



# Support for Children & Families



**STARS**  
For Kids

- City of Wanneroo -

**Your guide to services in the City of Wanneroo that support your child's development, as well as your family's social and mental health needs**

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The STARS for Kids Resource Booklet was written by the Early Neurodevelopment & Mental Health (ENMH) and Child Disability teams at The Kids Research Institute Australia, 2024.

Contact STARS for Kids at [STARS@thekids.org.au](mailto:STARS@thekids.org.au) and the ENMH team at [ENMH.team@thekids.org.au](mailto:ENMH.team@thekids.org.au)

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This booklet is supported by:





# INTRODUCTION

**If you have any concerns about your child's development or your own wellbeing, your first step should be to contact your GP or child and family health nurse. They can provide you with the support and appropriate advice you need.**

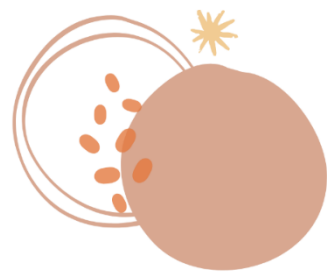
**This booklet includes a selection of resources and information, both online and in-person, that you may find helpful. Please keep in mind that these are just suggestions and not an exhaustive guide. Your GP or child health nurse should always be your first point of contact if you have any concerns.**

This resource booklet of services has been written to inform you of what resources are available in the City of Wanneroo to support child development, social needs, and mental health. It provides a list of services and their contacts to assist you with supporting your child's development and your family's needs.

This booklet can be accessed online at: <https://www.starsforkids.net/>

If you are interested in getting involved with child development research or want to sign up to the newsletter, you can contact the Early Neurodevelopment & Mental Health (ENMH) Team at [ENMH.team@telethonkids.org.au](mailto:ENMH.team@telethonkids.org.au).

The ENMH team has several active projects and are often looking for community engagement for research participants for surveys, co-design, workshops, trials, and Advisory Group members.



# CHILD DEVELOPMENT

## WHAT IS CHILD DEVELOPMENT?

Child development involves the growth of physical, emotional, cognitive, and social abilities, influenced by various factors such as social, cultural, environmental, and genetics [1]. The early years, especially from birth to five, are crucial for setting the foundation for a child's future health and well-being [2].

## WHAT IS EARLY INTERVENTION?

Early intervention is support provided to young children, usually from birth to five years old, who may have developmental delays. This help is designed to improve areas like talking, moving, learning, and socializing. The goal is to start as early as possible so children can develop important skills and reach their full potential. Early intervention includes therapies, education, and resources for families to support their child's growth and development in different settings [3].

## WHAT ARE THE BENEFITS OF EARLY INTERVENTION?

Early intervention is most effective when started as early as possible, particularly during the critical 0–5-year age range. This period is when a child's brain is most adaptable, making it easier to develop essential skills like language, social interaction, and motor abilities. The earlier the intervention, the greater the impact on a child's long-term development, setting a strong foundation for future learning and well-being. Early intervention reduces the need for more intensive care later in life, helping children thrive in school and beyond. This support not only benefits the child and family but also reduces long-term societal costs by promoting healthier, more independent adults [2].

### The Raising Children Network

The Raising Children Network, also known as the Australian Parenting Website, is a trusted website that provides parents, caregivers, and professionals in Australia with reliable advice on raising kids. It covers many important topics like child development, health, education, and parenting. The website is useful for anyone caring for kids of any age, from babies to teenagers. It also includes practical tips, strategies, and support to help parents navigate the challenges of raising children. The information on the site is written by a team of experts, including doctors, child development specialists, and researchers, to ensure that everything is accurate and helpful.

The Raising Children Network website can be accessed [here](#)

# LOOKING AFTER YOUR NEW BABY

Here is some information and resources on breastfeeding, sleep, introducing solids, and self-care:

## Breastfeeding

Breastfeeding provides essential nutrients for your baby's growth. Each baby's experience is different and they may take time to settle into a routine. If breastfeeding is difficult, support is available, and the most important thing is that your baby is thriving.

- Australian Breastfeeding Association
  - To visit their webpage, click [here](#)
  - Breastfeeding Helpline, call 1800 686 268
- The Breastfeeding Centre of WA at King Edward Memorial Hospital
  - Call (08) 6458 1844 for their helpline and to book appointments
    - Appointments are available to all public patients
- Raising Children Network
  - To visit their webpage, click [here](#)



## Sleep

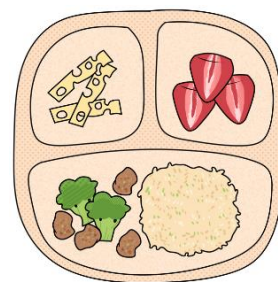
Sleep is vital for your baby's growth and immune system, and each baby's sleep pattern changes as they grow. Newborns often sleep in short bursts and wake every 2 to 3 hours to feed, but their sleep stretches and will get longer over time. Noticing their signs that they are tired and using a calming routine can help. Being patient and flexible will support good sleep habits.

- Ngala Parenting Line, call (08) 9368 9368
- Let's Sleep program (6–12-month-olds), this program is free of charge
  - Visit the CHAS website [here](#) for more information and to make a booking
- Raising Children Network
  - Click [here](#) for more information on your baby's sleep and help with settling



## Introducing solids

Introducing solids at around 6 months is an exciting step, the time your baby needs extra nutrients like iron. Start with iron-rich foods such as iron-fortified baby cereals, meat and leafy greens purees and slowly add different textures and food types to help your baby develop healthy eating habits.



- Raising Children Network
  - For more information on introducing solids, click [here](#)
- Solid Start program, this program is free of charge
  - Visit the CHAS website [here](#) for more information and to make a booking
- Baby's First Foods
  - For more information from CHAS, click [here](#)
- Baby's First Foods
  - For an easy read flyer from Perth Children's Hospital, click [here](#)

## Self-care

**Raising children is a big job**, and taking care of yourself helps you do it well. Keeping yourself healthy and balanced means, you'll have the energy to support your child's development. **Self-care** involves maintaining your health, relationships, and well-being. Though it's easy to overlook these when focused on your kids, doing so is important for both you and your child.



