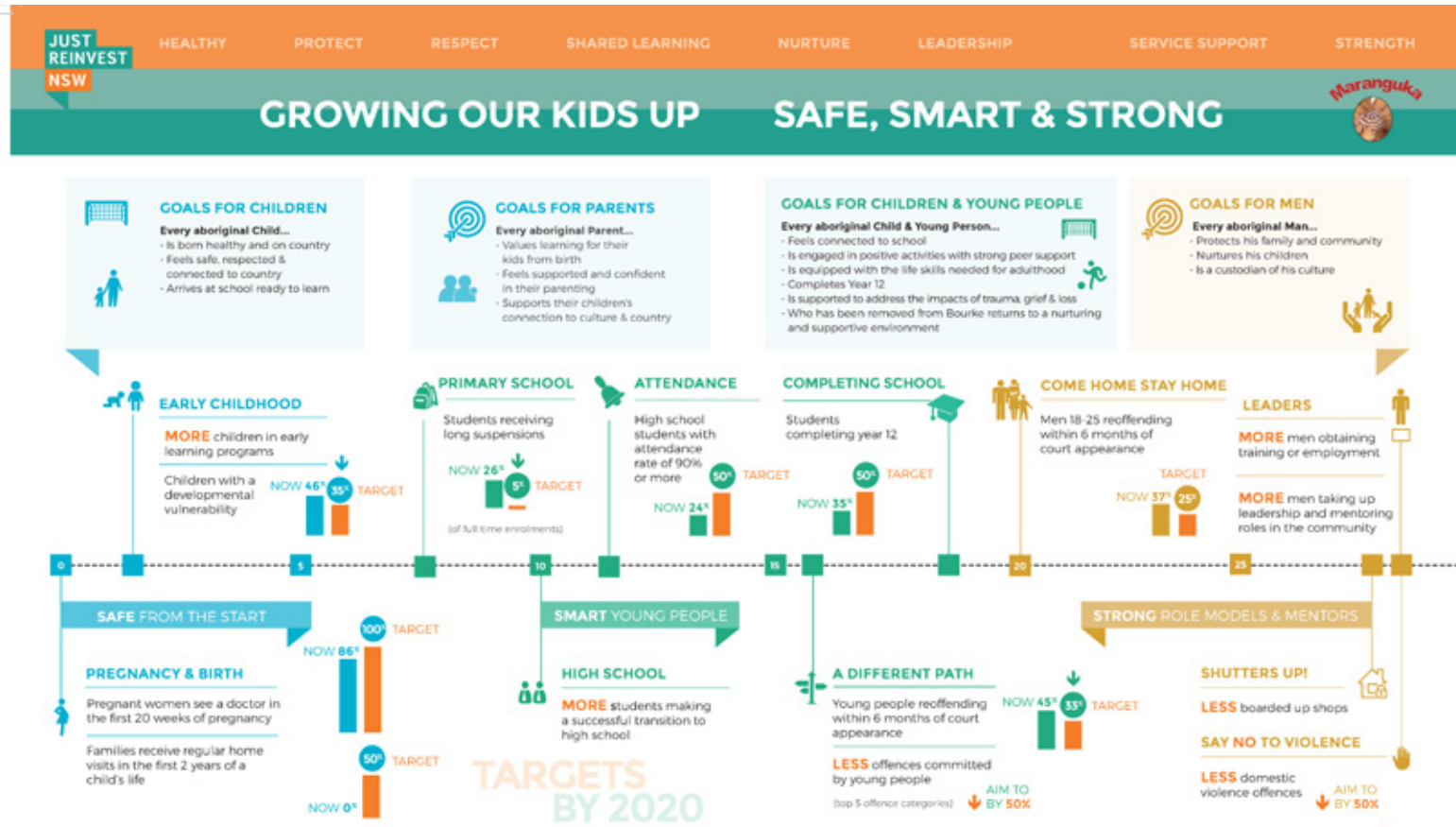
In 2013, Maranguka teamed with Just Reinvest NSW to develop a Justice Reinvestment 'proof of concept' in Bourke. Justice Reinvestment is a place based, data-driven approach to improve public safety and reduce criminal justice spending. By addressing the underlying causes of youth crime, savings are reinvested in strategies that strengthen communities and prevent crime.





