



TASMANIA'S CHILD AND YOUTH
WELLBEING STRATEGY
CONSULTATION REPORT


Your
Voice

Your
Views

Your
Say



Tasmanian
Government



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Acknowledgement to Aboriginal People

The Tasmanian Government acknowledges and pays respect to the Tasmanian Aboriginal people as the traditional and original owners and continuing custodians of the land and acknowledges elders past and present. For over 2,000 generations, Tasmanian Aboriginal peoples' health and wellbeing has been and continues to be based on a deep and continuous connection to family, community and the land, sea and waterways.

We also acknowledge that government policy, for example the forced removal of Aboriginal children from their families, has caused irreparable harm to the Stolen Generation, many whom were babies.

On 13 August 1997 Mr Tony Rundle, the then Premier led the Tasmanian Parliament, on behalf of all Tasmanians, to: express its deep and sincere regrets at the hurt and distress caused by past policies under which Aboriginal children were removed from their families and homes; apologise to the Aboriginal people for those past actions; and reaffirm its support for reconciliation between all Australians.



Thank you from the Premier

We received more than 3,500 contributions from children and young people, parents and carers, advocates and service providers about child and youth wellbeing in Tasmania.

I've been overwhelmed by the work, time and effort everyone took to share their views and respond to this consultation through surveys and formal submissions to the Discussion Paper, via the website and in face to face and online forums, and by sending me a postcard. Reading every one of the messages you sent me had a big impact on me. I read how deeply you care about our State, our environment, and our people. Your views have reinforced my vision to lead a government of conviction, compassion and opportunity for all Tasmanians. To help me achieve this vision for our youngest Tasmanians, my government created a dedicated Minister for Children and Youth this year.

Many of Tasmania's children and young people are doing well, but others are facing significant challenges. Many of the issues faced are complex and intergenerational, so we know that change will take time, cooperation and effort. While Government needs to lead this work, it cannot bring about change by itself. We all have a role to play in improving the wellbeing of children and young people.

I am pleased that with this consultation, my government provided a platform for many Tasmanian children and young people to share their views and contribute to policy making to impact their lives.

Thank you for having your say on how we can make Tasmania the best place for you to live, grow up and reach your full potential. My government will listen to your voices; the personal stories and insights you've shared form the basis of this consultation report and the evidence base to develop Tasmania's Child and Youth Wellbeing Strategy.



Peter Gutwein MP
Premier



*Premier Peter Gutwein
with Alex and Zara,
from New Town Primary School*

"Reading every one of the messages you sent me had a big impact on me. I read how deeply you care about our State, our environment, and our people. Your views have reinforced my vision to lead a government of conviction, compassion and opportunity for all Tasmanians."





WHY A CHILD AND YOUTH WELLBEING STRATEGY?

By improving the wellbeing of Tasmania's children and young people we are improving opportunities for the next generation of Tasmanians to contribute to our State's productivity and progress. Opportunity begins before you are born, with experts telling us that the first 1,000 days (pregnancy to baby's first two years) are critical in determining future health and wellbeing outcomes.

We know that all levels of Government, service providers and the broader community sector, community groups, families, carers and friends are all doing great work across Tasmania to improve the wellbeing outcomes of children and young people. However, there's more we can do.

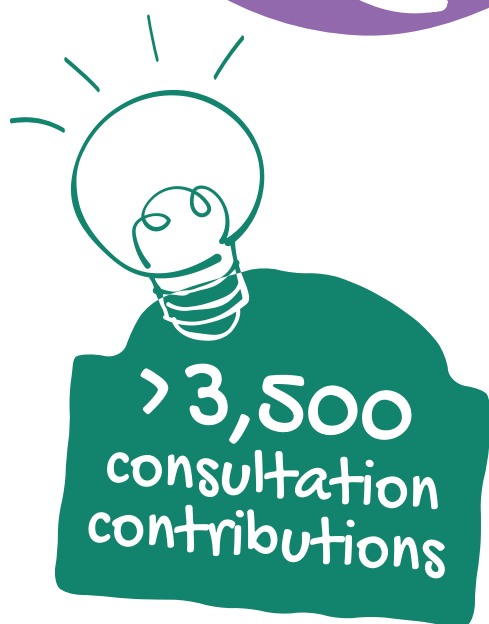
A whole-of-government Child and Youth Wellbeing Strategy for 0-25 year old Tasmanians will include principles to guide government policy and action on child wellbeing.

The Strategy will be structured around the six domains of wellbeing (as outlined in the [Tasmanian Child and Youth Wellbeing Framework](#)) and have a focus on the first 1,000 days of life. It will set a shared vision and desired outcomes for our children and young people. It will outline actions and initiatives to improve the wellbeing of children and young people. Importantly, it will clearly outline how progress will be measured and reported on.



How you could have your say

The consultation to develop Tasmania's Child and Youth Wellbeing Strategy was launched in January 2021. Children, young people, parents and caregivers, service providers and advocates, were able to provide feedback to help develop the Strategy in a variety of ways, through paper-based, digital and face-to-face channels (consultation pathways).

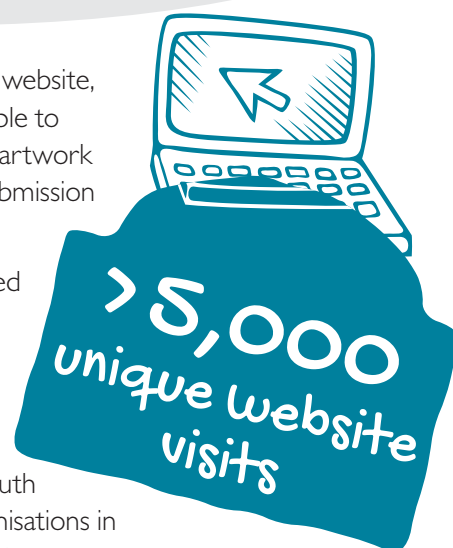


Paper-based and Digital: The interactive website, wellbeing.tas.gov.au, provided options for people to send a digital postcard to the Premier; upload artwork or stories, undertake a survey or provide a submission to a Discussion Paper.

Over 7,000 hardcopy postcards were circulated to schools, libraries, Child and Family Learning Centres, childcare settings and other child and youth services within communities across the state.

A [Toolkit](#) was developed for the Child and Youth Wellbeing Strategy consultation to guide organisations in their discussions with children and young people.

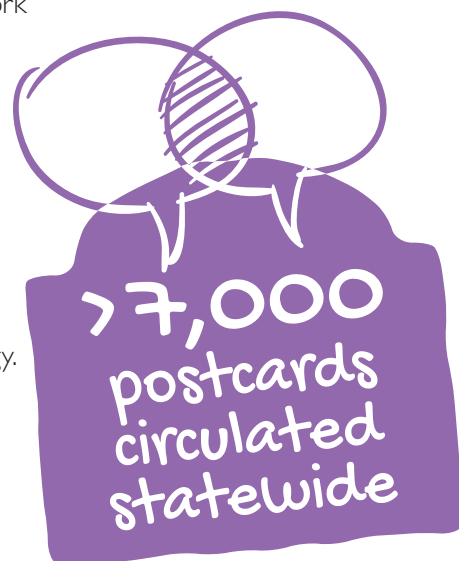
56 individuals or organisations downloaded the Toolkit.



Face-to-face: Our consultation partners, the Tasmanian Commissioner for Children and Young People (CCYP), the Youth Network of Tasmania (YNOT), and the Mental Health Council of Tasmania (MHCT) were engaged to undertake face-to-face conversations with children and young people across Tasmania.

Two online forums were facilitated to help small to medium sized organisations that represent priority or special needs groups (e.g. multicultural groups, LGBTIQ+) to participate in the development of the Strategy.

Face-to-face meetings were undertaken with over 40 stakeholders who requested them; their contributions have been included in the development of this Consultation Report and will inform the development of the Strategy.



HOW YOU FOUND OUT ABOUT THE CONSULTATION

The website (wellbeing.tas.gov.au) and consultation process were widely promoted through social and digital media, local radio, community newspapers, e-newsletters, and through emails to key stakeholder groups.

Social & Digital Campaign: The consultation was promoted to Tasmanians on Facebook and Instagram through both video and static adverts. Video adverts were also run across online channels such as Catch-Up TV, NewsCorp, Spotify and YouTube.

Radio and Newspaper Advertising: Local radio adverts ran across the entire formal consultation period, from 19 January – 19 March 2021. Advertisements were run in 13 community newspapers across the state from late January through to March 2021.



“...I am very impressed that the government is taking an opportunity to look at the needs of our youngest and most vulnerable members. As a mother of four children, who I will raise to be loved, educated, literate and connected members in Tasmanian society, it gives me hope that you care...”

Contributor to the Wellbeing Website Short Survey





The Child and Youth Wellbeing Strategy consultation process has gathered information from a wide selection of Tasmanians including children and young people, their parents and carers, individuals who work to support Tasmanian families and organisations who engage with younger Tasmanians daily.

We have received over **3,500** consultation contributions from across Tasmania. Responses were provided in a broad range of formats including beautifully drawn postcards, comprehensive answers to our short survey questions and thoughtfully considered submissions. It is obvious that wellbeing is an important topic and the Child and Youth Wellbeing Strategy Team thank you for taking the time to share your ideas with us.

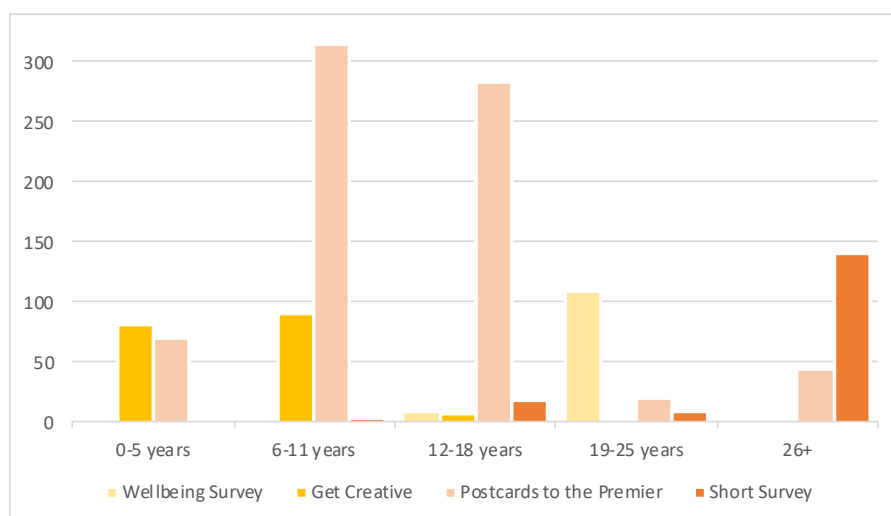
Individual contributions were received from people of all ages.

Figure 1 shows how people responded differently across child, youth and adult age ranges.

The consultation process has also provided an opportunity for people from all around the State to have their say. We have included a map in each of the sections below to highlight where individual contributions have been made, or where our partners undertook face-to-face consultations.