- Raising Children Network
  - For more information on how to look after yourself, click [here](#)
- Beyond Blue
  - Visit their webpage [here](#) to watch a video on parenting and anxiety, access their wellbeing action tool, take their anxiety and depression test (K10), talk to a counsellor and more. Click [here](#) for info on mental health support.

## Infant Mental Health

Infant mental health is about your baby's emotional and social development. Learning about it can help you build a strong bond and support your child's well-being, setting them up for a happy and healthy future.

Here are some pages you can visit for more information: [Emerging Minds](#), the [Mental Health Central](#) by Melbourne Children's Campus, [Ngala](#) free social and emotional developmental check for infants and [ForWhen Helpline](#) for new and expecting parents.



# CHILD HEALTH CENTRES

**Child Health Centres provide free health checks for children aged 0 to school age to support health and development. They are run by the Department of Health.**

They offer 5 scheduled child health appointments with a child health nurse to:

- Discuss and assess your child's health and development
- Answer your questions about and offer support for parenting, healthy lifestyles, and general health
- Provide information about immunisation
- Provide referrals to other child health services in your area

Child Health Centres also run **parenting groups**, discussing topics like early parenting, transitioning to solid foods, sleep, how to support your child's emotional needs, and positive parenting strategies. Drop-in sessions are also available for children under 5 years.

**Developmental checks with a child health nurse are offered either at your home or at your local Child Health Centre.** For more info click [here](#).

The Child Health Centres located within the City of Wanneroo area are:

- Ashdale Child Health Centre, Darch
- Banksia Grove Child Health Centre, Banksia Grove
- Butler Child Health Centre, Jindalee
- Clarkson Child Development Service, Clarkson
- Hudson Park Child Health Centre, Girrawheen
- Koondoola Child Development Service, Koondoola
- Landsdale Child Health Centre, Landsdale
- Marangaroo Child Health Centre, Marangaroo
- Merriwa Child Health Centre, Merriwa
- Ngala – Merriwa, Merriwa
- Pearsall Child Health Centre, Pearsall
- Quinns Rocks Child Health Centre, Quinns Rocks
- Roseworth Child Health Centre, Girrawheen
- Tapping Child Health Centre, Banksia Grove
- Two Rocks Child Health Centre, Two Rocks
- Wanneroo Child Health Centre, Wanneroo
- Woodvale Child Health Centre, Woodvale

To find your closest Child Health Centre click [here](#)

For more information regarding Child Health visits click [here](#)

To book a Child Health Appointment:

Call: 1300 749 869

Or book online by clicking [here](#)

Free telephone interpreters are available

# CHILD DEVELOPMENT SERVICES

Child Development Services (CDS) are **free**, referral-based services offering assessment, early intervention, and treatment for children with developmental delays or difficulties.

**Families can self-refer** but wait times may be long due to high demand.

Their team of health care professionals include:

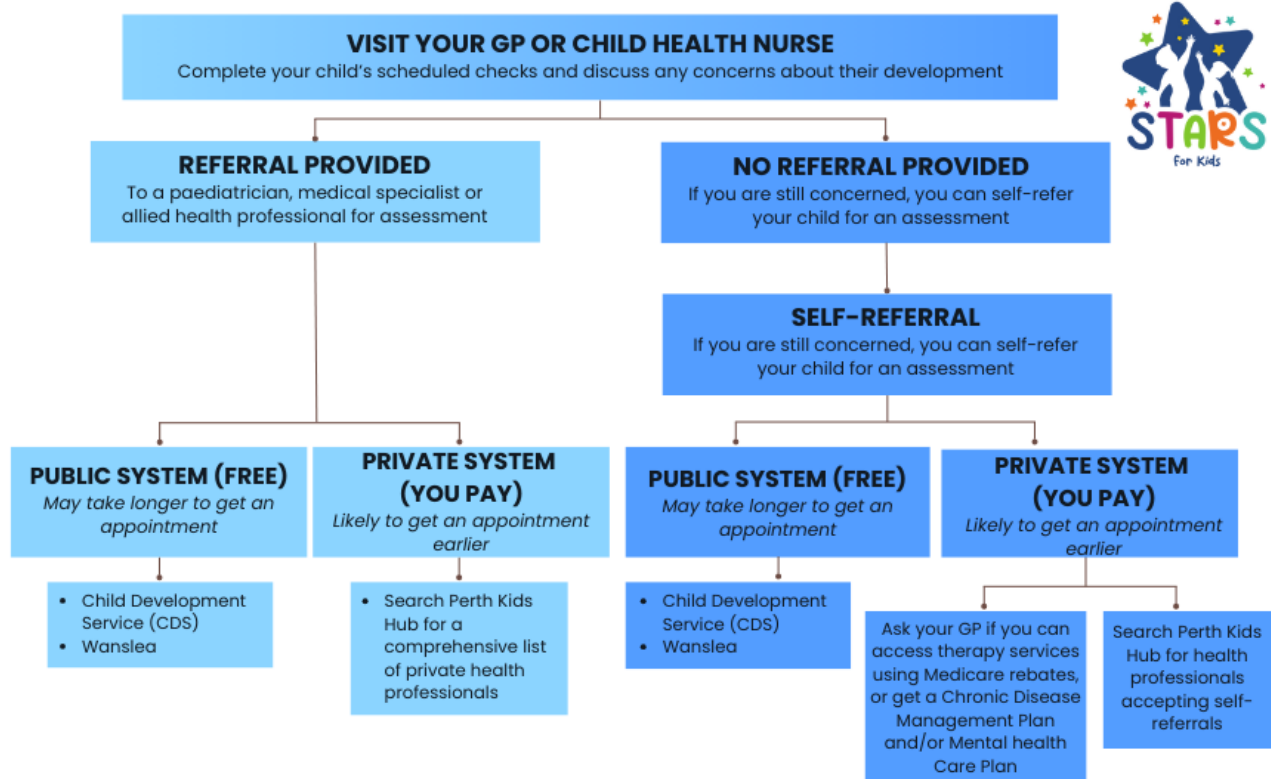
- Speech pathologists
- Occupational therapists
- Physiotherapists
- Social workers
- Clinical psychologists
- Paediatricians
- Therapy assistants
- Audiologists
- Nurses

The locations of Child Development Services in and around the City of Wanneroo area are:

- Balcatta
- Clarkson
- Koondoola
- Joondalup
- West Perth – Karrinyup Road
- West Perth – Rheola Street

For more information about these services call 1300 551 827 or visit Child Development Services online [here](#)

## The process of accessing child development services





# ALLIED HEALTH SERVICES

Allied Health Services can support your child's development by addressing developmental concerns early on. These services can be accessed outside of Child Developmental Services in **private** settings. The resources below provide lists of accredited professionals working privately North of River. For services that charge a fee, the wait times may be shorted than those for free services.

