




TASMANIA'S CHILD AND YOUTH  
WELLBEING STRATEGY

# Discussion paper

JANUARY  
2021



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 acknowledge elders, past, present and emerging. 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.



# Message from the Premier

My vision for Tasmania is that no matter where you live, no matter what your background is, no matter what your circumstances are – opportunities will be there and if you want to grasp those opportunities a better life will be within your reach.

All Tasmanian children and young people deserve the opportunity to grow up in safe, nurturing and supportive environments. Opportunity begins before you are born and experts tell us that the first 1,000 days (Pregnancy – 2 years) are critical in determining future health and wellbeing outcomes.

That's why the Government is developing a comprehensive, long term, whole of government strategy for child and youth wellbeing, with a special focus on the first 1,000 days.

We all know Tasmania is a beautiful place to live. I want it to be the best place for you to live, grow up and raise a family.

We are already undertaking a number of reforms and government initiatives for Tasmania's children and young people. This discussion paper charts existing government activity and asks your views on what more we all can do to support the best outcomes for children and young people across Tasmania.

I have asked that Tasmania's Child and Youth Wellbeing Strategy be developed through a co-design and consultative process with children, young people, families and the service sector. The consultation program provides multiple options for people to have their say and input ideas through digital, paper-based and face to face channels. By considering and submitting your responses to this discussion paper you are helping design a strategy for Tasmania's children and young people.



**"All Tasmanian children and young people deserve the opportunity to grow up in safe, nurturing and supportive environments."**





I am also inviting children and young people to send me a direct message via a hard copy or digital postcard. Postcards are being distributed at participating sites state-wide including some schools, Child and Family Learning Centres, playgroups, libraries, and Neighbourhood Houses. They will be collected and delivered to me. Hard copy postcards can also be returned to me in a number of ways, by uploading them to the website or by returning them postage paid via Australia post.

As a father of two young people, like all parents, I want the best for my children. I want to support their hopes and dreams for their future – and the hopes and dreams of all young Tasmanians.

As Minister for the Prevention of Family Violence, I want to hear how we can help all Tasmanian children to be loved and safe.

As Minister for Climate Change, I want your views on the importance of the environment to children, young people and future generations and I want to know how children and young people can be active participants in addressing climate concern for young Tasmanians.

As Premier, I know this year has been hard for many of you and I want to ensure we can address the impacts of COVID-19 for children and young people and set up our state to respond to the challenges that lie ahead.

Your voice is important. Please have your say by responding to the questions in this discussion paper. I look forward to hearing your views and developing a strategy together for a bright future for all Tasmanians.

**Peter Gutwein MP**

Premier







The Tasmanian Government is committed to providing opportunities for community involvement in the development of Government policy and welcomes your views on this Discussion Paper focusing on the discussion questions where possible.

## HOW TO MAKE A SUBMISSION

All written submissions on the Children and Youth Wellbeing Strategy must be received by **19 March 2021**.

Submissions can be forward to: [hello@wellbeing.tas.gov.au](mailto:hello@wellbeing.tas.gov.au).

Other than indicated below, submissions will be treated as public information and will be published on our website at [wellbeing.tas.gov.au](http://wellbeing.tas.gov.au).



**No personal information other than an individual's name or the organisation making a submission will be published.**

For further information, please contact:  
[hello@wellbeing.tas.gov.au](mailto:hello@wellbeing.tas.gov.au).

## ACCESSIBILITY OF SUBMISSIONS

The Government recognises that not all individuals or groups are equally placed to access and understand information. We are therefore committed to ensuring Government information is accessible and easily understood by people with diverse communication needs.

Where possible, please consider typing your submission in plain English and providing it in a format such as Microsoft Word or equivalent.

The Government cannot however take responsibility for the accessibility of documents provided by third parties.

If you have difficulties accessing or understanding this discussion paper please contact [hello@wellbeing.tas.gov.au](mailto:hello@wellbeing.tas.gov.au).

## IMPORTANT INFORMATION TO NOTE

Your name (or the name of the organisation) will be published unless you request otherwise.



**In the absence of a clear indication that a submission is intended to be treated as confidential (or parts of the submission), the Department will treat the submission as public.**

If you would like your submission treated as confidential, whether in whole or in part, please indicate this in writing at the time of making your submission clearly identifying the parts of your submission you want to remain confidential and the reasons why. In this case, your submission will not be published to the extent of that request.

Copyright in submissions remains with the author(s), not with the Tasmanian Government.