Some consultation pathways included contributors' demographic information. From these, we know that around **8%** of these contributions were provided by individuals who identify as members of an Aboriginal or Torres Strait Islander community. Around **14%** of these contributions were from members of the LGBTIQ+ community.

Figure 1: Individual contributions by age by consultation pathways



COMMON THEMES ACROSS ALL CONSULTATION PATHWAYS

A wealth of information has been provided through the Child and Youth Wellbeing Strategy consultation process. We have used the *Tasmanian Child and Youth Wellbeing Framework*, and each domain descriptor, to assign themes from the key ideas raised through each consultation pathway.

Figure 2 provides a summary of the main themes from each consultation pathway against each of the domain descriptors.

Figure 2: Allocation of themes and ideas from each consultation pathway to wellbeing domain descriptors

Wellbeing domain factors	Postcards to the Premier	Get creative - pictures	Get creative - letters	Tasmania Project Wellbeing Survey	Wellbeing Website Short Survey	CCYP Engagement	MHCT	"YNOT/MHCT"	Playgroup Tasmania	Facilitated Workshops	Discussion Paper submissions	
Feel safe, secure and protected at home and in the community	■	■	■				■	■	■			Being Loved and Safe
Have a safe, stable and supportive home environment	■					■			■		■	
Have positive trusted relationships with other people									■			
Have a voice and the ability to raise concerns							■					
Have access to adequate, stable housing	■			■	■				■		■	
Have access to materials to support participation in activities				■	■			■	■			Having Material Basics
Other general income related issues / Ideas				■		■	■		■		■	
Have access to nutritious food and clean water		■							■			
Have access to education and training materials					■		■					
Have access to appropriate health and care services					■	■	■	■	■	■	■	Being Healthy
Are mentally and physically healthy			■						■		■	
Are emotionally well, happy and supported								■			■	
Are attending and engaging in education, training or employment	■			■		■		■	■			Learning
Are participating in early childhood education	■				■						■	
Receive assistance for additional needs								■			■	
Are taking part in organised activities including sport	■		■			■	■	■	■			Participating
Are engaging with peers and community groups	■						■	■	■			
Are an active participant in their own life **					■		■	■		■		
Have access to and use technology and social media									■			
Are in touch with cultural or spiritual practices					■				■			Having a positive sense of culture and identity
Are supported to connect positively with their culture							■				■	
Feel like they belong												
Have a positive sense of self identity and self-esteem									■			
Environment related issues / Ideas	■	■	■			■					■	Other
System wide issues / Ideas										■	■	

** includes issues / ideas related to improving access to information about available services



The **Being Healthy** domain was the most common domain represented during the theming process across all consultation pathways. Themes included access to health care, which was raised as a key issue through seven of the 11 consultation pathways and included addressing issues related to cost, wait times, provision of better mental health services, and addressing shortages of specialists in regional areas.

Being Loved and Safe was the top domain identified through the Discussion Paper submissions and was ranked highest by contributors to the Wellbeing Short Survey. Consistent messages included providing support for families and providing safe spaces for children to play, learn and grow. Suggestions on how to achieve this included improving parents' understanding of child early development. The need to address bullying and family violence were also raised as key concerns across consultation pathways.

Access to affordable and stable housing was another key theme raised through multiple pathways. Lack of quality housing and concern over housing security were a barrier to the wellbeing of children and young people. In addition, there were many respondents who highlighted the need for increased housing options for families of vulnerable children and young people.

"...Teach children and young people the true history of indigenous Australia... and allow space for everyone to accept and learn from the past, working towards an abundant future for us all as Tasmanians..."

Contributor to the
Wellbeing Website Short Survey

A common theme within the **Learning** domain was the need for flexible education options that were responsive to individual needs, and the provision of additional supports for those children and young people who need them. Young people also raised the need for education to assist them to be work-ready, align their knowledge with jobs in the community and provide them with career pathways.

Children and young people identified through multiple consultation pathways that environmental issues affect their overall wellbeing and cut across all wellbeing domains. Related contributions included the benefits to wellbeing by playing outside and concerns around pollution, plastic waste and climate change. The environment is not clearly articulated through the Wellbeing Framework domains or domain descriptors.

The following chapters provide further detail on the consultation pathways and key themes and findings. All public consultation contributions (Postcards, Discussion Paper submissions and Get Creative) are available to view at wellbeing.tas.gov.au. The survey responses were not made public.

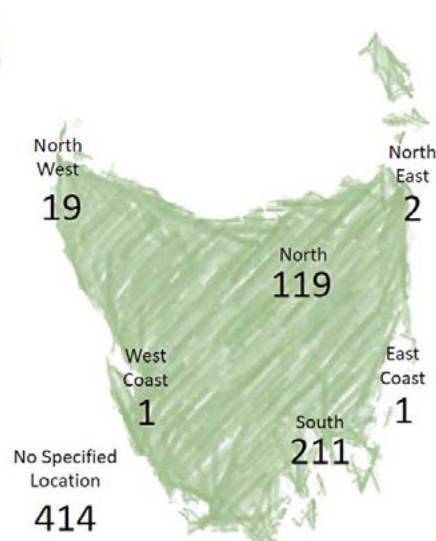




Postcards to the Premier

were distributed in hard copy through schools, Child and Family Learning Centres, playgroups, libraries and Neighbourhood Houses across the State. Contributors also had the option to send in a digital postcard through wellbeing.tas.gov.au.

Figure 3: Postcards to the Premier by region



Top left – Front cover of a Postcard to the Premier.

Above and right – A selection of Postcards to the Premier responses

POSTCARDS TO THE PREMIER

Postcards to the Premier invited contributors to answer the question “what are your hopes and dreams for children and young people in Tasmania?” to help develop an overarching vision for the Child and Youth Wellbeing Strategy. All of the Postcards to the Premier have been reviewed by the Premier personally, and those that gave permission to be published can be viewed at wellbeing.tas.gov.au.

740 hard copy Postcards to the Premier were received. There were a further **27** postcards received electronically and **49** larger-format creative postcards, analysed under the ‘Get Creative’ section below. Postcards were sent in from all around the State (as shown in **Figure 3**), with

nearly all contributions coming from children and young people in the 6–15 year age range.

The messages submitted through this consultation pathway ranged from beautifully drawn pictures from pre-school aged contributors to detailed suggestions and heartfelt messages. Wherever possible each postcard was matched to a wellbeing domain, using the domain descriptors as a guide, and given a theme. Multiple domains and themes were assigned where a postcard covered multiple topics. Postcards without descriptors

from children 0-4 were also sent to the B4 Coalition for advice on interpreting meaning from children's marks.

The largest number of postcards related to the **Being Healthy** domain (296 postcards). A large proportion of postcards allocated to the **Being Healthy** domain were related to the environment (57) and littering (43). **Figure 4** provides further information on the number of postcards themed to domains. The largest individual theme identified related to increasing 'Other recreation options' (96 postcards) closely followed by 'Housing / Homelessness' (93 postcards). **Figure 5** provides a summary of the key themes grouped by domain.

"For the government to do everything it can for homeless people. I think everyone deserves to have a roof over their head. We only get one life so everyone should be happy."

9 year old male

Figure 4: Postcards to the Premier by domain

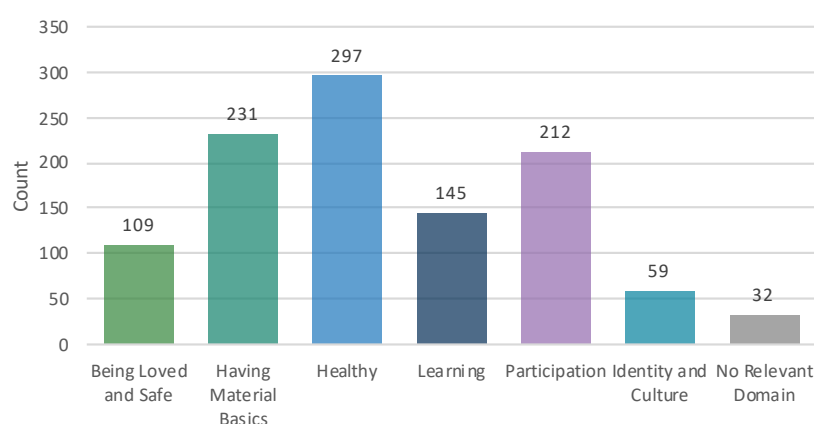
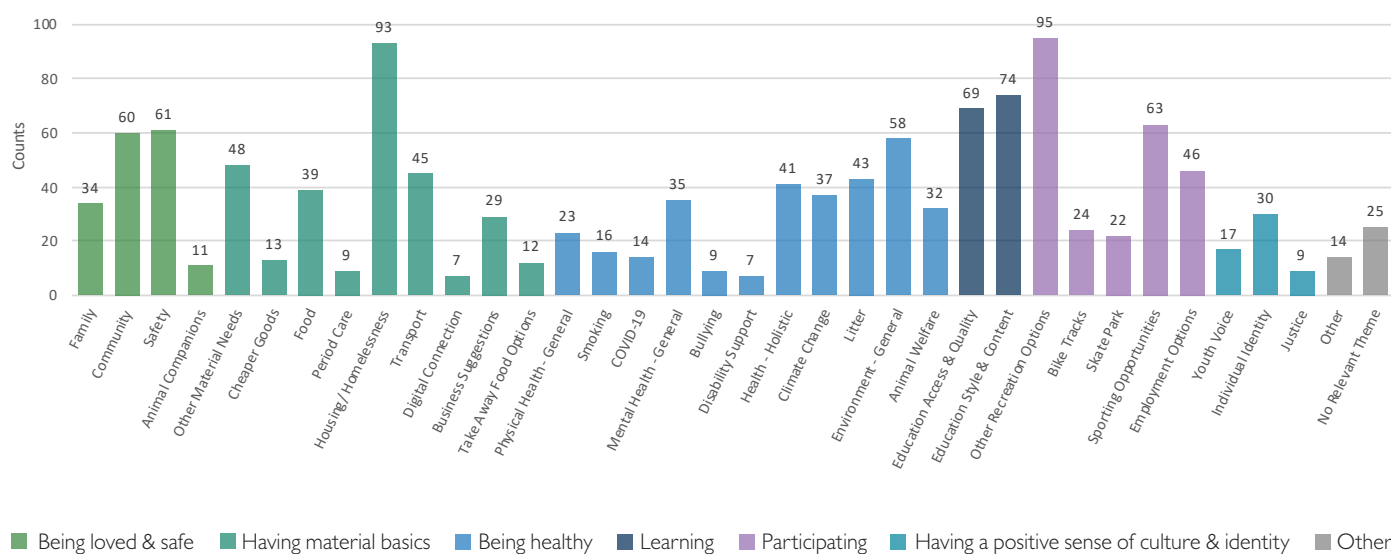


Figure 5: Postcards to the Premier – Key Themes



GET CREATIVE

Get Creative invited contributors to answer the question “what are your hopes and dreams for children and young people in Tasmania?” through pictures, text and other creative media.