## Physiotherapy

Physiotherapists help kids with movement, balance, strength, recovery after injuries, managing pain, and supporting goals for children with disabilities, while promoting fun exercise and good posture.

Services can be found through:

- Visit Australian Physiotherapy Association [here](#) to search for paediatric physiotherapists

## Psychology

Psychologists support kids' mental health by teaching coping skills, managing emotions, addressing school challenges, and improving family communication.

Services can be found through:

- Visit Australian Clinical Psychology Association [here](#)
- Visit Australian Psychological Society [here](#)

## Speech Pathology

Speech pathologists help kids with communication, social interaction, eating, swallowing, and support speech, language, reading, and writing skills.

Services can be found through:

- Visit Speech Pathology Australia [here](#)
- Visit Perth Kids Hub [here](#)

## Occupational Therapy

Occupational therapists help kids by working on important skills for everyday such as taking care of themselves, toileting, tantrums, and managing friendships and school.

Services can be found through:

- Visit Occupational Therapy Australia [here](#) or WA Occupational Therapy Association [here](#) to search for paediatric occupational therapists
- Visit DOTWA [here](#) for private practices

## Perth Kids Hub

Perth Kids Hub is a one-stop platform for parents to find **private services** like **paediatricians, audiologists, dieticians, and social workers** in Perth. Use filters to search by availability, suburb, and more.

- Visit Perth Kids Hub [here](#)

# CHILD & ADOLESCENT MENTAL HEALTH SERVICES

**A referral is needed to access Child and Adolescent Mental Health Services (CAMHS).**

Child and Adolescent Mental Health Services are free, referral-based services that support young people and their families experiencing mental health difficulties. CAMHS run 10 community outpatient services, programs supporting children and young people with complex mental health needs, and an in-patient services at Perth Children's Hospital.

CAMHS community clinics located in and around the city of Wanneroo are:

- Clarkson
- Hillarys
- Warwick

For additional information about this service, visit the webpage [here](#)

For additional mental health support services for children and young people, contact The Cusp through Wanslea, visit the webpage [here](#)

**For urgent mental health or advice**  
for children and young people

Call CHAMS Crisis Connect on:  
1800 048 636

24 hours a day, 7 days a week.



# PLAYGROUPS

Playgroups can be a beneficial way to support your child's development as they provide new experiences and opportunities to play, socialise and discover their world.

Playgroups WA is the peak body for playgroups across Western Australia. These groups are often community and parent led, and run in a range of different models including:

- Community
- Baby and first-time parents
- Groups for specific ages
- Dad groups
- CALD groups
- Intergenerational groups
- LGBTQIA+ groups
- School based groups
- FIFO families
- **PlayConnect+**  
(For families of children with disabilities or developmental delays)

**TIP:** To find playgroups near you, visit Playgroups WA [here](#)

Some specialised playgroups in the City of Wanneroo area include:

- Tamariki Haututu is a Maori playgroup for kids to learn Te Reo and Tikanga, located in Clarkson. Visit their Facebook page [here](#).
- Little Chatterboxes & Babblebekkies is an Afrikaans speaking playgroup, located in Butler. Visit Playgroup WA [here](#) for details.
- PlayConnect is a playgroup for young children with Autism Spectrum Disorder and similar needs, located in Whitfords Family Centre. Visit Playgroup WA [here](#) for details.
- LINKS is a playgroup for children who have delays in their communication, located in Banksia Grove. Click [here](#) for more information.



# LIBRARIES

Libraries offer many services that may assist with your child's development. Many of these programs are offered weekly and provide a space for children and parents to meet.

The City of Wanneroo libraries offer a range of activities and can be accessed [here](#).

To find a public library near you, click [here](#).

Programs that may be offered at your local library include:

- **Online Resources**
- **Better Beginnings**
- **It's All About Rhymes**  
Rhyme time sessions are also free and cater for younger children aged 0 - 2 years through songs and storytelling.
- **It's All About Stories**  
Story time is for children aged 3- to 5-year-olds. The sessions are free and last about 30 minutes and include a craft activity.
- **It's All About Play**  
A free program that has been specifically designed for children aged 0-4 years, their parents and carers.
- **It's All About the Past**  
A free play session held in our museum which has been designed to introduce little ones between the ages of 2 and 5 years to the history of Wanneroo in a fun and interactive way. Information for this session can be found [here](#)

Locations of libraries within the City of Wanneroo:

- Wanneroo
- Clarkson
- Girrawheen
- Yanchep / Two Rocks

To find out more about your library visit click [here](#)

**TIP:** Your local museums might do themed educational packages for children that are free to borrow!



# CHILD DEVELOPMENT SUPPORT PROGRAMS

## Attachment and Biobehavioural Catch-Up (ABC)

ABC is a free 10-session home visiting program that helps parents understand and respond to their infant or toddler's needs.

To learn more, or to register your interest:

Call: 0478 530 972

Or visit online [here](#)

## Home Interaction Program for Parents and Youngsters (HIPPY)

HIPPY is a free program for parents of 3-year-olds, helping you build confidence with fun learning activities. Families get support through tutor visits and optional group meetings. Available in Girrawheen for families in the provider's area.

To learn more about this program:

Girrawheen registration form [here](#)

Call: 0407 992 604

Email: [KDeSilva@ngala.com.au](mailto:KDeSilva@ngala.com.au)

Or visit online [here](#)

## First Steps for Autism

First Steps for Autism is an early intervention program that offers therapy services for children with autism under 7. The nearest centre for City of Wanneroo families is in Joondalup.