The Department will not publish, in whole or in part, submissions containing defamatory or offensive material. If your submission includes information that could enable the identification of other individuals then either all or parts of the submission will not be published.

### **The Right to Information Act 2009 and confidentiality**

Information provided to the Government may be provided to an applicant under the provisions of the *Right to Information Act 2009* (RTI). If you have indicated that you wish all or part of your submission to be treated as confidential, your statement detailing the reasons may be taken into account in determining whether or not to release the information in the event of an RTI application for assessed disclosure. You may also be contacted to provide any further comment.



# I. Introduction

In February 2020, the Commissioner for Children and Young People (Commissioner) released a report *Investing in the Wellbeing of Tasmania's Children and Young People*.<sup>1</sup>

The Commissioner's report commended the Tasmanian Government's use of the Child and Youth Wellbeing Framework (the Framework) and recommended the development of a long-term strategy for promoting and improving the wellbeing of children and young people in Tasmania, based on the Framework with the first 1,000 days as a key priority for all relevant government agencies.<sup>2</sup>

In March 2020 the Tasmanian Government announced Tasmania will develop a comprehensive, long-term, whole of government Child and Youth Wellbeing Strategy.<sup>3</sup> All tiers of Government, service providers, interested organisations, parents and families are already doing a lot of work to improve the lives of young Tasmanians but we know we can do more and be better coordinated in our efforts.

This discussion paper has been written as part of the consultation process to help inform the long-term Child and Youth Wellbeing Strategy in Tasmania. It is written primarily for service providers, policy makers and anyone with an interest in service design and development. It is one component of a co-designed consultation process.

We are also collecting the voice of children, young people, families and the community through consultation processes run by the Commissioner for Children and Young People, the Youth Network of Tasmania, the Mental Health Council of Tasmania and the Playgroup Association of Tasmania. We are also asking service

**"My vision for Tasmania is...  
that no matter  
where you live, no matter  
your background,  
no matter your circumstances  
— opportunities will be here  
for a better life."**

Premier Peter Gutwein,  
CEDA State of the State Address 2020

providers who regularly work with children and young people to run their own consultation process guided by our Toolkit.

You can also contribute your thoughts through [www.wellbeing.tas.gov.au](http://www.wellbeing.tas.gov.au). The website poses consultation questions in a plain English way and together with the face to face consultations is the child friendly version of this discussion paper. The website and the face to face consultations also enable children and young people to express their ideas and views through art, creative writing and short posts.

This paper draws from and relies on the report of the Tasmanian Children's Commissioner *Investing in the Wellbeing of Tasmania's Children and Young People* and other sector reports. Importantly, it uses the *Tasmanian Child and Youth Wellbeing Framework* as a structure to guide discussion.

<sup>1</sup> For the full suite of recommendations see Commissioner for Children and Young People Tasmania, *Investing in the Wellbeing of Tasmania's Children and Young People*, available at, <https://www.childcomm.tas.gov.au/wp-content/uploads/Investing-in-the-Wellbeing-of-Tasmanias-Children-and-Young-People.pdf>. (Commissioner for Children and Young People).

<sup>2</sup> Ibid.

<sup>3</sup> [http://www.premier.tas.gov.au/releases/building\\_tasmanias\\_future\\_for\\_the\\_next\\_generation](http://www.premier.tas.gov.au/releases/building_tasmanias_future_for_the_next_generation)







## HOW CAN WE IMPROVE WELLBEING?

Everyone has a role to play in improving the wellbeing of Tasmania's children and young people and we know that all tiers of Government, service providers, the non-government sector, community groups, families, carers and friends are all doing great work across Tasmania to improve the wellbeing outcomes of children and young people.

The Discussion Paper is structured to help us understand how we can improve wellbeing for children and young people in the knowledge that there is already significant work being undertaken. Your responses will inform the first long-term comprehensive Child and Youth Wellbeing Strategy in Tasmania. In this Discussion Paper:

- We provide an overview of the Child and Youth Wellbeing Framework, its domains and why it will form the basis of the Child and Youth Wellbeing Strategy (the Strategy) (Chapter 1);
- We discuss Aboriginal child and youth wellbeing (Chapter 2);
- We ask about your thoughts on developing an overarching vision for the Strategy (Chapter 3);
- We focus on the first 1,000 days which is critical for a child's development (Chapter 4);

- We provide a snapshot of the Government funded programs and strategies in place across Tasmania against the Child and Youth Wellbeing Framework domains (see Chapter 5). This will assist us in understanding what is already in place across Tasmania and where the opportunities are for other programs/strategies;
- We discuss governance and legislative settings to consider how we can put children and young people's wellbeing at the heart of policy (Chapter 6); and
- We consider the measures that need to be in place to ensure our actions are effective and having a positive impact on the wellbeing of children, young people and their families. We need to have measures in place to monitor progress. Using existing datasets and leveraging off existing partnerships, we will have opportunities to collaborate and link data to measure and monitor child and youth wellbeing. (Chapter 7).