179 Get Creative responses were received in a broad range of styles.

Several community groups, playgroups and schools organised activities to discuss the hopes and dreams of children and young people in Tasmania and used the Get Creative consultation pathway to share their individual contributions.

As a result, Get Creative contributions can be organised into three main groups: general pictures and creative responses; pre-school contributions; and letters to the Premier from school aged children.

Findings from the analysis of these contributions are discussed below. Findings from the letters to the Premier contributions have been included into the discussion of more detailed contributions under the heading ‘Survey and letter themes’.

Contributions matching the **Being Loved and Safe** (27), **Having Material Basics** (27) and **Being Healthy** (25) domains accounted for 75% of all pre-school, pictures and other creative responses.

Get Creative responses

were invited through wellbeing.tas.gov.au.

There were **56** pre-school contributions from children aged 0-5.

There were **49** pictures and other creative responses from children aged 0-11.

There were **74** Letters to the Premier. Most (71) were from children aged 6-11.

Figure 6: Get Creative contributions by region

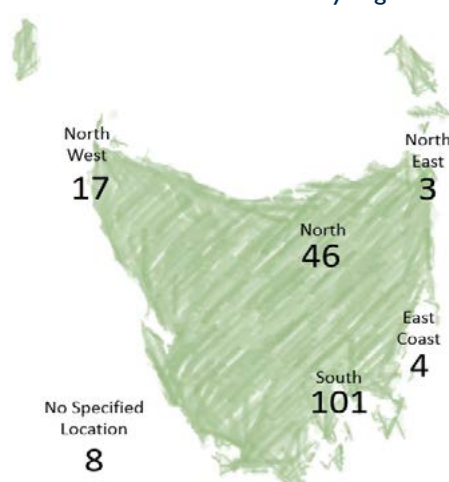
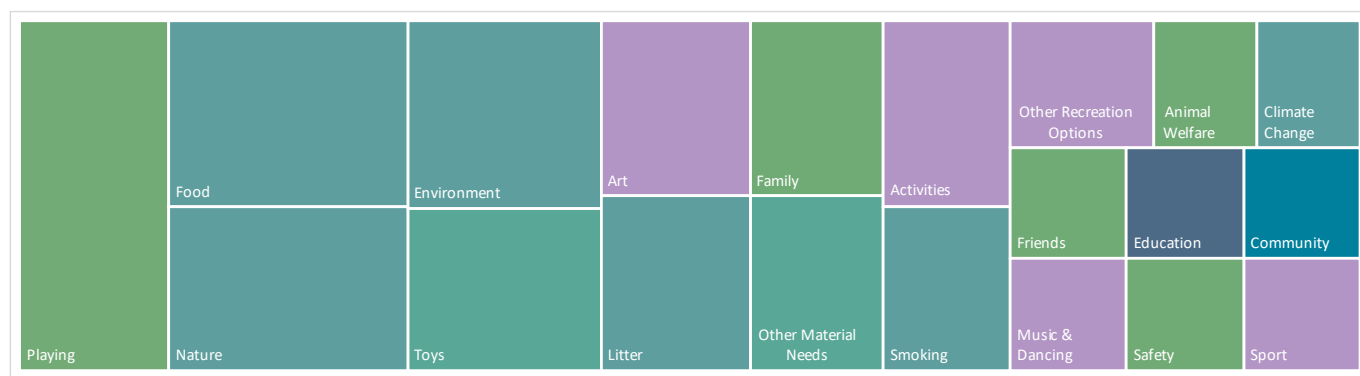


Figure 7: Get Creative – Preschool contributions, pictures and other creative responses



■ Being loved & safe ■ Having material basics ■ Being healthy ■ Learning ■ Participating ■ Having a positive sense of culture & identity

The most frequently mentioned key themes associated with this set of contributions were Playing (20 contributions), Food (17) and Nature (15). **Figure 7** shows key themes with more than five contributions for this sub-group of Get Creative responses, colour coded by domain.

THE TASMANIA PROJECT WELLBEING SURVEY - WHAT WELLBEING MEANS FOR YOUNG TASMANIANS REPORT

The wellbeing team partnered with the Premier's Economic and Social Recovery Advisory Council (PESRAC) and provided co-funding for the University of Tasmania's (UTAS) 'The Tasmania Project Wellbeing Survey' to ask youth aged 18-25 years what was important for them, and what were their wants, needs and worries. It also asked what made a 'good life' for young people in Tasmania.

227 Tasmanians aged between 18-25 contributed to the Tasmania Project Wellbeing Survey (out of 2,354 participants in total). The opt-in survey achieved a broad representative sample for younger Tasmanians across gender, education level and income. However, a significant proportion of participants were based in Greater Hobart (74.9%).

The Tasmania Project Wellbeing Survey was based on the Organisation for Economic Co-operation and Development's (OECD's) better life index. Through the survey, UTAS asked participants what was important for their wellbeing, with health (49%) ranking highest among participants aged 18-25.

The survey also asked participants "If you could recommend one thing to PESRAC to support you and your family's future wellbeing, what would it be?". Findings from the analysis of these contributions have been included into the discussion of more detailed contributions under the heading 'Survey and letter themes'. **Figure 8** shows the distribution of the 119 respondents who answered this question around Tasmania.

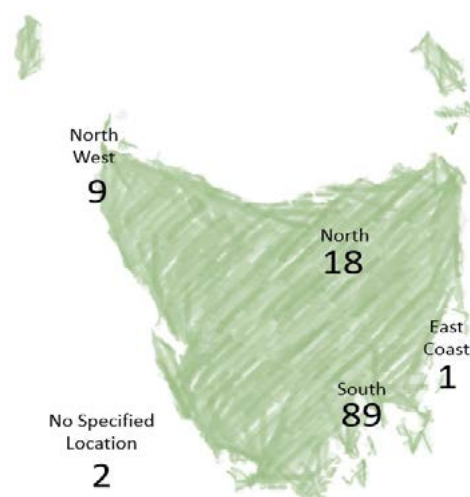
The full report "What wellbeing means for young Tasmanians" can be found at utas.edu.au.

Data analysed for this section

was collected through 'The Tasmania Project Wellbeing Survey', conducted by the Institute for Social Change, UTAS to inform the Premier's Economic and Social Recovery Advisory Council.

Support was provided to increase participation by young Tasmanians (18-25 year olds) in the survey.

Figure 8: Tasmania Project Survey – selected data by region



THE WELLBEING WEBSITE SHORT SURVEY

The Wellbeing Website Short Survey invited contributors to tell us:

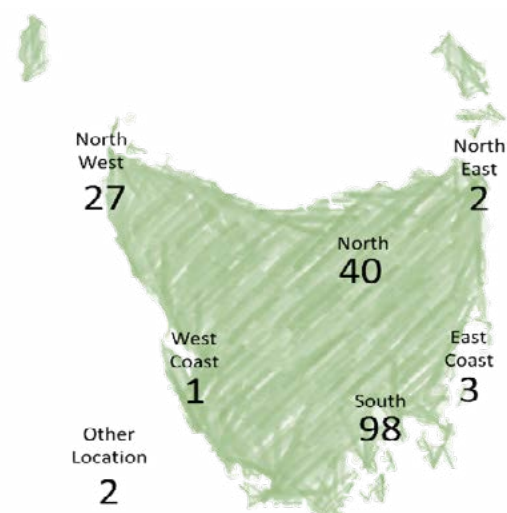
- Their priority for the wellbeing domains
- The one thing that we could do to support children and young people under each domain
- The one thing that would help children, young people and their families or caregivers to have the best start in life (for the first 1,000 days).

The Short Survey was available from 19 January 2021, when the consultation was launched. On its close on 30 April 2021, **173** individual responses were received.

Over three quarters of survey respondents indicated that **Being Loved and Safe** was the most important wellbeing domain, a further 17 listed it as the second most important. **Figure 10** shows the relative priority of each domain as indicated by survey respondents, with the darker shading representing where the domain was listed as the highest priority and lighter shaded segments showing where it was a second or third level priority.

The Short Survey allowed free text responses to seven questions. Many contributors also took the opportunity

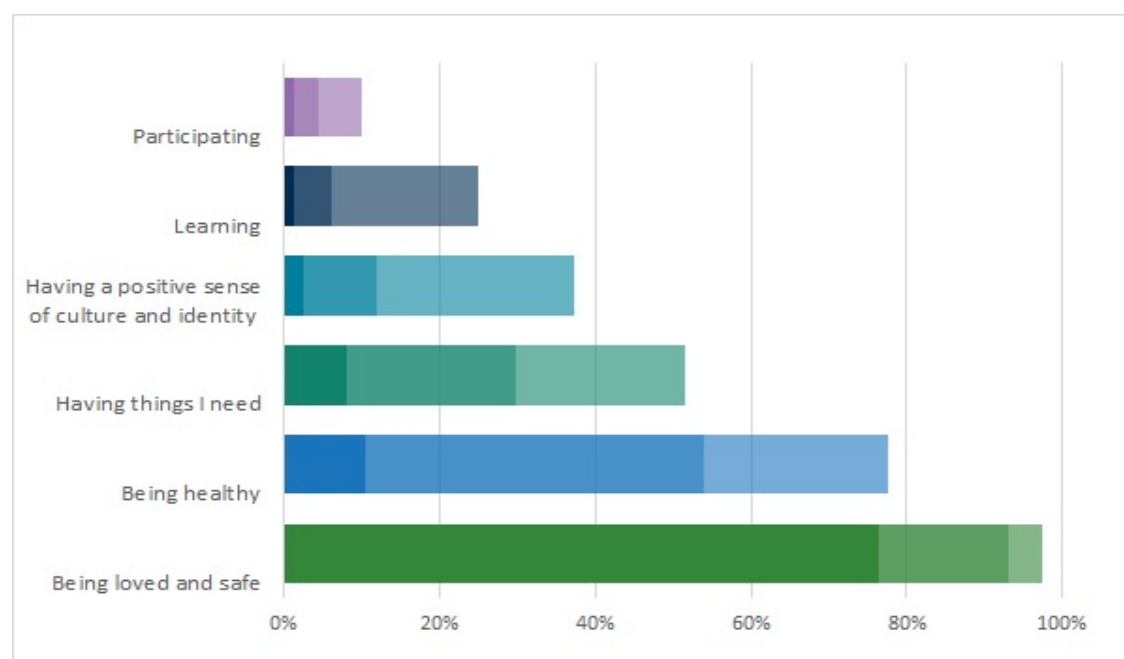
Figure 9: Short Survey contributions by region



to provide multiple suggestions, or discuss a range of thoughts and issues related to wellbeing. In analysing the survey output each topic was reviewed separately, and as a result, the responses generated **1,643** individual theme phrases.

Findings from the Short Survey have been included into the discussion of more detailed contributions under the section, 'Survey and letter themes'.

Figure 10: Short Survey domain ranking



The Wellbeing Website Short Survey

was conducted online at wellbeing.tas.gov.au.