For further information and to submit a service inquiry click [here](#)

## Early Childhood Approach (ECA)

The ECA program by Wanslea supports children under 6 with developmental concerns or under 9 with a disability. It helps connect you to local services, assess your child's needs, and create a support plan.

For more information and to check your eligibility:

Call: 1300 969 645

Or visit online [here](#)

## CliniKids

CliniKids (NDIS provider) offer early support services like speech pathology, occupational therapy, and clinical psychology for children under 9 with developmental delay or autism.

CliniKids are located in Subiaco and Joondalup. For more information click [here](#)

## ENVISAGE

The ENVISAGE program supports parents of children aged 0-8 with developmental concerns, disabilities, or delays. This free program includes five sessions (online or in-person), at-home modules, and offers community support and resources.

For more information visit ENVISAGE [here](#)

Program registration can be accessed at CliniKids [here](#), and at KIDS are KIDS [here](#)

# HOW TO FIND RELIABLE INFORMATION

## How to tell if a resource is credible

With so much parenting information on the internet and social media, it can be overwhelming and difficult to know what information to trust. Here is a simple list of ways to check resources to see if the information is evidence-based (vs. someone's own opinions).



### Check the domain name

- Websites that include .edu (education) or .gov (government) are generally credible.
- Websites containing .org (organisation) may contain credible information, just consider the organisations purpose and agenda.
- Websites including .au are Australian.



### Look closely at the sources

- When was the information published? If it is not recent (within the last 5-10 years), new information may be available. Who are the authors? Are they listed and what are their credentials?
- Do they cite authoritative sources or just their own opinions without backing them up with facts?



### Find back up information

- It can be helpful to search for additional information to back up what you have found.
- For example, if you are looking for information on parenting, check several reputable websites such as the Raising Children Network and Ngala for local information.



### Don't be afraid to dig deeper

- Easily accessible places such as social media, online forums and blogs can be helpful places to start, however, they are often based on opinions as opposed to facts.
- Keep searching for more credible sources such as government websites, medical journals etc.

1. <https://www.betterhealth.vic.gov.au/health/servicesandsupport/finding-reliable-health-information>

2. <https://www.utep.edu/extendeduniversity/utepconnect/blog/march-2017/4-ways-to-differentiate-a-good-source-from-a-bad-source.html#:~:text=Take%20a%20closer%20look%20at,check%20the%20date%20of%20publication.>



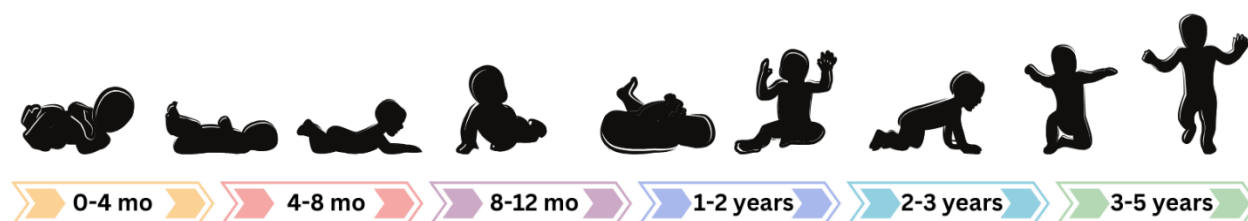
# CHILD DEVELOPMENTAL MILESTONE TABLES

The first five years of life are a time of remarkable growth and learning, as children build foundational skills across physical, cognitive, emotional, and social areas. From early interactions and first steps to developing language and problem-solving abilities, these milestones highlight the progress children make as they explore and grow.

Child development tables provide parents with a helpful guide to the typical stages of development, offering insights into what to expect and how to support their child's journey. While every child develops at their own pace, these tables can help parents celebrate progress, understand their child's needs, and identify areas where extra support might be beneficial to help them thrive.

To help you support your child's development our researchers have created some developmental milestones tables covering your child's growth from birth to 5 years of age and can be found on the next few pages.

You can also learn more by reading the Developmental milestones and the Early Years Learning Framework and the National Quality Standards [here](#).



## Table 1: Birth to 4 months

- Reference: Child and Adolescent Health Services [child development ages 0-4 months](#)

## Table 2: 4 to 8 months

- Reference: Child and Adolescent Health Services [child development ages 4-12 months](#)

## Table 3: 8 to 12 months

- Reference: Child and Adolescent Health Services [child development ages 4-12 months](#)

## Table 4: 1 to 2 years

- Reference: Child and Adolescent Health Services [child development ages 1-2 years](#)

## Table 5: 2 to 3 years

- Reference: Child and Adolescent Health Services [child development ages 2-4 years](#)

## Table 6: 3 to 5 years

- Reference: Child and Adolescent Health Services [child development ages 2-4 years](#)



Developmental Area	From birth to 4 months, healthy development looks like:
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Moving their whole body, squirm, wave their arms and move their legs up and down</li> <li>• Feeding 8–12 times in 24 hours and sleeping 16hrs in a 24hr period</li> <li>• Having the startle reflex when placed unwrapped on a flat surface or when they hear a loud noise</li> <li>• Turning their head from side to side when you touch their cheek</li> <li>• Making sucking motions with their mouth (seeking nipple or bottle)</li> <li>• Responding to gentle touching, cuddling, rocking</li> <li>• Shutting their eyes tight in bright sunlight</li> <li>• Lifting their head and chest when laying on their stomach</li> <li>• Beginning to roll from side to side</li> <li>• Starting to reach or swipe at dangling objects</li> <li>• Grasping objects put in their hands</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Smiling and laughing</li> <li>• Making eye contact when face to face around 20cm apart</li> <li>• Becoming alert and preoccupied with faces</li> <li>• Moving their head to the sound of voices</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Bonding with you and significant others</li> <li>• Crying (crying peaks around 6–8 weeks and levels off around 12–14 weeks)</li> <li>• Crying when hungry or uncomfortable and usually stopping when held</li> <li>• Showing excitement as parent/caregiver prepares to feed them</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Smiling and laughing</li> <li>• Looking toward the direction of sound</li> <li>• Tracking (following with their eyes) a slow-moving target for a brief period</li> <li>• Looking at edges, patterns with light/dark contrast and faces</li> <li>• Imitating adult tongue movements when being held or talked to</li> <li>• Learning through sensory experiences</li> <li>• Repeating actions but being unaware of their ability to cause the actions</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Expressing their needs</li> <li>• Crying</li> <li>• Making small throaty noises when they are content</li> <li>• Settling when they hear the sound of a voice or low rhythmic sounds</li> <li>• Imitating adult tongue movements when being held or talked to</li> <li>• Trying to copy sounds</li> <li>• Cooing and gurgling</li> </ul>
<b>Contact your child health nurse or GP <a href="#">here</a> if your baby:</b>	<ul style="list-style-type: none"> <li>• Is floppy or stiff</li> <li>• Cries for long periods of time, has an unusual cry, or is unsettled a lot</li> <li>• Arches their back</li> <li>• Is not responding or reacting to sounds</li> <li>• Is not showing interest or responding when played with</li> <li>• Is not feeding or sleeping as expected</li> <li>• Is not starting to make sounds</li> <li>• Is not smiling or responding to familiar faces</li> </ul>