# MARANGUKA JUSTICE REINVESTMENT PROJECT GOALS AND STRATEGY

The community has identified the below areas to focus on to ensure Bourke's kids grow up safe, smart and strong:



In addition, it is recognised that service delivery reform is required to underpin these goals. There is a commitment that every service supporting Aboriginal people in Bourke:

- Recognises the Bourke Tribal Council & adheres to the Maranguka protocol
- Engages Aboriginal people in the design & delivery of services & supports to Aboriginal people
- Is flexible and pulls together to meet people's needs
- Works within an effective case management system that has one plan.

# MARANGUKA JUSTICE REINVESTMENT PROJECT OUTCOMES

Social Ventures Australia and the Maranguka team developed a measurement and evaluation framework for the Maranguka Justice Reinvestment Project. This framework measures how the initiatives implemented are making a difference to children, young people and their families, how the service system is working more effectively, and the impact this has on the whole of the community.

Achievements since 2014 include:

**80** people came to the 2017 Pregnancy, Baby & Child Expo held at Bourke Public School

**39** children were screened by the Royal Far West Healthy Kids Bus Stop in August 2017



In 2017, **114** people obtained their licenses in Bourke – come into the Hub for help getting your license



**17** Journey to Healing Womens Group sessions were held in 2017. Ladies completed arts, crafts & self development activities. Come into the Hub on a Tuesday to take part

Since 2015, less children in Bourke are vulnerable according to AECD guidelines. We are determined to beat the state average

**100%** of Bourke babies are being born healthy (>2500gm at term)



Our Place Program:

- school attendance has increased by 25%
- suspensions have reduced by 79.4%

**37%** reduction in domestic violence reoffending

**30%** reduction in driving offences

Youth crime in Bourke experienced a decline in the second half of 2017



**134** people completed the first round of the Maranguka Community Survey. The results will be published for community once approved by the Bourke Tribal Council.

**43** Organisations attended Maranguka Working Group meetings between July & September 2017. The goal is to work together under the guide of Bourke Tribal Council to make positive changes for kids and families in Bourke.

**15** of these organisations have formally subscribed to Bourke Tribal Council agenda. We aim to increase this number in 2018

**6** Maranguka Youth Advisory Council meetings were held in 2017. Maranguka Youth Advisory Council were able to influence design of The Our Place Program.



In 2017, **12** people were supported in obtaining their Proof of ID cards – come into the Hub for help getting your Proof of ID card



# LOGAN TOGETHER

## LOGAN COMMUNITY

Logan City is a local government area situated between the City of Brisbane to the north and the City of Gold Coast to the south. Logan is home to more than 300,000 people from more than 217 different cultures.

While parts of the community are prosperous and successful, some parts show evidence of deep and persistent disadvantage with high levels of developmental vulnerability for many children in these communities.

Three problems in particular stand out:

1. The number and percentage of children who, according to established national metrics, are developmentally vulnerable and at-risk. The Australian Early Development Census 2015 indicates that almost 30% of five year olds in Logan – some 1,410 children – are developmentally vulnerable on one or more of the five domains. Some 16.3% are developmentally vulnerable on two or more domains.
2. The close association between the number and percentage of children developmentally vulnerable and at risk and the existence of pockets of persistent and deep social disadvantage.
3. The inadequacy of the current service delivery system and conventional government policy and program responses to problems of intergenerational developmental vulnerability and persistent disadvantage.