Each Chapter concludes with a number of questions that will help us shape the Child and Youth Wellbeing Strategy. A full set of discussion questions is contained in Chapter 8.



# Wellbeing

Noun.

The state of being comfortable, healthy, or happy.



## WHY FOCUS ON CHILD AND YOUTH WELLBEING?

A child wellbeing approach emphasises the importance of quality of life and happiness for children and young people. There are a number of reasons why we should focus on the wellbeing for children and young people, including the following:

- **Rights** – children and young people have rights: The acceptance of children's rights as human rights has been an important development contributing to child wellbeing. The United Nations Convention on the Rights of the Child (CROC), which went into effect in 1990, has provided the framework for understanding child wellbeing.<sup>4</sup> The children's version of CROC also includes a child's right to participate and be heard.
- **Measurement** – can involve children and track our progress: Advances in measuring and monitoring wellbeing, comparative usability of data collected and the extension of the fields in which data is collected have enabled comparative studies, contributing to the development of literature in which the subjective perspectives of children are taken into account and studies in which children are active participants.<sup>5</sup>
- **Investment** – it makes financial sense to invest early: Studies show that government investment in the early years is more effective than investing to change behaviors later in life. Heckman determined that investing in comprehensive, high-quality, birth-to-five early education provides a 13% return on investment. This research analyses a wide variety of life outcomes, such as health, crime, income, IQ, and schooling.<sup>6</sup>
- **Opportunity** – children and young people can live their best lives: A child's wellbeing plays a major role in determining children and young people's life satisfaction and also substantially influences their life chances of education, employment and fulfilment.<sup>7</sup> If children are able to make the most of life opportunities, our state is more productive.
- **Community** – healthier and happier families and communities: The responsibility to improve and protect child and youth wellbeing lies with us all – government, local communities and with ourselves as individuals. When we all work together, our networks are stronger and our families and communities are resilient. Communities are stronger when their children do better. Children do better when they are happy, have a sense of belonging and have a range of positive influences they engage with in their lives.<sup>8</sup>

4 United Nations Convention on the Rights of the Child, 20 November, 1989, United Nations Treaty.

5 Unicef, *Defining and evaluating child wellbeing domains through the eyes of children in Turkey*, Research Report, February 2014, page 4, with reference to Fattore T., Mason J., Watson (2005); 'Children's Conceptualisations of Their Well-Being' In Ben Arie A., Frønes, I. (Eds.), *Indicators of children's well-being: Theory and practices in multicultural perspective*. Social indicators research series 36, Springer.

6 Heckman, *The economics of human potential*, <https://heckmanequation.org/resource/13-roi-toolbox/>.

7 UK Department of Health, *Public Health Outcomes Framework*, 2013 available at, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/263658/2901502\\_PHOF\\_Improving\\_Outcomes\\_PTIA\\_v1\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/263658/2901502_PHOF_Improving_Outcomes_PTIA_v1_1.pdf)

8 Community Council of Australia, *It Takes A Village*: Available at, <https://ittakesavillage.org.au/>





**“Wellbeing is the state where a child or young person feels loved and safe; has access to material basics; has their physical, mental and emotional health needs met; is learning and participating; and has a positive sense of culture and identity.”**

Child and Youth Wellbeing Framework

## WHY USE THE CHILD AND YOUTH WELLBEING FRAMEWORK?

The Tasmanian Child Youth Wellbeing Framework (the Framework) was developed as an initiative under the implementation plan of the March 2016 *Redesign of Child Protection Services Tasmania, Strong Families – Safe Kids*, which identified the need to develop a robust and common understanding of child wellbeing by relevant stakeholders.

The resulting Framework:

- Was developed in partnership with people who work with children, young people and their families;
- Is underpinned by the United Nations *Convention on the Rights of the Child*, to which Australia is a signatory;
- Aligns with the *National Framework for Protecting Australia's Children*; and is inspired by The Nest, a national, evidence-based initiative on child and youth wellbeing developed by the Australian Research Alliance for Children and Youth (ARACY).