For more, visit the Child and Adolescent Health Services for their [newsletter on child development](#), or explore Developmental Milestones, the Early Years Learning Framework, and National Quality Standards [here](#).



Developmental Area	From 4 to 8 months, healthy development looks like:
Physical	<ul style="list-style-type: none"> <li>• Feeding during the day and night but beginning to take solid foods from 6 months</li> <li>• Sleeping 12-15hrs in a 24hr period, including 2-4 day time sleeps</li> <li>• Playing with their feet and toes</li> <li>• Making an effort to sit alone, but needs their hands for support</li> <li>• Raising their head and chest when lying on their stomach</li> <li>• Rolling from back to stomach</li> <li>• Reaching for and grasping objects, using one hand to grasp</li> <li>• Following objects or people with their eyes</li> <li>• Making crawling movements using both hands and feet</li> <li>• Taking their weight on their feet when held to stand</li> <li>• Watching activities across the room, eyes moving together</li> <li>• Turning their head to the sound of voices</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Reacting with arousal, attention or approach to the presence of another baby or young child</li> <li>• Responding to their own name</li> <li>• Smiling often and showing excitement when seeing meals or baths being prepared</li> <li>• Recognising familiar people and stretching their arms to be picked up</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>• Laughing, especially in social interactions</li> <li>• Soothing themselves when tired by sucking their thumb or using a dummy</li> <li>• Becoming shy with strangers</li> <li>• Worrying when parent leaves the room</li> <li>• Becoming happy when they see familiar faces</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>• Swiping at dangling objects</li> <li>• Shaking and staring at toys placed in their hand</li> <li>• Becoming bored if left alone for long periods of time</li> <li>• Repeating accidentally caused actions that are interesting</li> <li>• Enjoying games such as peek-a-boo and pat-a-cake</li> <li>• Searching for partly hidden objects</li> <li>• Coordinating looking, hearing and touching</li> <li>• Enjoying toys, banging objects, scrunching paper</li> <li>• Exploring objects by looking at them and mouthing them</li> <li>• Having a preference for certain foods</li> </ul>
Language	<ul style="list-style-type: none"> <li>• Enjoying games such as peek-a-boo and pat-a-cake</li> <li>• Babbling and repeating sounds</li> <li>• Making talking sounds in response to others talking</li> <li>• Copying sounds</li> <li>• Smiling and babbling at their own reflection</li> <li>• Responding to their own name</li> </ul>
Contact your child health nurse or GP <a href="#">here</a> if your baby:	<ul style="list-style-type: none"> <li>• Is not babbling or making sounds</li> <li>• Is not responding to familiar faces</li> <li>• Is not learning to roll when playing on the floor</li> <li>• Is not responsive to carers</li> <li>• Is not playing with their feet or swapping objects between their hands</li> </ul>

For more, visit the Child and Adolescent Health Services for their [newsletter on child development](#), or explore Developmental Milestones, the Early Years Learning Framework, and National Quality Standards [here](#).



Developmental Area	From 8 to 12 months, healthy development looks like:
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Eating a variety of solid food but still feeding during the day and night</li> <li>• Sleeping 12-15hrs in a 24hr period, including 2- or 3-day time sleeps</li> <li>• Pulling themselves to stand when their hands are held</li> <li>• Standing by pulling themselves up using furniture</li> <li>• Making stepping movements around furniture</li> <li>• Raising themselves to a sitting position, sitting without support</li> <li>• Successfully reaching out and grasping toys</li> <li>• Transferring objects from hand to hand</li> <li>• Picking up and poking small objects with their thumb and finger, throwing small objects</li> <li>• Holding a biscuit or bottle</li> <li>• Crawling and attempting to crawl up stairs</li> <li>• Standing alone momentarily</li> <li>• Grasping a spoon in their palm but having trouble putting it in their mouth</li> <li>• Using their hands to feed themselves</li> <li>• Rolling a ball then crawling to retrieve it</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Showing definite anxiety or wariness at the appearance of strangers</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Actively seeking to be near a parent or main caregiver</li> <li>• Showing signs of anxiety or stress if a parent goes away</li> <li>• Offering toys to adults but doesn't release it</li> <li>• Showing signs of empathy when someone is distressed</li> <li>• Actively exploring and playing when a parent is present, returning now and then for assurance</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Moving obstacles to reach their desired toy</li> <li>• Banging 2 objects together</li> <li>• Responding to their own name</li> <li>• Making gestures to communicate and to symbolise objects e.g., pointing to something they want</li> <li>• Seeming to understand some things a parent or familiar adults say to them</li> <li>• Dropping toys to be retrieved, handing them back, then dropping them again/looking in direction of dropped toy</li> <li>• Smiling at their own reflection</li> <li>• Enjoying playing with water</li> <li>• Showing interest in picture books</li> <li>• Understanding gestures/responding to "bye bye"</li> <li>• Listening with pleasure to sound-making toys and music</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Responding to their own name being called, family names and familiar objects</li> <li>• Babbling tunelessly</li> <li>• Saying words like "dada" and "mama"</li> <li>• Waving goodbye</li> <li>• Imitating actions such as hand clapping and sounds</li> <li>• Shouting to attract attention</li> <li>• Vocalising loudly using most vowels and consonants (sounding like a conversation)</li> </ul>
<b>Contact your child health nurse or GP <a href="#">here</a> if your baby:</b>	<ul style="list-style-type: none"> <li>• Is not responsive to carers</li> <li>• Is not babbling and making sounds</li> <li>• Is not beginning to sit, crawl or pull to stand</li> <li>• Is not playing with their feet or swapping objects between their hands</li> <li>• Is not interested in holding toys</li> <li>• Is not learning to eat solids</li> </ul>

For more, visit the Child and Adolescent Health Services for their [newsletter on child development](#), or explore Developmental Milestones, the Early Years Learning Framework, and National Quality Standards [here](#).