The short survey tended to represent the views of adults. Response rates by age range are:

Under 18 years	14%
19-25 years	5%
26-35 years	21%
36-45 years	25%
46-55 years	23%
Over 56 years	13%

"Free fruits and
vegies at schools
to keep students
healthy."

5 year old



Survey and letter themes

The Get Creative letters, Tasmania Project Wellbeing Survey questions for people aged 18-25, and the Wellbeing Website Short Survey were all analysed using the same theming method – theme words and terms, built into phrases.

The result was a theming method that was applied to contributions that totalled approximately **45,000** words, and translated into just over **2,500** individual themes, with many submissions converted to many themes.

“Child and Family Centres are an incredible resource for parents of young children and the children themselves. I’ve made many friends, there should be one at every school in regional, rural, and remote communities!”

Contributor to the Wellbeing Website Short Survey

“Provide support to all families to enable them to access parenting information, specialist support when needed and low cost childcare when they need it.

The cost of living in Tasmania has increased dramatically in the last 5 years and families of all demographics are struggling to stay on top of their responsibilities.

The mental health of grandparents, parents and children is being affected by the stresses placed on families to provide affordable housing, health care and food on the table.

The health services / system is overloaded and children are not being given the level of health care they require because it is either too hard to get an appointment, too expensive or both.

Children’s nutrition has deteriorated, and a much larger percentage of Tasmanian children are obese now. This will lead to lifelong health problems.

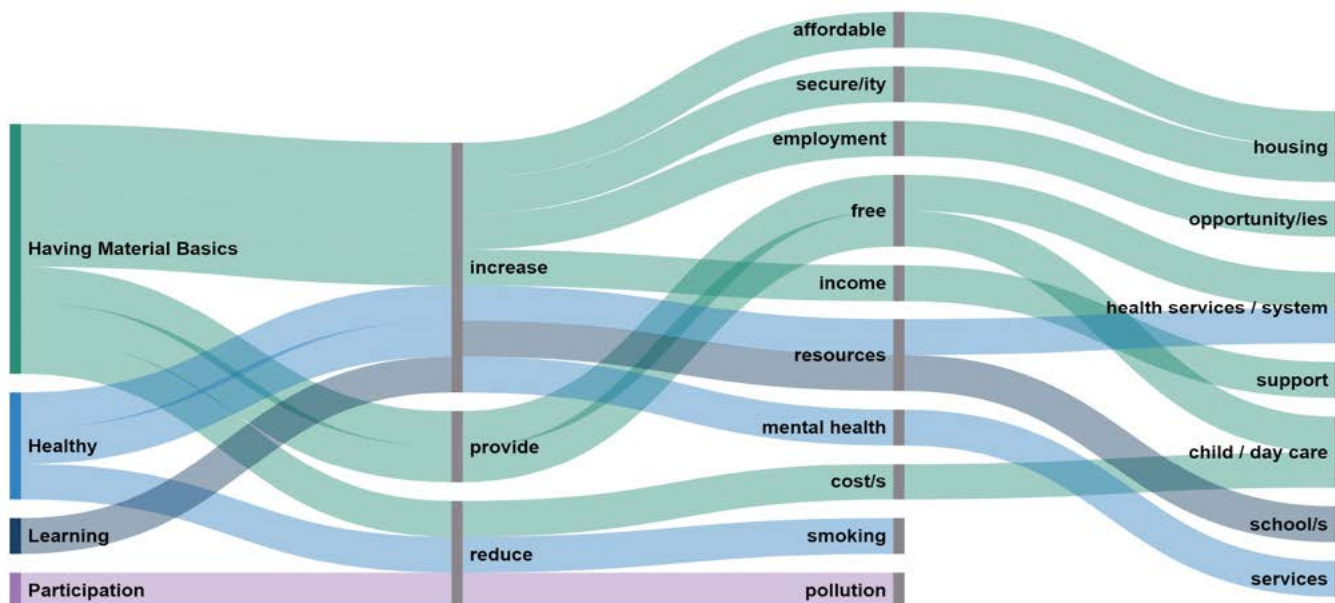
Tasmanian children are much more likely to feel loved and safe if they can see that they and their family are valued and supported by their community. It takes a loving and safe village to raise a child.”

One contributor’s response to one question in the Wellbeing Website Short Survey



Themes have been categorised into the wellbeing domains and the top ten most frequent themes summarised below. Note the **Being Loved and Safe** and **Culture and Identity** domains did not feature in the top 10.

Figure 11: Top 10 most frequent themes across all wellbeing domains



The following table indicates a sample of the most frequent theme combinations that formed the theming phrases. The wellbeing domain of **Having Material Basics** has the most themes (205), followed by **Being Healthy** (53), **Participating** (71), **Learning** (28).

Table 1: Example of top themes from survey and letter responses

Domain	Action term	First theme	Second theme	Count
Participating	Reduce	pollution		71
Having Material Basics	Increase	income	support	62
Having Material Basics	Increase	affordable	housing	41
Having Material Basics	Increase	employment	opportunities	38
Learning	Increase	resources	school/s	28
Being Healthy	Increase	mental health	services	22
Being Healthy	Reduce	smoking		21
Having Material Basics	Increase	secure	housing	20
Having Material Basics	Provide	free	health services / system	20
Having Material Basics	Reduce	cost/s	child / day care	12
Having Material Basics	Provide	free	child / day care	12
Being Healthy	Increase	resources	health services / system	10

Being Loved and Safe – Key themes



THEME CONTEXTS

Increase safe and supportive:

- parents, families, communities, services, and school environments

Improve engagement:

- between governments and children and young people
- between children, young people and service workers on service decisions
- to foster safe and supportive networks for children and young people to talk to
- with communities and families for early intervention/prevention initiatives
- with parents to connect to networks of support and legal systems

Improve empathetic approaches:

- for engagement with children and young people
- in schools
- to parenting

Increase resources for:

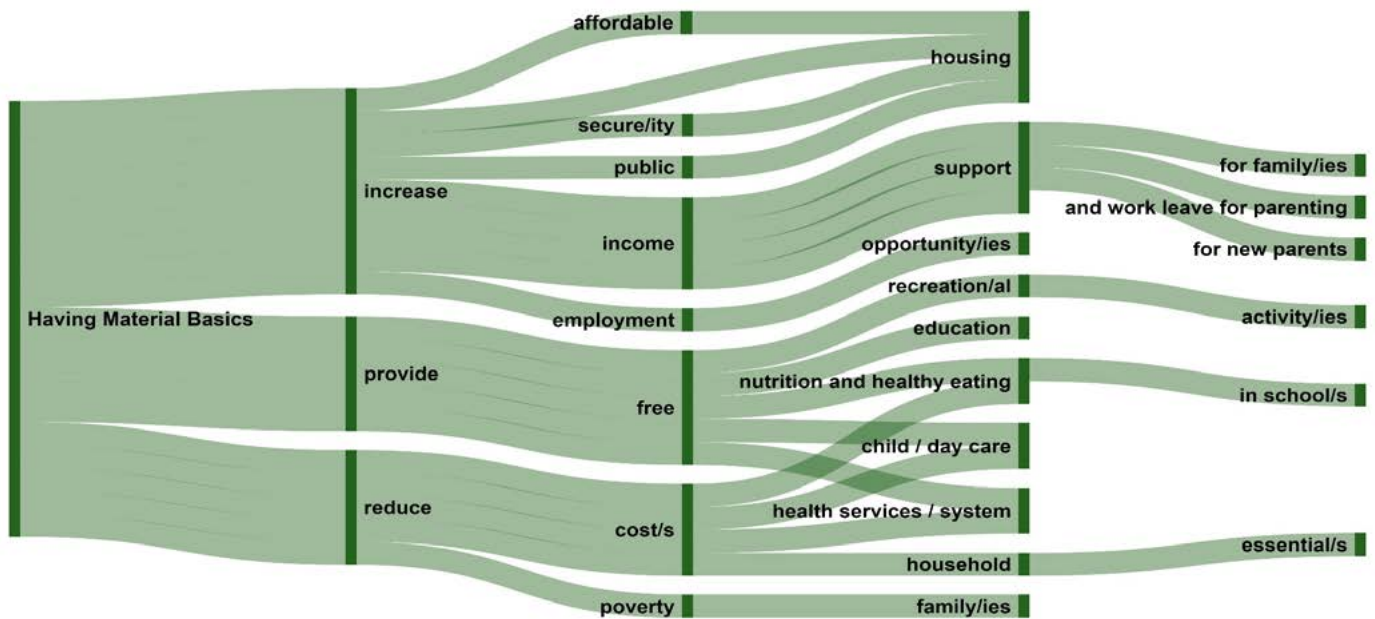
- support for new parents starting out on their journey
- universal services, child safety services, family support services, and ante and post-natal parenting services
- schools to assist fostering supportive environments
- community sector organisations and their programs, including gender diversity programs and training and increasing experienced workers

Reduce:

- costs of child and day care
- stigma for children and young people engaged in child safety services



Having Material Basics – Key themes



THEME CONTEXTS

Increase income support for:

- parents and caregivers, their need for greater parental leave, especially new parents and mothers; families and their household costs, particularly for low socio economic families
- children and young people, especially for school engagement, children exposed to abuse and interacting with child safety services
- students, including international students during the pandemic, costs for further education

Reduce costs of:

- childcare
- general services, especially general health services
- household essentials, such as food, clothing, as well as educational costs, and sports and recreation activities
- nutrition and healthy eating, general services, learning and education, household essentials, food, and sports and recreation activities

Increase affordable housing:

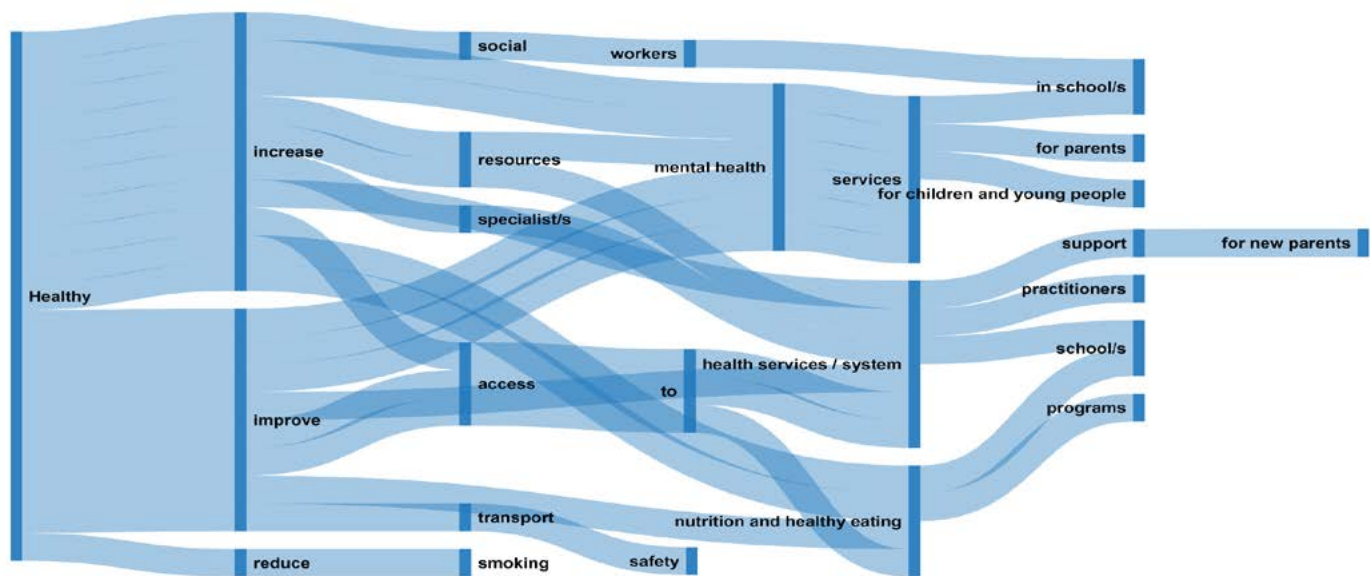
- for young adults, new parents, and low income families
- to reduce the rent of properties