The Commissioner suggested the Tasmanian Child and Youth Wellbeing Strategy should be based on the six domains of the Framework.<sup>9</sup>

The six domains are a simple way of presenting a complex concept. For example, a child's participation in education falls within the learning domain, but their ability to engage with education will rely on a supportive home environment (being loved and safe) and having access to educational materials (having material basics). There may be some issues that do not fit within any of the domains,

or may fit within multiple domains. For example the environment and the economy are important issues but can be relevant to multiple domains.

We don't want you to feel constrained by the framework structure when answering the discussion questions.

The discussion questions and further considerations when answering them are outlined at the end of Chapter 5.

The primary aim of the Framework is to ensure that everyone, in all parts of Tasmania's service system, as well as in the broader community, has a strong, common understanding of child and youth wellbeing

<sup>9</sup> Commissioner, for Children and Young People, n1, page 5.



## WHAT ARE THE DOMAINS OF THE CHILD AND YOUTH WELLBEING FRAMEWORK?

The domains are a way of describing all the factors that interact to improve the health and wellbeing of Tasmania's children. They are a simple way of presenting a complex concept.



### Being loved and safe

Being loved and safe means that children and young people:



have a safe, stable and supportive home environment



have positive, trusted relationships with other people



feel safe, secure and protected at home and in the community



feel valued and respected



have a voice and the ability to raise concerns and have these concerns addressed



### Having material basics

Having material basics means that children and young people:



have access to adequate, stable housing



have access to adequate clothing and footwear



have access to nutritious food and clean water



have access to materials to support participation in activities



have access to education and training materials



have access to adequate heating and cooling



### Being healthy

Being healthy means that children and young people:



are mentally and physically healthy



have access to appropriate health and care services



are emotionally well, happy and supported



are immunised



are as physically active as they can be







## Learning

Learning means children and young people:



are attending and engaging in education, training or employment



are supported to learn by their caregiver and education providers



are participating in early childhood education



receive assistance for additional needs



are developing literacy and numeracy skills appropriate to age

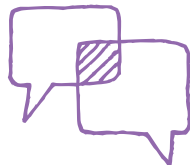


## Participating

Participating means children and young people:



are engaging with peers and community groups



are an active participant in their own life; including being able to have a say and have their opinion heard and valued



are taking part in organised activities, including sport



have access to and use technology and social media



## Having a positive sense of culture and identity

Having a positive sense of culture and identity means children and young people:



can find out about family and personal history and are supported to connect positively with their culture



have a positive sense of self-identity and self-esteem



feel like they belong



are in touch with cultural or spiritual practices and have these practices valued and respected



## WHAT ARE SOME OF THE DEMOGRAPHICS FOR CHILDREN AND YOUNG PEOPLE IN TASMANIA?

**29%** of Tasmanians are aged under 25.

That is **157,466** children and young people and they live all around our state.

ABS Regional Population by Age and Sex –  
data as at 30 June 2019

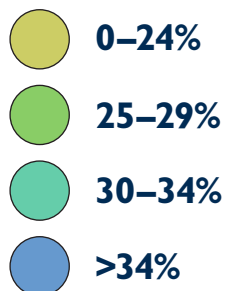
**5,525** babies were born  
in Tasmania in 2018.