Developmental Area	From 1 to 2 years, healthy development looks like:
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Walking, climbing, running</li> <li>• Sleeping 11-14hrs in a 24hr period, this can be 10-12hrs overnight and 1-2hrs during the day</li> <li>• Eating a variety of foods</li> <li>• Crawling up steps and reverting to crawling if in a hurry</li> <li>• Dancing in place to music</li> <li>• Climbing onto a chair</li> <li>• Kicking and throwing a ball, rolling a large ball using both hands and arms</li> <li>• Feeding themselves (using fingers), trying to use a spoon/fork, drinking from a cup</li> <li>• Beginning to run (hurried walk)</li> <li>• Scribbling with a pencil or crayon in their fist</li> <li>• Turning pages of a book</li> <li>• Walking alone in a "tottering way", with frequent falls</li> <li>• Squatting to pick up an object</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Cooperating when playing</li> <li>• Playing alongside other toddlers, doing what they do but without seeming to interact</li> <li>• Being curious and energetic, depending on the adult presence for reassurance</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Showing anxiety when separating from significant people in their lives</li> <li>• Seeking comfort when upset or scared</li> <li>• Taking cues from parent or significant caregiver regarding attitude to a stranger</li> <li>• 'Losing control' of themselves when tired or frustrated</li> <li>• Assisting another in distress by patting, making sympathetic noises or offering material objects</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Repeating actions that lead to interesting/predictable results, e.g., banging spoon on saucepan</li> <li>• Pointing to objects when named</li> <li>• Knowing some body parts, pointing to some body parts</li> <li>• Recognising themselves in photos or a mirror</li> <li>• Mimicking household activities, e.g., bathing a baby, sweeping floor</li> <li>• Spending a lot of time exploring and manipulating objects, putting them in their mouth, shaking and banging them</li> <li>• Stacking and knocking over items</li> <li>• Selecting games and putting them away</li> <li>• Calling themselves by their name, uses "I", "mine", "I do it myself"</li> <li>• Searching for hidden toys</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Understanding and following simple questions/instructions</li> <li>• Saying their own name</li> <li>• Saying many words (mostly naming words)</li> <li>• Beginning to use one-to-two-word sentences, e.g., "want milk"</li> <li>• Imitating other toddlers back and forth</li> <li>• Enjoying rhymes and songs</li> </ul>
<b>Contact your child health nurse or GP <a href="#">here</a> if your baby:</b>	<ul style="list-style-type: none"> <li>• Is sleeping less than 9hrs or more than 16hrs in a 24hr period</li> <li>• Is not using words or actions to communicate such as waving or raising arms to be lifted</li> <li>• Is not wanting to move around</li> <li>• Is not responding to others</li> <li>• Is not seeking attention of familiar people</li> </ul>

For more, visit the Child and Adolescent Health Services for their [newsletter on child development](#), or explore Developmental Milestones, the Early Years Learning Framework, and National Quality Standards [here](#).



Developmental Area	From 2 to 3 years, healthy development looks like:
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Walking, running, climbing, kicking and jumping easily</li> <li>• Using steps one at a time</li> <li>• Squatting to play and rising without using hands</li> <li>• Catching a ball rolled to them and walking into a ball to kick it</li> <li>• Jumping from low step or over low objects</li> <li>• Attempting to balance on one foot</li> <li>• Avoiding obstacles</li> <li>• Opening doors</li> <li>• Moving to music</li> <li>• Turning pages one at a time</li> <li>• Holding a crayon with fingers</li> <li>• Using a pencil to draw or scribble in circles and lines</li> <li>• Getting dressed with help and self-feeding using utensils</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Playing with other children</li> <li>• Simple make believe play</li> <li>• May prefer same sex playmates and toys</li> <li>• Not wanting to share toys without protest</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Showing strong attachment to a parent (or main family carer)</li> <li>• Showing distress and protesting when they leave and wanting that person to do things for them</li> <li>• Beginning to show guilt or remorse for misdeeds</li> <li>• Demanding adult attention</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Building towers of 5-7 objects, lining up objects in 'train' fashion</li> <li>• Recognising and identifying common objects and pictures by pointing</li> <li>• Enjoying playing with sand, water, dough; exploring what these materials can do</li> <li>• Using symbolic play, e.g., using a block as a car</li> <li>• Showing knowledge of gender role stereotypes, identifying pictures as a boy or girl</li> <li>• Engaging in make believe and pretend play</li> <li>• Beginning to count with numbers</li> <li>• Recognising similarities and differences</li> <li>• Imitating rhythms and animal movements</li> <li>• Becoming aware of space through physical activity</li> <li>• Following 2 or more directions</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Using 2-3 words together, e.g., "go potty now", simple sentences and phrases</li> <li>• Suddenly saying lots of new words</li> <li>• Referring to self by name and often saying 'mine'</li> <li>• Asking lots of questions</li> <li>• Labelling own gender</li> <li>• Copying words and actions</li> <li>• Making music, singing and dancing</li> <li>• Enjoying listening to stories and books</li> </ul>
<b>Contact your child health nurse or GP <a href="#">here</a> if your baby:</b>	<ul style="list-style-type: none"> <li>• Is not interested in playing</li> <li>• Is falling a lot</li> <li>• Finds it hard to use small objects</li> <li>• Is not understanding simple instructions</li> <li>• Is not using many words and/or speaks in a way that's often hard to understand</li> <li>• Is not using sentences of 3 or more words</li> <li>• Is not interested in food and/or can't feed themselves</li> <li>• Is not interested in others and seems to be in a 'world of their own'</li> </ul>

For more, visit the Child and Adolescent Health Services for their [newsletter on child development](#), or explore Developmental Milestones, the Early Years Learning Framework, and National Quality Standards [here](#).