Increase employment opportunities for:

- youth and new entrants to the work force
- the unemployed, low income families and people in public / social housing
- young entrepreneurs
- postgraduates and international students
- workers in primary food production in Tasmania



Being Healthy – Key themes



THEME CONTEXTS

Provide:

- free health services: for youth, young parents, and child early development; in schools and community hubs / centres
- free recreational activities using public recreational infrastructure and parks; out of hours / out of school
- early intervention / prevention for: support services and programs to families; health services
- government legislation / regulation for: businesses to reduce plastic use; nutrition and healthy food supply in supermarkets
- mentoring for families and new parents
- single contact to guide people's engagement with the general health services / system, and for mental health services for children, young people and new parents

Increase resources for:

- adult and youth mental health
- youth mental health services across regional areas
- child safety services
- early intervention / prevention programs to assist with parenting and to support youth
- allied health practitioners

- alcohol and drugs services
- specialist/s parenting support programs
- ante and post-natal health services and early development and support programs for parents

Improve access to:

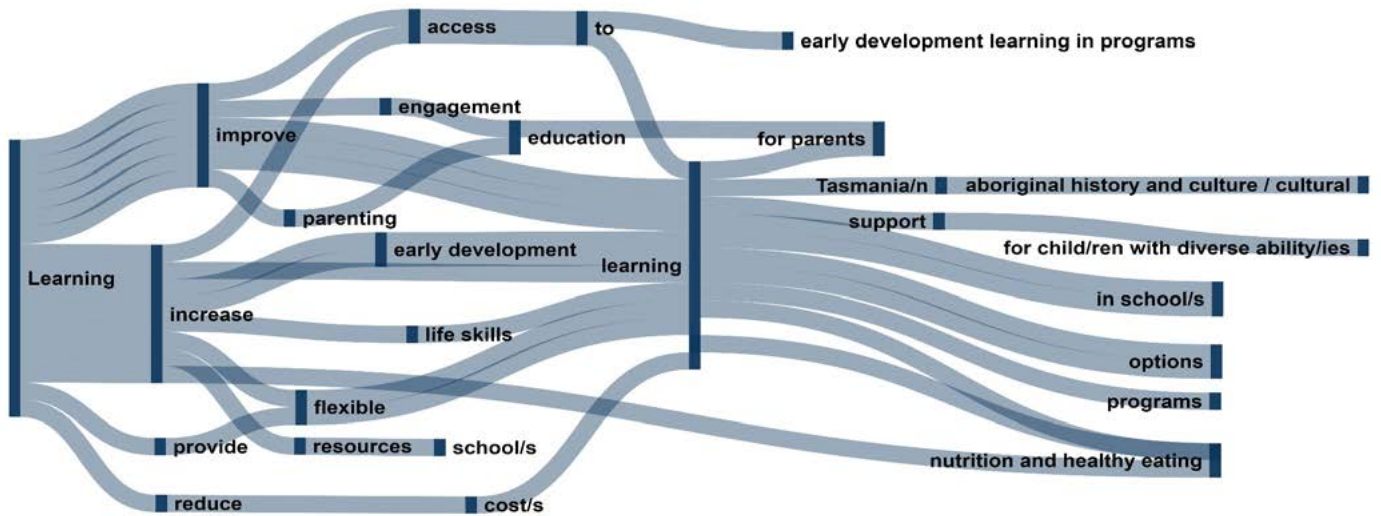
- health services / system for all, as well as a specific focus for caregivers of children and young people interacting with child safety
- ante and post-natal services for parents with diverse abilities
- community recreational activities

Reduce:

- climate change and its impact on the future mental health of children and young people
- complexity for parents' access to the health services / system
- food costs
- options and marketing of non-healthy food
- stigma of accessing mental health, through changing to focus on wellbeing practices
- waste in our society



Learning – Key themes



THEME CONTEXTS

Increase resources for:

- schools, usually public, to support a range of issues and needs, including more teachers and lower student to teacher ratios; teachers' aides; to assist with flexible learning, student-led learning, learning needs for people living with disability or neurodiverse students
- learning out of hours, or out of schools, such as at-home or with community programs
- learning or education of child early development; for new and existing parents, with connections to adult learning programs in areas of low adult literacy
- community hubs and centres, to support learning, connection to community learning programs and assistance to bring learning into the home

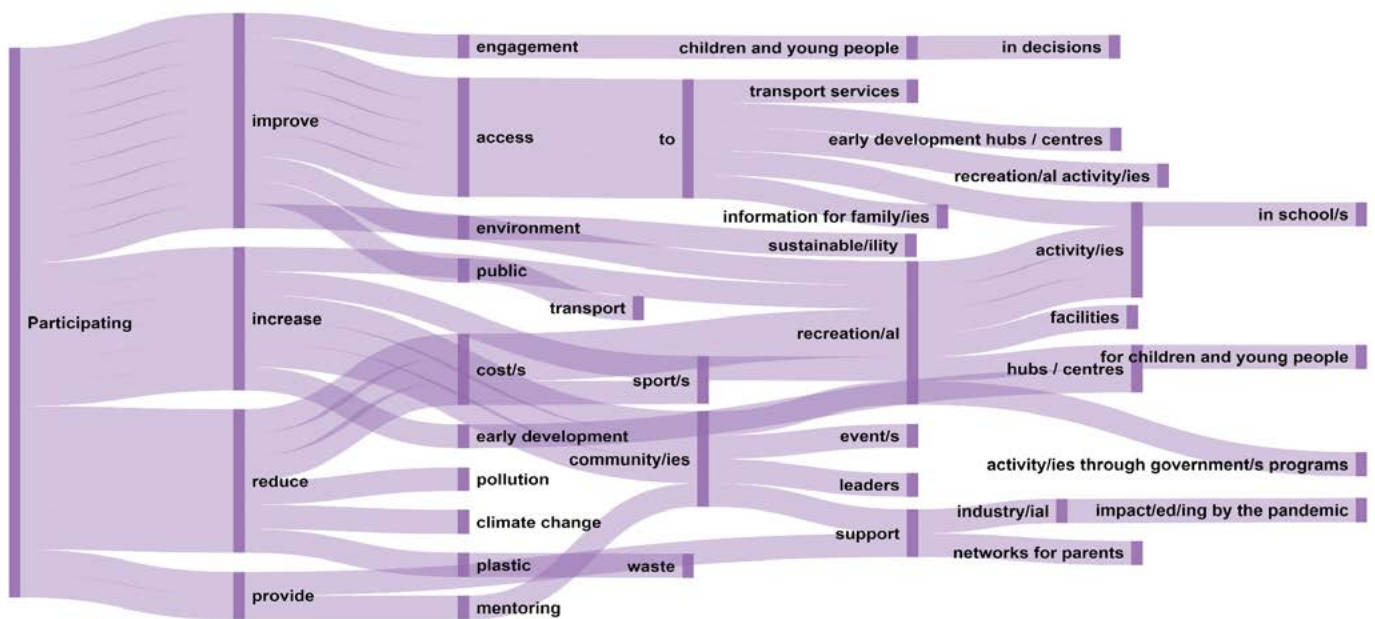
Improve learning:

- support for people living with disability
- of nutrition and healthy eating in schools and parents
- for parents, especially for literacy
- of trauma informed practices

- of contemporary practices for child / day care workers
- of the impact of poverty on children
- of how to engage in social activities
- for families and parents around safe and supportive practices for children
- and understanding of how to reduce poverty
- of contemporary education practices for teachers in schools
- of Tasmanian Aboriginal history and culture in schools
- of citizen responsibilities for social involvement of diverse groups
- of ethics, values and how and why to build and foster respectful relationships
- of intergenerational history and practices and their impact on younger generations
- of how to engage youth in decision making



Participating – Key themes



THEME CONTEXTS

Improve access to:

- services, centrally located as well as improved representation in regional areas
- support services for parents and caregivers, especially mental health services
- services and support for child early development, particularly in community hubs such as Child and Family Centres
- recreational and sports activities, particularly through schools

Increase:

- community: events, and in regional areas; recreational activities, in community hubs / centres, to encourage participation from children and young people from diverse backgrounds, more specific designed centres for youth; support networks, for parents and young people
- recreational activities: in schools; out of hours / out of school; with trusted mentors and coaches; for emotional development
- recreational facilities and community hubs / centres

- resources for: community services and programs; recreational activities; recreational hubs / centres; funding to school/s targeted at participation; and for libraries to increase community engagement
- support: for gender diverse people; for communities; networks for new parents; for new parents based community hubs / centres; services for families to assist provide for their children; and for people to transition to internet services

Improve:

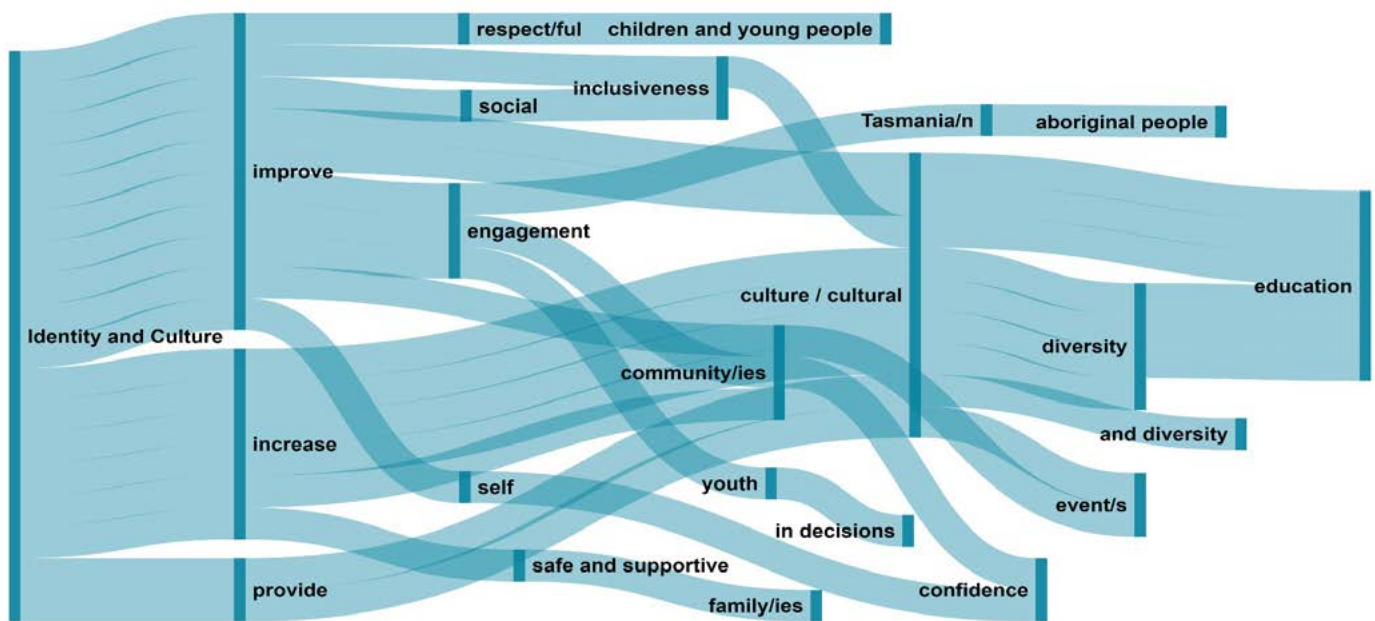
- access to: social activities; early development focussed hubs / centres; information for families; programs in regional areas; recreational activities, and within schools; services due to wait-times; support services; and transport services

Integrate:

- recreational personal transport options, such as bicycle, with public transport infrastructure
- family support services and community events with community hubs / centres
- youth and young adults in general service design and support decisions



Identity and Culture – Key themes



THEME CONTEXTS

Increase:

- respectful relationships with children from varying cultures
- Tasmanian Aboriginal people's cultural programs
- culturally trained or representative social workers in schools
- cultural community events
- diversity in general as well as cultural diversity in community hubs and centres, for participation, as well as bringing in mentors for children and young people
- behavioural self-regulation and perceptions of the importance of cultural diversity, as well individual accountability for cultural respect, including increasing penalties for graffiti and related identity based vandalism
- confidence for children and young people through cultural engagement activities
- creative expression through public art and infrastructure
- international travel to foster cultural exchange
- representation of cultural leaders

Reduce / remove:

- racism in communities

Increase engagement:

- through encouraging participation in cultural diversity in schools
- with Tasmanian Aboriginal people to share understanding of culture
- with people of diverse genders



consultation by wellbeing partners

The Commissioner for Children and Young People (CCYP), Youth Network of Tasmania (YNOT), Mental Health Council of Tasmania (MHCT) and Playgroup Tasmania were engaged as consultation partners to undertake face-to-face discussions with children and young people.

Figure 12: Face-to-face consultations around the State



Over 50 face-to-face consultations were undertaken by CCYP and YNOT/MHCT across all regions of Tasmania, including rural and remote areas (as shown in **Figure 12**).

Playgroup consultations and online facilitated workshops with service providers included representation from all regions of Tasmania.

Consultations were loosely based around the questions outlined in the Toolkit, which was developed for the Child and Youth Wellbeing consultation to guide organisations in their discussions with children and young people.

Questions from the [Toolkit](#) were tailored to the age and comprehension levels of the group being consulted.

Three organisations (outside of the consultation partner organisations) used the Toolkit to guide face-to-face conversations with clients ranging from families, children and young people. Due to the small number of responses received, this feedback has been incorporated with responses received from similar consultation pathways.

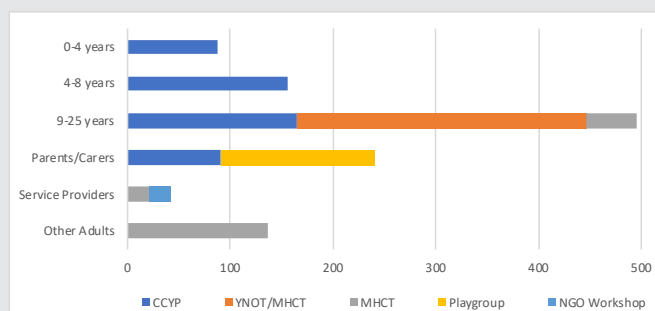
Questions asked included:

- What are your hopes and dreams for children and young people in Tasmania?
- What does each wellbeing domain mean to you?
- What gets in the way of wellbeing?
- What can we do to help children and young people achieve wellbeing?

The key themes from consultations are presented below for each consultation partner, as well as links to the final reports. Where applicable each theme has been related back to a relevant wellbeing domain.

From November 2020 to March 2021

our consultation partners undertook face-to-face forums, art workshops, play based activities and interactive discussions with a total of **243** children, **496** young people, **240** parents/carers/adults and **21** service providers across Tasmania. Two facilitated online workshops were also conducted with **20** service providers.



COMMISSIONER FOR CHILDREN AND YOUNG PEOPLE

Seven priority areas for action were identified to improve the wellbeing of children and young people in Tasmania.

1. More things to do and places to do them
(Participating)
2. More responsive education system
(Learning)
3. Better access to health care services
(Being Healthy)
4. More support for families
(Being Loved and Safe)
5. Acceptance, belonging and feeling safe
(Culture & Identity)
6. Having the things we need
(Having Material Basics)
7. Protecting the environment and tackling climate change

These priority areas for action relate to the wellbeing domains, except for 'environment and climate change', which participants saw as having an impact on their overall wellbeing.

"The environment is our wellbeing."

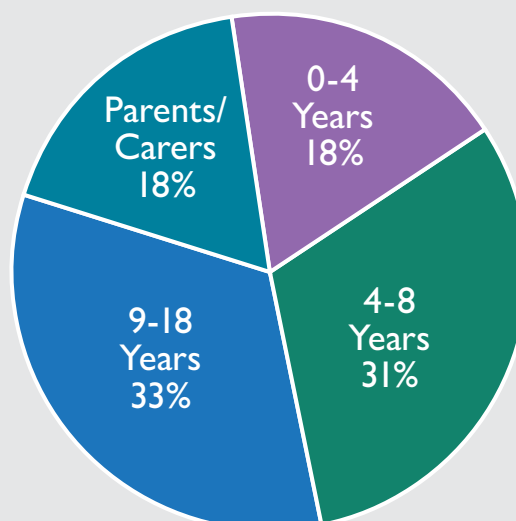
15 year old youth

"Childcare is a real gap. Parents do not get a break."

(Parent of child under 5 years)

The CCYP consulted with

90 parents/carers of 0-4 year olds, undertook play based activities with **87** pre-schoolers, facilitated **seven** art workshops with **156** early years primary school children (producing a [children's picture book about wellbeing](#)) and conducted interactive discussions and creative activities with **165** young people.



A priority area for action related to the first 1,000 days was 'more support for families'. Parents/carers noted that the following could be improved to achieve this:

- Build parent networks
- Increase transport to services
- More early child health services
- Parenting information
- Relationship support
- Accessible and affordable childcare
- Universal free parenting courses

For the full CCYP report please refer to [We call it happy](#) and the children's picture book [When I wake up I smile](#) available at childcomm.tas.gov.au.



YOUTH NETWORK OF TASMANIA (YNOT) AND MENTAL HEALTH COUNCIL OF TASMANIA (MHCT)

Young people spoke about their hopes and dreams for children and young people in Tasmania which included:

- A safe, happy and loving home (**Being Loved and Safe**)
- Able to access everything they need (**Having Material Basics**)
- Equal access to opportunities regardless of background (**Culture and Identity**)

When asked “How can we achieve this?” the following themes emerged:

- Increase resilience of young people
- More mental health and alcohol/drug supports
- Skills training that leads to jobs
- Flexible education tailored to individuals
- Work readiness and career planning
- Safe youth spaces
- More activities and events for youth
- Better public spaces and infrastructure (e.g. pools)
- Free transport
- Inclusive decision making

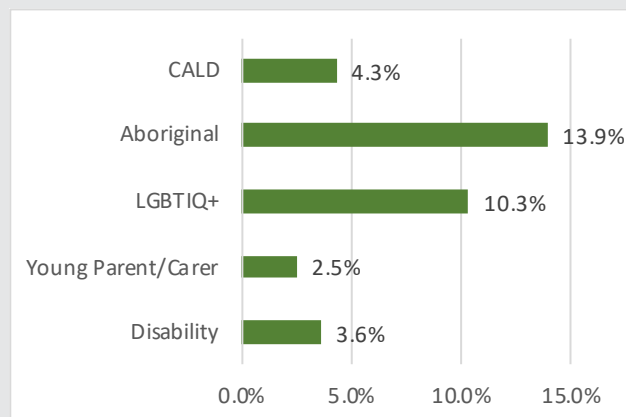
Read the full report and detailed findings from YNOT consultations, available at ynot.org.au.

“...kids have more say and more support (youth parliament, young people in charge)...”

Contributor to
Get Creative

YNOT and MHCT jointly facilitated

11 face-to-face workshops with **281** young people (aged 12-25 years) from across all regions of Tasmania. Participants were diverse and included representatives from minority groups as shown in the below diagram.



ADDITIONAL MHCT CONSULTATIONS

Some high-level barriers to good mental health and some solutions proposed by young people are shown in **Table 2** below.

MHCT also undertook flexible consultations

with **43** young people, **11** community consultations and a round table discussion with **21** service providers. MHCT consultations were predominantly focused on the domain related to mental wellbeing (**Being Healthy**). Read the full report and detailed findings from MHCT consultations, available at mhct.org.

Table 2: Barriers and solutions – MHCT

What gets in the way of good mental health?	Solutions proposed by young people
Adverse childhood experiences	Education and support for parents
Bullying	Bullying education and skills training in schools
Stigma	Improve school culture around mental health
Marginalisation of identity groups and limited identity based supports	Safe identity-based social groups and support services
Limited social opportunities	Invest in local youth hubs Free after school activities
Limited awareness of local supports	Increase awareness of local support services (e.g. central website)
Cost of services	Reduce financial barriers to access
Availability of services	Improved access to specialist mental health professionals

“...focus on the connection between physical and mental health from early childhood eg eat well, move well and the positive benefits that has on mental health...”

Contributor to the Wellbeing Website Short Survey



PLAYGROUP TASMANIA

During February to March 2021, Playgroup Tasmania consulted with over 150 families.

In addition, families were able to provide their feedback to the consultation through Get Creative and Postcard activities at local Playgroup Centres.

A summary of wellbeing barriers and solutions is in **Table 3** below. Further detail can be found in the Playgroup submission available at wellbeing.tas.gov.au/formal-submissions.

“...Sign people up to playgroups and mothers club sessions during child health nurse check ups...”