ABS Births,  
Australia 2018

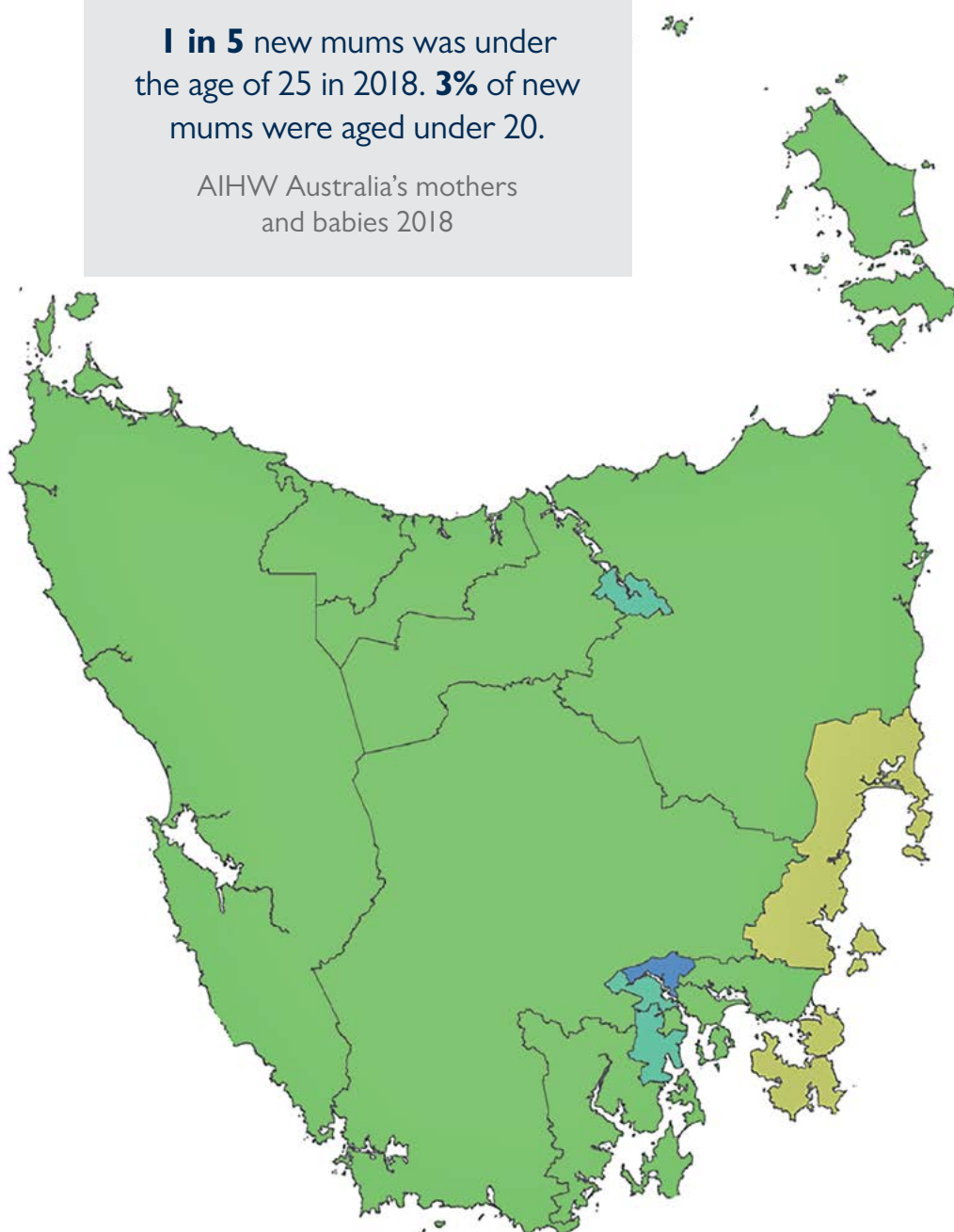
**1 in 5** new mums was under  
the age of 25 in 2018. **3%** of new  
mums were aged under 20.

AIHW Australia's mothers  
and babies 2018

**% of population less  
than 25 years old**



ABS Statistical Area 3





## 2. A note on Aboriginal child and youth wellbeing outcomes in Tasmania and the development of the Strategy



In January 2016, former Premier Will Hodgman identified three themes that underpin the Government's approach to resetting the relationship with Aboriginal communities in Tasmania.

### Recognition

The Tasmanian Government acknowledges Tasmanian Aboriginal communities as the traditional owners of Tasmania and values the importance of Aboriginal history and culture.

### Reconciliation

The Tasmanian Government recognises Tasmanian Aboriginal people's deep and continuous historical connection to the land and sea of Tasmania.

### Real Outcomes

The Tasmanian Government will continue to work to improve the disparity in outcomes experienced by Tasmanian Aboriginal communities in all areas, including education, health and employment.

The former Premier also set five priority areas for the Reset agenda which are informed by the themes of recognition, reconciliation and real outcomes.

### Priority 1: A new approach to Aboriginal eligibility

This new approach aligns the Tasmanian Government with the Australian Government, and implements new arrangements that are more inclusive.

### Priority 2: Focus on Tasmanian Aboriginal history and culture in the delivery of the Australian curriculum

In partnership with Aboriginal communities, enhanced resources and training will be developed to support teachers to deliver the history and cultures component of the Australian curriculum with a focus on Tasmanian Aboriginal people.