In terms of other measures of disadvantage in the Logan community:

- Almost 38% of Logan residents did not get more than 10 years of schooling.
- Historically there have been very high levels of unemployment in some Logan communities with the highest peaking at approximately 20% in Logan Central although pleasing progress has been made in the last two years.
- There are very low levels of family income among relatively large proportions of the Logan population.

## LOGAN TOGETHER

Logan Together is a 10 year community movement to ensure Logan kids grow up as healthy and full of potential as any other group of Australian children.

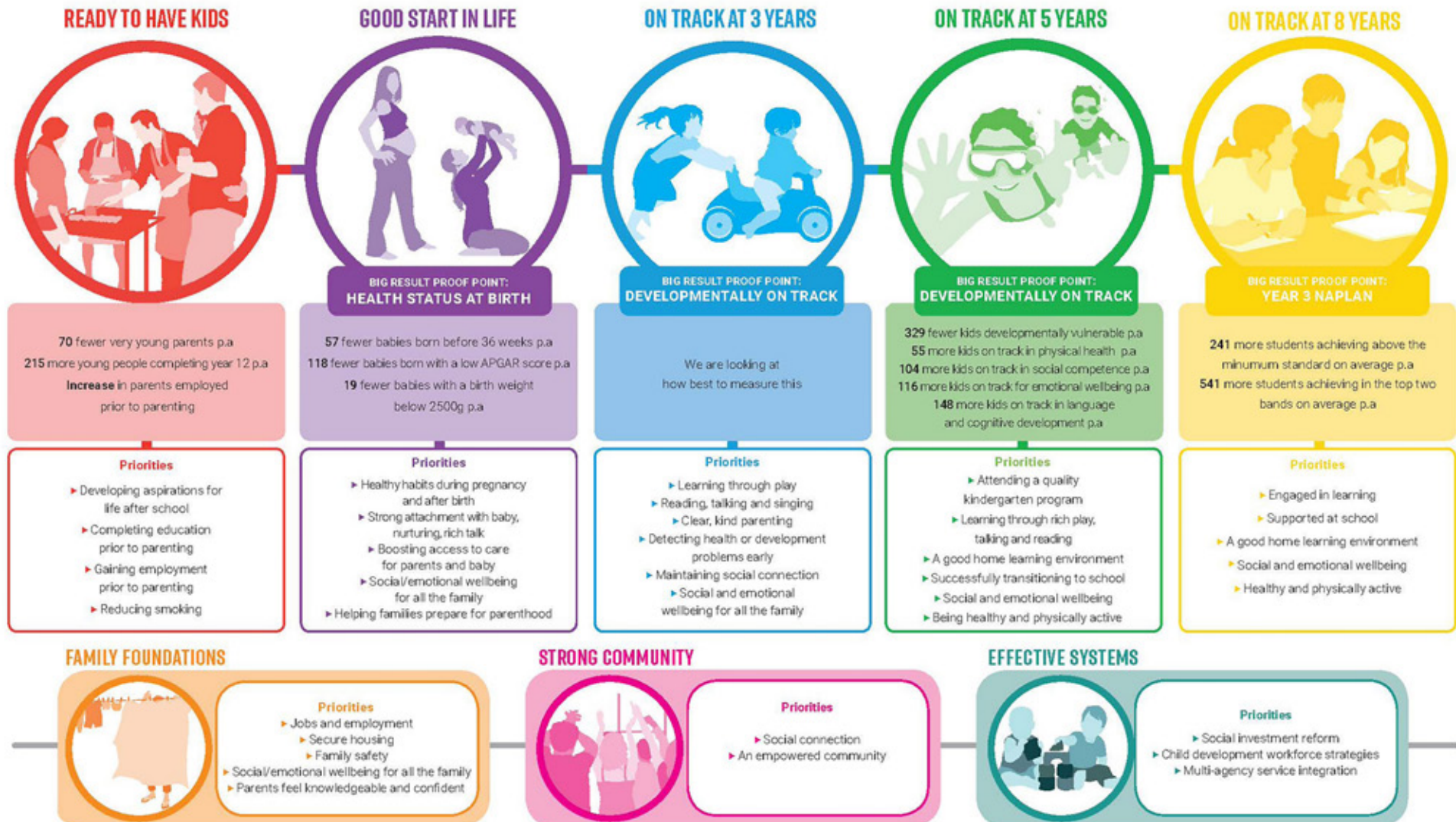
Many kids in Logan are thriving but research is showing that, on average, there are still some gaps to close. There is some work to be done, but if Logan Together can assist another 5000 Logan kids to thrive through early childhood, this goal will become a reality.