Contributor to the Wellbeing Website Short Survey

Table 3: Barriers and solutions – Playgroup Tasmania

	What gets in the way?	What can we do?
Being Loved and Safe	Family violence Separated/Complex families Drugs and Alcohol	Good family foundation Universal services for families Build parent connections/networks
Material Basics	Money Transport Housing	Stable employment Knowledge of services Central point
Being Healthy	Lack of fresh food/cost of food Waiting lists for health services Cost of health care Lack of funds in health system	Healthy eating habits Education Make things more affordable Better access to services (especially in regional areas)
Learning	Money / access to technology Lack of services Transport	More opportunities Get children involved in activities Access to specialist learning
Participating	Money Lack of services Self confidence Mental health	Awareness of activities More upgraded parks Suitable places for families to meet More child focused services
Culture and Identity	Bullying Stigma Racism	Education Teach our children values Teach children Australian and other cultures



FACILITATED WORKSHOPS

What are your hopes and dreams for children and young people in Tasmania?

- Safety
- Being loved
- Reaching their full potential
- Being happy
- Valued, having a voice

Challenges in the Service System:

- Communication/Awareness of services
- Access to right services at the right time
- Lack of trust/understanding
- Access to specialist supports
- System inefficiencies/disconnection

Proposed Solutions:

- System improvements (collaboration, flexible funding models, community driven indicators)
- Service improvements (safe and welcoming spaces, invest in core services, outreach)
- Improve communication (website or app of services, communication campaign, advertising)

Two online facilitated workshops

were held with **20** service providers in March/April 2021.

Facilitated workshops provided an opportunity for organisations who may not have otherwise been able, to provide feedback to the wellbeing consultation.

Participants were asked questions around a vision statement, challenges within the system and solutions to these challenges.

"...Give young people access to a range of arts and sport activities; time, space and support to find those things that bring them most peace, stability, creative expression and thus, productivity..."

Contributor to the Wellbeing Website Short Survey





What you told us through your submissions

The *Discussion Paper* detailed current activity underway in Tasmania, nationally and internationally to improve outcomes for children.

The *Tasmanian Child and Youth Wellbeing Framework* was used to arrange the discussion, and feedback was encouraged in response to questions relating to the domains of the Wellbeing Framework. Legislation and governance, and measurement and evaluation for child and youth wellbeing were also covered. Specific questions relating to the priorities of Aboriginal child and youth wellbeing, and the first 1,000 days were asked.

61 submissions to the Discussion Paper were received from across the State with a large proportion of submissions from organisations in the non-government sector.

Like so many contributions to the varying consultation pathways, many individuals and organisations put so much work and effort into their submissions.

“Unless adequate income support can be secured for all families, any targets set by the Child and Youth Wellbeing Strategy (CYWS) will struggle to be fulfilled. If the root cause of poverty - inadequate income - is not being addressed, then the main barriers to achieving universal health and wellbeing for Tasmanian young people, in the six domains, will continue to remain and any CYWS will never reach its full potential.”

Neighbourhood Houses Tasmania submission

“Many young people do not feel safe in the wider world due to existential worries about environmental degradation. Can we really say we are keeping our kids safe if we are not acknowledging and actively involved and taking care of the ecological systems that support life on earth?

Policies must strive to protect healthy environments and mend damaged ones and include children and youth in this process.”

Australian Association of Environmental Education Australia submission

Some organisations surveyed their employees, others wrote up the results of their extensive regional consultations with children and families. Contributions ranged from sharing moving personal insights to providing theoretical and international best practice thinking.

Many submissions emphasised the systemic or structural factors that impact on child, youth and family wellbeing. They argued that issues that impact all domains of the Wellbeing Framework, for example, poverty or the environment and climate change need to be addressed before real and lasting gains can be made for holistic child and youth wellbeing.



The Discussion Paper

was primarily written for service providers, policy makers and anyone with an interest in service design and development.

The paper was available online at wellbeing.tas.gov.au, and was promoted to a wide range of stakeholders through targeted emails, and more generally through the broader consultation promotion. Respondents indicated whether they were happy to have their submission published online; these submissions can be viewed on the wellbeing website.

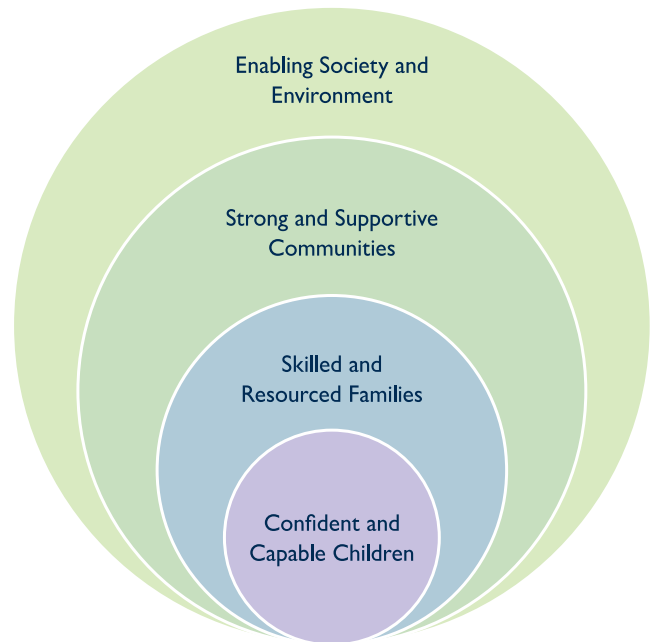
Submissions emphasised that there are societal influences that impact the way that children and young people interact with other people and their environment. When a child has a strong sense of wellbeing, they will be more resilient and more able to approach their interactions with others in a positive and optimistic way.

Submissions also emphasised the importance of key policy themes or principles to guide the development of the strategy, including:

- Advantage thinking – strengths-based approaches that are based on individual, family and community assets rather than deficits
- Trauma informed approaches - based on principles of cultural safety, trust, support, collaboration, empowerment and the impact of history, culture and gender
- Place based solutions - tailored approaches to the needs of specific community priorities and understanding urban, rural and regional differences in the experiences of children, young people and their families

The ecological model of human development is referenced in the [Tasmanian Child and Youth Wellbeing Framework](#) to explain that children and young people's wellbeing does not exist in isolation and is not determined by them alone.

Figure 13: The Ecological Model of Human Development



Advantage thinking

Excerpt from Colony 47's submission – advantage thinking:

1. I talk about people without stereotyping them
2. I understand people by what they can do and aspire to be
3. I work with people by coaching growth and positive risks
4. I invest in people to promote their potential to thrive
5. I believe in people
6. I involve people so experiences can shape solutions
7. I challenge myself and others to promote advantaged thinking.

- Lived experience - young people can be part of solutions and enact positive change if governments and systems invest in their skill development and provide meaningful platforms where they can be heard and exercise their lived expertise (Children and young people with disability Australia submission)
 - Holistic community wellbeing - A wellbeing strategy needs to include wellbeing initiatives not only for children and young people, but for all people that support children and young people
 - Reducing fragmentation of effort – caused by government silos and increasing cross agency and cross sectoral collaboration
 - Transition points – especially the transition from youth to adult, ensuring that services for youth aged 16-25 years acknowledge the changed environment and provide offerings for young adults
 - Child's rights approach – providing opportunities to promote and reinforce commitments to international human rights for children
 - Child centred approaches – that see the wellbeing, interests and views of children and their families elevated in government policy and decision making.
- Submissions also emphasised key themes and areas for action related to the domains of the *Tasmanian Child and Youth Wellbeing Framework*, including:
- Brain development during pregnancy, brain building in the first 1,000 days and the importance of secure attachment
 - Breastfeeding as a protective factor in the first 1,000 days and one of the earliest opportunities to impact many domains of the *Tasmanian Child and Youth Wellbeing Framework*
 - Child and Family Learning Centres (CFLCs) – and the need for outreach models or similar integrated service hubs for regional communities without a CFLC
 - Achieving better outcomes for children across domains, for example by resourcing antenatal care clinics, in communication, language and literacy, safety and sexual assault support, unaccompanied homeless children, legal representation, advice and information and youth employment
 - Increased supports in relation to health and mental health, including health literacy, peer supports and supporting programs such as free lunches in schools
 - Addressing specific needs – tailored and targeted responses for groups such as LGBTIQ+ young people, children and young people with dyslexia, expecting or parenting teens, and children and young people with a disability
 - Expanding community nurse led care - such as the Child Health and Parenting Service (CHaPS), Oral Health Services Tasmania, and school nurses
 - Expanding the range of housing and accommodation options for young people and supports, including those exiting Ashley Youth Detention Centre, leaving Out of Home Care and homeless young people
 - Parenting supports, parenting programs and networks such as playgroups and informal peer led participation options as well as increasing the awareness of existing supports and programs
 - Informal, creative, active, culturally appropriate and nature-based play, participation and learning opportunities
 - Acknowledging and addressing climate anxiety, environmental concern and the environmental activism of children and young people
 - Supporting foster and kinship carers and all children in care including those who enter care at birth or during the first 1,000 days
 - Mental health – for children and youth and actions to support families with impacts because of COVID-19.

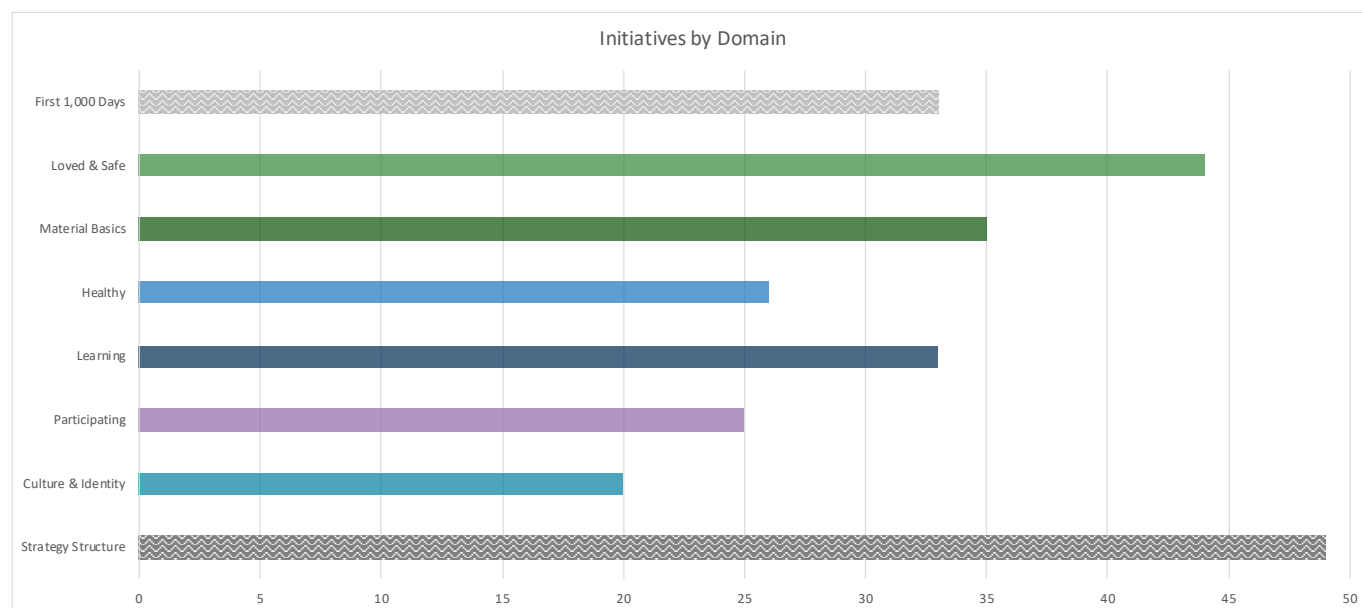


Submissions to the Discussion Paper included multiple initiatives which have been themed by wellbeing domains as outlined in **Figure 14**. Initiatives related to the first 1,000 days or to the structure and implementation of a child and youth wellbeing strategy were identified as separate categories.