### Priority 3: Constitutional recognition of Tasmanian Aboriginal people

Legislation to amend the Constitution Act passed through the State Parliament on 26 October 2016 and the Act received Royal Assent on 15 December 2016. The amended Preamble reads: *"And whereas the Parliament, on behalf of all the people of Tasmania, acknowledges the Aboriginal people as Tasmania's First People and the traditional and original owners of Tasmanian lands and waters; recognises the enduring spiritual, social, cultural and economic importance of traditional lands and waters to Tasmanian Aboriginal people; and recognises the unique and lasting contributions that Tasmanian Aboriginal people have made and continue to make to Tasmania."*



#### **Priority 4: Explore joint land management arrangements and review the current land return model**

Activity around exploring joint land management arrangements will include new and contemporary ways for Aboriginal people to connect to country, while building economic opportunities, particularly in the Tasmanian Wilderness World Heritage Area.

#### **Priority 5: Increased efforts to close the gap in disadvantage between Aboriginal Tasmanians and the wider community**

A 2019/20 Update on activity under these priority areas is available at [https://www.communities.tas.gov.au/\\_\\_data/assets/pdf\\_file/0021/132348/Reset-update-2020.pdf](https://www.communities.tas.gov.au/__data/assets/pdf_file/0021/132348/Reset-update-2020.pdf).

### **THE TASMANIAN GOVERNMENT'S COMMITMENT TO CLOSING THE GAP**

The new National Agreement (the Agreement) on Closing the Gap (CtG) came into effect on 27 July 2020.

It is the first national agreement to be developed in a partnership between governments and Aboriginal and Torres Strait Islander people, as represented by the Coalition of Aboriginal and Torres Strait Islander Peak Organisations (Coalition of Peaks).

CtG acknowledges the ongoing strength and resilience of Aboriginal and Torres Strait Islander people in sustaining the world's oldest living cultures. It is underpinned by the belief that when Aboriginal and Torres Strait Islander people have a genuine say in the design and delivery of policies, programs and services that affect them, better life outcomes are achieved. It also recognises that structural change in the way governments work with Aboriginal and Torres Strait Islander people is needed to close the gap.

Under the new CtG Agreement, governments commit to four Priority Reform areas: (1) formal partnerships and shared decision-making; (2) building the community-controlled sector; (3) transforming government organisations; and (4) shared access to data and information at a regional level.

The Agreement also includes broad and measurable targets across the realms of education, employment, health and wellbeing, justice, safety, housing, land and waters, and Aboriginal and Torres Strait Islander languages.

The Priority Reform areas of the Agreement are to be delivered by governments in partnership with the Coalition of Peaks, and other Aboriginal representatives.

Implementation Plans, detailing the actions to achieve the Priority Reforms, are to be prepared by all Parties to the Agreement.

Across the forward estimates, the Tasmanian Government has committed \$1.2 million as part of Tasmania's contribution to the national funding pool to build the capacity of the Aboriginal community-controlled organisations and to deliver services that result in better outcomes for Aboriginal people.

Developing Tasmania's Implementation Plan will involve collaboration with Aboriginal organisations and people which will include a series of round tables. Tasmanian Aboriginal community organisations, representatives of Australian, Tasmanian and local government; and non-Government organisations with service delivery to Aboriginal children and families will be invited to attend the Roundtables. Where relevant, the Tasmanian Implementation Plan will help inform the Child and Youth Wellbeing Strategy.



## NATIONAL AGREEMENT ON CLOSING THE GAP

### Targets

**Target 1:** Close the Gap in life expectancy within a generation, by 2031.

**Target 2:** By 2031, increase the proportion of Aboriginal and Torres Strait Islander babies with a healthy birthweight to 91 per cent.

**Target 3:** By 2025, increase the proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Fulltime Schooling (YBFS) early childhood education to 95 per cent.

**Target 4:** By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the Australian Early Development Census (AEDC) to 55 per cent.

**Target 5:** By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining year 12 or equivalent qualification to 96 per cent.

**Target 6:** By 2031, increase the proportion of Aboriginal and Torres Strait Islander people aged 25-34 years who have completed a tertiary qualification (Certificate III and above) to 70 per cent.

**Target 7:** By 2031, increase the proportion of Aboriginal and Torres Strait Islander youth (15-24 years) who are in employment, education or training to 67 per cent.

**Target 8:** By 2031, increase the proportion of Aboriginal and Torres Strait Islander people aged 25-64 who are employed to 62 per cent.

**Target 9:** By 2031, increase the proportion of Aboriginal and Torres Strait Islander people living in appropriately sized (not overcrowded) housing to 88 per cent.

**Target 10:** By 2031, reduce the rate of Aboriginal and Torres Strait Islander adults held in incarceration by at least 15 per cent.

**Target 11:** By 2031, reduce the rate of Aboriginal and Torres Strait Islander young people (10-17 years) in detention by at least 30 per cent.