Logan Together began with a series of conversations within and between Commonwealth, state and local government agencies, service providers and community groups about particular challenges confronting the Logan community. The result is a cross-sector, collaborative partnership of government agencies, service providers, and community representatives committed to using a place-based, Collective Impact framework to establish shared aspirations and goals, prioritise investment decisions and identify “game changing” programs intended to improve the health and wellbeing, broadly conceived, of young people and their families in the Logan community.



# LOGAN TOGETHER GOALS AND STRATEGY

Logan Together's vision is that Logan children at age 8 will be, overall, as healthy and full of potential as any other group of Australian children. Their goal is that within 10 years they will have closed the gap in rates of healthy development for Logan children at age 8. The Roadmap below has been developed over two years with input from thousands of people and combines this wisdom with the best available evidence on what boosts child development.



From the Roadmap, Logan Together has developed six major projects to focus on in 2018.



## 1 COMMUNITY MATERNITY AND CHILD HEALTH HUBS

**Aims to ensure that:**

- Women access quality care from early in their pregnancy to birth and beyond
- Families have regular access to a range of relevant and trusted support services
- Service points are integrated into the community and focus on wellbeing and social connections



## 2 THE FIRST 3 YEARS: EARLY DEVELOPMENT INITIATIVES

**Key issues are:**

- Language, literacy, and brain development in babies, toddlers and young children
- Parental skill building and engagement from cohesive, trusted sources
- Social and emotional wellbeing focus for carers and children
- Welcoming community places that serve as a front door for support



## 3 EARLY YEARS NEIGHBOURHOOD NETWORKS

**Our community needs:**

- Strong school and ECEC networks
- A well-supported early education workforce
- Access to trusted health and social supports



## 4 COMMUNITY MOBILISATION CAMPAIGN

**Engaging the community with the Early Years social marketing brand will:**

- Create strong, grass roots, peer-to-peer engagement
- Build community-wide knowledge about child development and the things that matter for kids



## 5 JOBS FOR FAMILIES PROJECT

**Projects to work with families include:**

- Under-19s Parent Project
- Jobless Families Project
- Parents Next service development projects
- Try Test Learn responses