Developmental Area	From 3 to 5 years, healthy development looks like:
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Dressing and dressing with little help</li> <li>• Hopping, jumping and running with ease, galloping and skipping by leading with 1 foot</li> <li>• Climbing steps with alternating feet</li> <li>• Transferring weight forward to throw a ball and attempting to catch a ball with their hands</li> <li>• Climbing playground equipment with increasing agility</li> <li>• Holding crayon/pencil etc. between thumb and first 2 fingers</li> <li>• Exhibiting hand preference</li> <li>• Imitating a variety of shapes in drawing, e.g., circles</li> <li>• Independently cutting paper with scissors</li> <li>• Using the toilet independently and developing the ability to toilet train at night</li> <li>• Feeding themselves with minimal spills</li> <li>• Enjoying learning simple rhythm and movement routine</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Enjoying playing with other children and may have a particular friend</li> <li>• Playing, sharing, smiling and cooperating with peers</li> <li>• Developing independence and social skills they will use at school</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Understanding when someone is hurt and comforting them</li> <li>• Attaining gender stability (being sure she/he is a girl/boy)</li> <li>• May show stronger preference for same-sex playmates</li> <li>• May enforce gender-role norms with peers and may show bouts of aggression with peers</li> <li>• Likely to give and receive affection from parents</li> <li>• May praise themselves and be boastful</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Understanding opposites (e.g., big/little) and positional words (e.g., middle, end)</li> <li>• Using objects and materials to build or construct things e.g., block tower, puzzle, clay, sand</li> <li>• Answering simple questions</li> <li>• Counting 5-10 things, touching objects to count,</li> <li>• Counting by saying numbers having memorised them</li> <li>• Having a longer attention span</li> <li>• Talking to themselves during the day - to help guide what he/she does</li> <li>• Following simple instructions and rules and enjoys helping</li> <li>• Starting to write some numbers and letters, can copy letters and may write some unprompted</li> <li>• Engaging in dramatic play, taking on pretend character roles</li> <li>• Recalling events correctly and recounting a recent story</li> <li>• Matching and naming some colours</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Speaking in sentences and using many different words</li> <li>• Answering simple questions and asking many questions</li> <li>• Telling stories, talking constantly</li> <li>• Enjoying talking and may like to experiment with new words</li> <li>• Using adult forms of speech</li> <li>• Taking part in conversations</li> <li>• Enjoying jokes, rhymes and stories</li> <li>• Asserting themselves with words</li> </ul>
<b>Contact your child health nurse or GP <a href="#">here</a> if your baby:</b>	<ul style="list-style-type: none"> <li>• Is not understood by others</li> <li>• Has speech fluency problems or stammering</li> <li>• Is not playing with other children</li> <li>• Is not able to have a conversation</li> <li>• Is not able to go to the toilet or wash themselves</li> </ul>

For more, visit the Child and Adolescent Health Services for their [newsletter on child development](#), or explore Developmental Milestones, the Early Years Learning Framework, and National Quality Standards [here](#).

## List of Resources:

**Child Health Centres** – [Link here](#)

**Child Development Services** – [Link here](#)

**Allied Health Services** – [Physiotherapy](#), [Psychology clinical or private](#), [Speech Pathology](#), [Occupational Therapy](#)

**Perth Kids Hub** – [Link here](#)

**Child & Adolescent Mental Health Services** – [Link here](#)

**The Cusp - Children's mental health services by Wanslea** – [Link here](#)

**Playgroups** – [Link here](#)

**Libraries** – [Link here](#)

### **Child Development Programs**

Attachment and Biobehavioural Catch-Up (ABC) – [Link here](#)

CliniKids – [Link here](#)

Early Childhood Approach (ECA) – [Link here](#)

ENVISAGE – [Link here](#)

First Steps for Autism – [Link here](#)

Home Interaction Program for Parents and Youngsters (HIPPY) – [Link here](#)

### **Support for Parents**

Child and Parent Centres – [Link here](#)

Connected Communities – [Link here](#)

Meerilinga – [Link here](#)

Mirrabooka/Joondalup Family Support Network – [Link here](#)

Ngala – Parenting Line & ForWhen Helpline – [Link Ngala](#) and [ForWhen](#)

Parenting Connection WA – [Link here](#)

Parenting Under Pressure (PUP) – [Link here](#)

Pregnancy to Parenthood – [Link here](#)

Starting Blocks – [Link here](#)

The Spiers Centre – [Link here](#)

Women's Health and Family Services – [Link here](#)

## **Support for Dads**

Dads Coffee Group – [Link here](#)

DadsWA Ngala – [Link here](#)

SMS4Dads – [Link here](#)

The Fathering Project – [Link here](#)

## **Families & Children Needing Additional Support**

Ability WA – [Link here](#)

Anglicare WA Disability Support Services – [Link here](#)

Aus-Ability WA – [Link here](#)

Autism Association of WA – [Link here](#)

Carers WA – [Link here](#)

Community Vision – [Link here](#)

Development Disability WA (DDWA) – [Link here](#)

Healthy Mothers Healthy Families – [Link here](#)

Identity WA – [Link here](#)

Inclusive Care – [Link here](#)

Karlah Care – [Link here](#)

Key Assets Disability Services – [Link here](#)

Kiind – [Link here](#)

MercyCare Disability Support Services – [Link here](#)

MyTime – [Link here](#)

NDIS & ECA – [Link to NDIS here](#), and [ECA here](#)

RippleAbility – [Link here](#)

Rocky Bay – [Link here](#)

Senses WA – [Link here](#)

Strive – [Link here](#)

Therapy Focus – [Link here](#)

Uniting WA – [Link here](#)

VisAbility – [Link here](#)

Wanslea & ECA – [Link here](#)

## Immediate Support Contacts

Aboriginal & Torres Strait Islander People

13 Yarn: [13 92 76](tel:139276)

Thirrili: [1800 805 801](tel:1800805801)

Alcohol & Drugs ----- Alcohol & Drug Support Line – [08 9442 5000](tel:0894425000) / [1800 198 024](tel:1800198024)