**Target 12:** By 2031, reduce the rate of over-representation of Aboriginal and Torres Strait Islander children in out-of-home care by 45 per cent.

**Target 13:** A significant and sustained reduction in violence and abuse against Aboriginal and Torres Strait Islander women and children towards zero.

**Target 14:** Significant and sustained reduction in suicide of Aboriginal and Torres Strait Islander people towards zero.


**Target 15a:** By 2030, a 15 per cent increase in Australia's landmass subject to Aboriginal and Torres Strait Islander people's legal rights or interests.

**Target 15b:** By 2030, a 15 per cent increase in areas covered by Aboriginal and Torres Strait Islander people's legal rights or interests in the sea.

**Target 16:** By 2031, there is a sustained increase in number and strength of Aboriginal and Torres Strait Islander languages being spoken.







Closing the Gap has refreshed its approach to Indigenous data in the face of a gap that wasn't closing. In doing so it recognised that in order to effect real change, governments must work collaboratively and in genuine, formal partnership with Aboriginal and Torres Strait Islander peoples as they are the essential agents of change.<sup>10</sup>

In recent years, Indigenous Data Sovereignty has been raised nationally as an issue that is important to Aboriginal people. It refers to the right of Indigenous peoples to exercise authority over the collection, access, analysis and use of data that pertains to them.<sup>11</sup> The latest development in research provides codes and ethics for using Aboriginal data including the need to be fair and care.<sup>12</sup> Data is not neutral and consistent deficit-based understanding of Aboriginal outcomes limits other narratives and simplifies social realities.

The Imagination Declaration<sup>13</sup> is a powerful statement designed by 65 Indigenous and non-Indigenous students from years six to 12. It was written as a challenge to the Prime Minister and education Ministers to involve young people and Indigenous Australians in particular in making policy about their future.

It reminds us that the words and data we use to define issues can also label people as 'problems' to be solved. It reminds us that labels limit and stigmatise. Data can reinforce existing power dynamics and has the power to create a narrative about children and young people that is not owned by them and not one that they would choose to describe themselves.

## The Imagination Declaration

...We want freedom to be whatever a human mind can dream.

When you think of an Aboriginal or Torres Strait Islander kid, or in fact, any kid, imagine what's possible.

Don't define us through the lens of disadvantage or label us as limited.

Test us.

Expect the best of us.

Expect the unexpected.

Expect us to continue carrying the custodianship of imagination, entrepreneurial spirit and genius.

Expect us to be complex.

And then let us spread our wings, and soar higher than ever before...

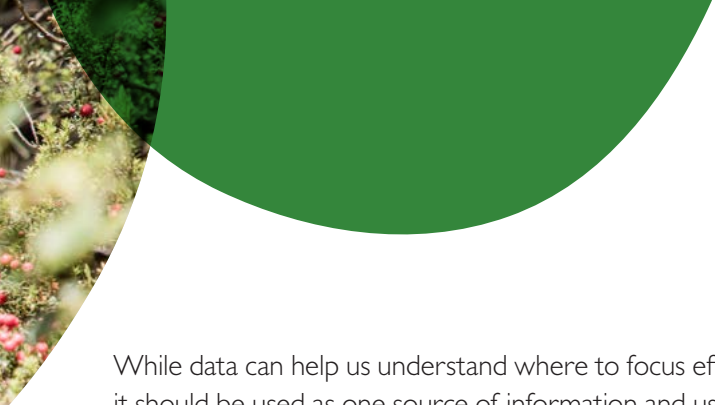
10 Council of Australian Governments, COAG Statement on Closing the Gap, Refresh, 12 December 2018, available at, <https://www.coag.gov.au/sites/default/files/communique/coag-statement-closing-the-gap-refresh.pdf>

11 Aboriginal Child, Family and Community Care Secretariat (AbSec) AbSec's position on Indigenous Data Sovereignty, 2019.

12 Professor Maggie Walter Indigenous Data Sovereignty, Rejecting the Hopeless, Helpless, Hapless Data Narrative <https://www.youtube.com/watch?v=GNq8zayD7ns>

13 Extract from *The Uluru Statement From The Heart*, in 2019, a group of young Indigenous people have gathered in East Arnhem Land for the Youth Forum at Garma Festival (hosted by the Yothu Yindi Foundation). The forum was facilitated by AIME and resulted in a declaration for the Prime Minister and Education Minister's across Australia – *The Imagination Declaration*. <https://nrg.org.au/events/imagination-declaration/>





While data can help us understand where to focus efforts, it should be used as one source of information and used carefully and respectfully in a way that does not harm children and young people.