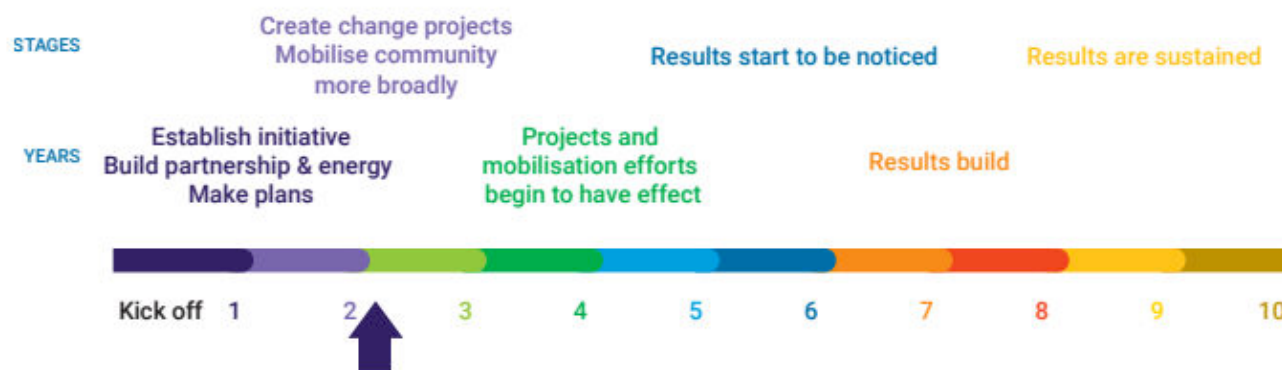


## 6 SOCIAL INVESTMENT AND SERVICE INTEGRATION REFORMS

**To enable effective, long-term solutions, we need:**

- Federal, state and local investment reform
- Multi-agency service integration
- Reforms to promote alignment of resources
- A focus on social inclusion, engagement

# LOGAN TOGETHER OUTCOMES



Typically, Collective Impact projects are long term endeavours. The first years are dedicated to establishing the initiative, building partnerships and making plans. By year two, change projects are being created and the community is being mobilised more broadly.

Outcomes in Year 2:

- Creation of a support program for young parents in Logan
- Creation of new maternity and child health services to address the needs of the 10% of women who receive little or no care during pregnancy
- Network of school based hubs that engage with 500 refugee and migrant children
- Creation of a social marketing brand "The Early Years" to increase parent engagement and education
- 8 early childhood & school networks created that promote kindy attendance & transition to school
- Development of a comprehensive data profile of Logan kids and their families

## WHAT'S NEEDED NEXT

As the communities of Doveton, Bourke, Logan and Kabulwarnamyo have shown, it is possible to increase life opportunities for vulnerable young people and their families so that they and future generations live healthy and fulfilling lives. Such important and exciting work shouldn't be unique or ground breaking. It should be occurring throughout Australia to ensure that even more children and families have the conditions to thrive.

For this to happen, the systems that govern social change needs to transform. Business as usual will see deep structural disadvantage perpetuated. It will compound the profound loss of potential that arises when vulnerable young Australians no longer have hope for their own future.

Current systems are built to administer and approve. They are not built to allow for community driven agency and ownership. It doesn't need to be this way.


We have the knowledge and the means to transform the systems that govern us. As a first step, we need systems that:

- Encourage and reward the collaboration of actors, the integration of resources, and more flexible and targeted services
- Harmonise policy frameworks across early childhood, community, school and health sectors as well as across different levels of government so there is authorisation for a common agenda and mutual accountability
- See community, government, philanthropy and business working together to deploy long-term flexible funding that patiently supports endeavours for the 8 to 10 years that can be required to sustain outcomes

- Recognise the importance of social infrastructure that supports community wellbeing and the people with the skills to bridge boundaries between the wider system and the local community
- Support a focus on rebuilding of confidence and trust amongst different networks and strengthening family and community connectedness
- Normalise community involvement at all stages including planning, design, implementation and evaluation by investing in community capacity to participate and prioritising community knowledge, strengths and leadership
- Honour community requests for data, so they can make informed decisions about building better pathways for their future
- Start with the right purpose - making a long-term difference to wellbeing and social conditions - and realign government structures to meet this purpose rather than imposing ill-fitting processes on community
- Allow for a systemic response through approaches such as place-based commissioning frameworks that can leverage the best possible outcomes from available investments and funding

It is clear that we must create a new paradigm that dissolves old boundaries and programmatic responses and forge new connections, community centred models, and long-term social investment strategies.

This is as much about thinking differently as it is about working differently together. With the shared voice of government, philanthropic, corporate and community champions, we can transform the future for vulnerable Australian families and communities.

A young child with dark hair, wearing a red and yellow costume, is focused on painting a white stick. The child is wearing a red vest with yellow trim over a purple and white striped shirt. The background is blurred, showing other people in similar costumes. A semi-transparent pink box is overlaid on the right side of the image, containing contact information.

These case studies were prepared by Dusseldorp Forum for the Festival of Change 2018.

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