“Invest in additional mental health services and practitioners to provide a continuum of mental health support to vulnerable children and young people in schools and community settings.”

Anglicare submission

Figure 14: Discussion paper submission initiatives by domain



Note: submissions often included multiple initiatives and therefore, the total number of initiatives is not the same as the total number of submissions received.

“Outdoor play needs to be explicitly supported in the early years and families offered more opportunities for nature play programs such as that provided by the Sustainability Learning Centre. As this is booked out every week, more weekly sessions need to be provided. Support and training of educators for the provision of nature play/learning in schools is also essential.”

Early Childhood Educators of Tasmania - South submission



Figure 15: Initiatives by domain description

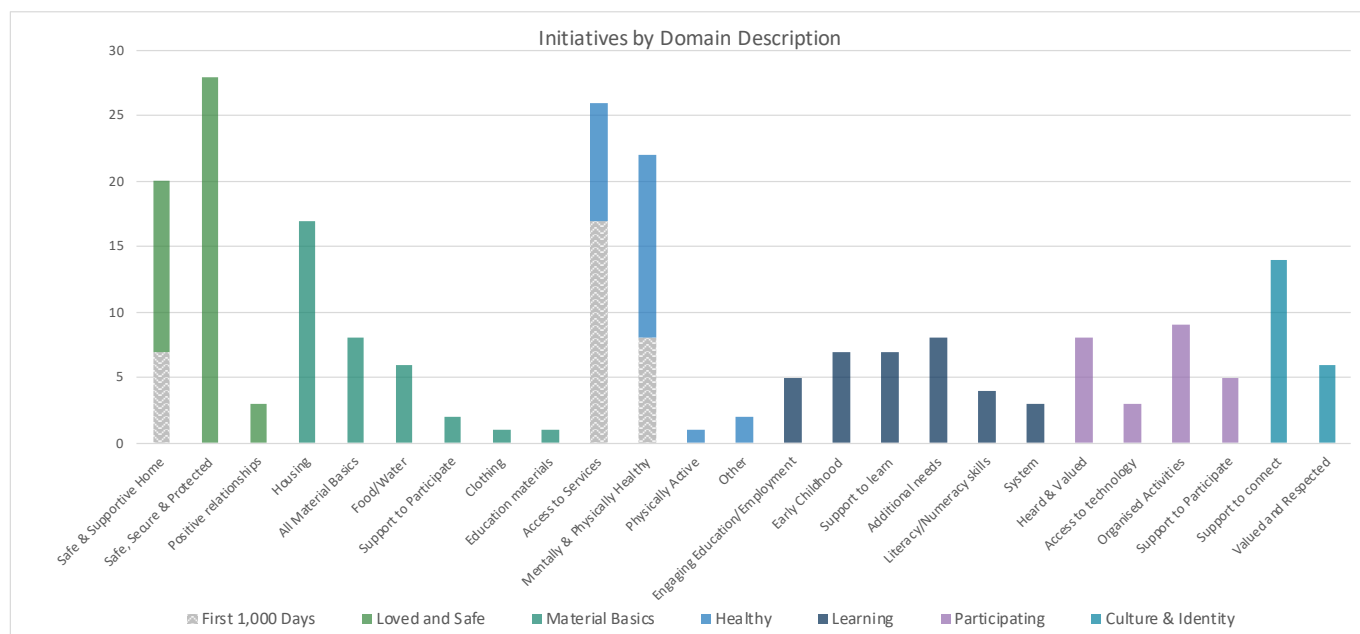


Figure 15 indicates analysis of initiatives within the submissions to the Discussion Paper by domain descriptions. Initiatives related to structure and implementation were not included in this analysis.

Submissions also discussed varying methods of putting child wellbeing at the centre of policy by looking at governance and legislation, and some examples included the creation of a department for children, an Aboriginal Commissioner for Children, legislating for outcomes and strengthening the role of the B4 Coalition to have an active promotion and advisory role in the first 1,000 days.

On measurement and evaluation, suggestions included:

- that the framework should be the subject of further work engaging cross sectoral or external expertise;
- the importance of including lived experience as a valuable source of data; and
- utilising existing measurement frameworks such as the Australian Research Alliance for Children and Youth (ARACY) national report card and the Common Approach wellbeing wheel.

It is not possible to express the amount of work and the exceptional power, passion, commitment and ideas expressed in the submissions in a summary document. The submissions provided for publication are all available to read online at wellbeing.tas.gov.au.

“As Co-Chair of the B4 Early Years Coalition (B4), I see the potential for a specific role for B4 in any governance arrangements established to oversee the development of the first 1,000 days component of a child and youth wellbeing strategy and also a distinct role in its implementation.”

Commissioner for Children and Young People submission



Other related and recent reports

There are a range of related recent consultations contributing to the analysis for the development of the Child and Youth Wellbeing Strategy. Two consultations are discussed below, YNOT's Tasmanian Youth Forum 2020 and the Department of Communities Tasmania, Our Voice, Our Future consultation.

YNOT TASMANIAN YOUTH FORUM 2020 REPORT

The Youth Network of Tasmania is the peak body representing young people 12-25 years in the Tasmanian youth sector. The Tasmanian Youth Forum (TYF) is YNOT's single largest annual youth consultative event bringing together young Tasmanians to discuss issues important and relevant to them as well as solutions and ideas to improve outcomes.

COVID-19 presented a new opportunity to design a new online TYF model for the year 2020. The TYF topic 'Building a Better Tasmania for Young People', was chosen to give young people an opportunity to speak up on what they think is needed to live their best lives in Tasmania.

215 young Tasmanians aged 12-25 participated in the TYF 2020. **111** young people attended the online forum, and **104** young people completed the survey. The distinct themes which emerged from the TYF 2020 were equitable access to opportunities, social connection, community safety, diversity, inclusion, and youth voice.

The following provides further details of key themes:

- Increase social connection, inclusion, diversity, having a voice and having equitable access to opportunities **(Participating)**
- Address COVID-19 and improve factors such as job and life opportunities currently impacted by COVID-19 **(Being Healthy and Participating)**

- Provide efficient mental health services and support programs in schools, including providing safe, supportive, and accessible mental health technology for youth **(Being Healthy)**
- Provide more meaningful and fulfilling employment opportunities with fair wages for young people **(Participating)**
- Provide young people with an understanding of their rights in a democracy (e.g., Legislation, regulation, and their rights) **(Learning)**
- Increase resources and support (employment hub/centres) to provide information and employment options for young people **(Learning and Participating).**

OUR VOICE OUR FUTURE

'Our Voice Our Future' was a series of regional forums that were held in February 2019 and a state-wide conference that was held in March 2019. The Department of Communities Tasmania organised 'Our Voice Our Future' to provide an opportunity for a range of stakeholders to find a common ground and create a shared plan to address "how government, non-government organisations and the community can work better together to give vulnerable children and young people in Tasmania the best opportunity to reach their full potential".

Participants included young people between 13-25 years of age, parents and carers, frontline workers, allied health services that provide support to frontline staff and/or work with vulnerable people, community members, and government and community sector executives.

Regional Forums

A total of **150** people participated in the regional forums that were held in Penguin, Riverside and Bridgewater. The regional forums gave participants an opportunity to represent the voice of their region and contribute ideas that were shared at the state-wide conference.

State-wide Conference

86 people attended the state-wide conference that was held in Bridgewater where participants discussed the past, the present and imagined the future to address the following statement:

"to work together to give vulnerable children and young people in Tasmania the best opportunity to reach their potential, we will..."



Identified Themes and Related Domains

- Increase support networks for children and young people **(Participating)**
- Increase strengths-based approaches for engagement with children, young people and families **(Participating)**
- Provide early development and wellbeing support for families, children and young people **(Learning)**
- Provide parenting support for to parents and caregivers **(Being Loved and Safe and Learning)**
- Increase engagement with children, young people and families to inform the design of services **(Participating)**
- Improve the integration of information with services to improve outcomes for children, young people and families **(Having Material Basics)**



Conclusion

The consultation for the development of the Child and Youth Wellbeing Strategy involved partnering with the CCYP, YNOT, MHCT and Playgroup Tasmania to lead consultations for us across the State.

Many community organisations also led consultations as part of their submissions to the Discussion Paper. The PESRAC Tasmania Project Wellbeing Survey provided valuable insights into the experiences and aspirations of young people, and the impact of the COVID-19 pandemic on their wellbeing. Combined, these consultations delivered unique reports and publications that stand alone for capturing the voices and views of children and young people from diverse communities across Tasmania.

Through the interactive wellbeing website (wellbeing.tas.gov.au) and the Postcards to the Premier campaign, Tasmanians delivered their happy and sad, thoughtful, humorous and heartfelt views on wellbeing. We received dozens of letters, hundreds of hand drawn pictures, and thousands of insightful comments from concerned people about wellbeing, as well as their hopes for the future of Tasmania's children, young people, and their parents and caregivers.

The diverse consultation pathways for children and young people to participate provided a platform for them to share their views, and decision and policy makers to hear their voices. Children and young people should have their voices heard to inform decisions that affect them. Governments and policy makers then need to act on what they say. There has been a wealth of information collected through the consultations that cannot be captured in this report. However, it will continue to contribute to the development of the Child and Youth Wellbeing Strategy and shape future planning and engagement for the wellbeing of Tasmanians.



Acronyms

ARACY	Australian Research Alliance for Children and Youth
B4 Coalition	B4 Early Years Coalition
CALD	Culturally and linguistically diverse
CCYP	Commissioner for Children and Young People
CHaPS	Child Health and Parenting Service
CFLCs	Child and Family Learning Centres
COVID-19	Coronavirus Disease
CYWS	Child and Youth Wellbeing Strategy
LGBTIQ+	Lesbian, Gay, Bisexual, Trans, Intersex and Queer
MHCT	Mental Health Council of Tasmania
OECD	Organisation for Economic Co-operation and Development
PESRAC	Premier's Economic and Social Recovery Advisory Council
TYF	Tasmanian Youth Forum
UTAS	University of Tasmania
YNOT	Youth Network of Tasmania





Child and Youth Wellbeing Team

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