Parent & Family Drug Support Line – [08 9442 5050](tel:0894425050) / [1800 653 203](tel:1800653203)

Carer Support ----- Carers WA: [1300 227 377](tel:1300227377)

Carer Gateway: [1800 422 737](tel:1800422737)

Children & Youth ----- Kids Helpline (age 5-25): [1800 55 1800](tel:1800551800)

Parent Line: [1800 654 432](tel:1800654432)

Youth Beyond Blue (age 12-25): [1300 224 636](tel:1300224636)

Headspace (age 12-25): [1800 650 890](tel:1800650890)

Crisis Support ----- CrisisCare helpline: [1800 199 008](tel:1800199008) / [9223 1111](tel:92231111)

Ask Izzy – [Link here](#)

WA Connect – [Link here](#)

FDV ----- 1800 RESPECT: [1800 737 732](tel:1800737732)

Women's DV helpline: [1800 007 339](tel:1800007339)

Men's DV helpline: [1800 000 599](tel:1800000599)

Patricia Giles Centre: [1800 199 008](tel:1800199008)

Homelessness ----- Entrypoint: [1800 124 684](tel:1800124684) / [08 6496 0001](tel:0864960001)

City of Wanneroo Hardship and Homelessness Services – [Link here](#)

Reconnect Program (youth) – [Link here](#)

Mental Health ----- Mental Health Emergency Response: [1300 555 788](tel:1300555788)

MensLine: [1300 789 978](tel:1300789978)

LifeLine: [13 11 14](tel:131114)

Beyond Blue: [300 224 636](tel:300224636)

Wellways: [1300 111 500](tel:1300111500)

QLife (LGBTIQ+): [1800 184 527](tel:1800184527)

Police ----- Emergency: [000](tel:000)

Non-emergency: [131 444](tel:131444)

Women's Refuge ----- RUAH Community Services: [13 78 24](#)

Zonta House: [1800 870 149](#)

### **Support for Aboriginal Families**

Aboriginal Health Teams – [Link here](#)

Derbal Yerrigan – [Link here](#)

Ebenezer Aboriginal Corporation – [Link here](#)

Legal Yarn – [Link here](#)

Meerilinga – Aboriginal Parent Support Services (APSS) – [Link here](#)

Moorditj Koort – [Link here](#)

Moorditj Yarning – [Link here](#)

Moort Boodjari Mia – [Link here](#)

RUHA Community Services – [Link here](#)

Women's Health and Family Services – [Link here](#)

Wungening Aboriginal Corporation – [Link here](#)

Yorgum – [Link here](#)

### **Support for CALD Families**

Association for Services to Torture and Trauma Survivors – [Link here](#)

Ishar Multicultural Women's Health Services – [Link here](#)

Kin Disability and Advocacy for Diverse Communities – [Link here](#)

Legal Aid WA – [Link here](#)

MercyCare – [Link here](#)

Multicultural Community Centre – [Link here](#)

Multicultural Service Centre of WA – [Link here](#)

Multicultural Youth Advocacy Network of Western Australia – [Link here](#)

WA Office of Multicultural Interests – [Link here](#)

### **Other Support for CALD Families**

AMES Australia – [Link here](#)

Australian Government Department of Home Affairs – [Link here](#), [programs link here](#)

Australian Multicultural Foundation (AMF) – [Link here](#)

Australian Red Cross – [Link here](#)

Australian Refugee Health Practice Guide – [Link here](#)

Community Refugee Sponsorship Australia – [Link here](#)

Embrace Multicultural Mental Health – [Link here](#)

Federation of Ethnic Communities' Council of Australia (FECCA) – [Link here](#)

Health Translations – [Link here](#)

Justice Connect – [Link here](#)

Multicultural Youth Advocacy Network Australia (MYAN) – [Link here](#)

National Ethnic Disability Alliance (NEDA) – [Link here](#)

Partners in Culturally Appropriate Care (PICAC) – [Link here](#)

Refugee Council of Australia – [Link here](#)

Refugee Legal – [Link here](#)

Services Australia – [Link here](#)

Settlement Services International – [Link here](#)

The Forum of Australian Services for Survivors of Torture and Trauma – [Link here](#)

### **Legal Services**

Australian Centre for Disability Law – [Link here](#)

Legal Aid – [Link here](#)

Norther Suburbs Community Legal Centre – [Link here](#)

### **Community Events and Recreation**

Discover Wanneroo – [Link here](#)

Kingsway Indoor Stadium – [Link here](#)

Leisure Centres – [Link here](#)

Wanneroo Aquamotion – [Link here](#)

### **Government Payments**

Centrelink Support Payments - [Link here](#)

Guide to Australian Government payments – [Link here](#)

Medicare health benefits – [Link here](#). For more info [link here](#)

Parenting Government Payments (Raising Children Network) – [Link here](#)

### **Other Useful Services**

Grandcarers Support Scheme – [Link here](#)



Koorliny Moort – [Link here](#)

Mother Baby Units ----- King Edward Memorial Hospital – [Link here](#)

Fiona Stanley Hospital – [Link here](#)

Ngala Residential Parenting Service – [Link here](#)

Service Finder Websites ----- Health Direct – [Link here](#)

Infoxchange Service Seeker – [Link here](#)

AskNED (National Equipment Database) – [Link here](#)

**Child Developmental Milestone Tables** – pages 32-38 of this booklet

## List of Acronyms:

**AHS** – Allied Health Services

**CAMHS** – Child & Adolescent Mental Health Services

**CDS** – Child Developmental Services

**CHC** – Child Health Centre

**COW** – City of Wanneroo

**CPC** – Child & Parent Centres

**ECA** – Early Childhood Approach

**ECEI** – Early Childhood Early Intervention

**NDIS** – National Disability Insurance Scheme

**OT** – Occupational Therapy

**STARS** – Strengths-based, Tiered, Accessible Resources & Supports

## References:

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2. University, C.o.t.D.C.a.H., *The foundations of lifelong health are built in early childhood*. 2010: Harvard University.
3. Network, R.C. *Early childhood intervention: quality services and supports*. 2023 [cited 2024 12 August]; Available from: <https://raisingchildren.net.au/disability/services-support/children-with-disability-early-intervention-and-therapy/quality-in-early-childhood-intervention>.