When it comes to wellbeing, there is much to be learned from children and young people and in particular, Aboriginal children and young people.

Wellbeing for Aboriginal people is a holistic, whole-of-life concept that incorporates the importance of connection to the land, culture, spirituality, ancestry, family and community. As noted by the Australian Institute of Health and Welfare (AIHW), Aboriginal wellbeing encompasses not just the wellbeing of the individual, but also the wellbeing of their family and community.<sup>14</sup>

As the Commissioner's report, *Investing in the wellbeing of children and young people in Tasmania* notes, some Tasmanian Aboriginal people survived invasion. However, with this survival came the loss of land and the loss of freedom of cultural practice and traditional lifestyle, which has led to marginalisation in mainstream Australian society and the perpetuation of intergenerational trauma. These factors continue to impact on the social, economic, physical and psychological health and wellbeing of some Tasmanian Aboriginal people, including children and young people.<sup>15</sup>

We know there are protective factors that influence child and youth wellbeing outcomes. The cultural determinants of health are the protective factors that enable Aboriginal people to feel strong and resilient. For Aboriginal people these cultural determinants<sup>16</sup> include:

- Community connectedness and sense of belonging;
- Connection to land, language, culture, spirituality and ancestry;
- Visiting and staying on Country;
- Self-determination;
- Strong Community governance; and
- Passing on of cultural practices.

In developing programs and initiatives for Aboriginal child and youth wellbeing in Tasmania, it is important that we minimise risk factors and maximise protective factors. We have specific Child and Family Learning Centres (CFLCs) focused on culturally appropriate early childhood development and wellbeing, Aboriginal health services and Aboriginal Education Workers across CFLCs and Tasmanian schools to support Aboriginal learning and culture, some educational programs that have won national awards such as **The Orb** [www.theorb.tas.gov.au](http://www.theorb.tas.gov.au).

It is important that Aboriginal children have access to mainstream services that are culturally safe and free of racism and inequity. Most of all it is imperative that Aboriginal voice, communities and culture is present and empowered in the development of a child and youth wellbeing strategy for Tasmania. We seek to undertake meaningful codesign of the strategy with Tasmanian Aboriginal communities. By listening to the voices of Aboriginal children and young people in Tasmania, we will enable them to 'soar higher than ever before'.

## DISCUSSION QUESTIONS ON – ABORIGINAL CHILD AND YOUTH WELLBEING

1. What programs, services, initiatives or supports are important for Aboriginal families, caregivers, children and young people?

2. What actions are needed to support protective factors for Aboriginal children and young people?

3. How can we support all Tasmanian Aboriginal children, young people, families, caregivers and communities to achieve their goals against each domain of the Child and Youth Wellbeing Framework?

<sup>14</sup> <https://www.cyp.wa.gov.au/media/1315/policy-brief-wmf-aboriginal-child-health-january-2015.pdf> with reference to Australian Institute of Health and Welfare 2009. Measuring the social and emotional wellbeing of Aboriginal and Torres Strait Islander peoples. Cat. no. IHW 24. Canberra: AIHW. See also: National Aboriginal Health Strategy Working Party 1989, National Aboriginal Health Strategy, Canberra.

<sup>15</sup> Commissioner for Children and Young People, n1, page 19.

<sup>16</sup> Beyond Blue, Protective and Risk Factors, available at, <https://www.beyondblue.org.au/who-does-it-affect/aboriginal-and-torres-strait-islander-people/risk-factors>





### 3. A Vision for the Child and Youth Wellbeing Strategy

The Commissioner for Children and Young People suggests that:

*Our greatest need in Tasmania is to have an overarching vision and whole-of-government strategy to promote and improve the wellbeing of our children and young people, that government and non-government stakeholders are committed to achieving, and which can be clearly linked with current or planned government strategies, policies, investments and place-based initiatives.<sup>17</sup>*

There is an overarching aim for Tasmania's Child and Youth Wellbeing Framework: ***“to ensure that everyone, in all parts of Tasmania’s service system, as well as in the broader community, has a strong, common understanding of child and youth wellbeing”***. The underlying aim is to improve wellbeing across the six descriptive domains of wellbeing. It doesn't however, articulate a vision for child and youth wellbeing.

A vision is something aspirational – a dream – something you can imagine to be true. A vision is something which everyone can aspire to and which will keep people moving in the same direction if things get off track or seem too hard.

For instance, the Premier's vision is to create ***“a Tasmania that no matter where you live, no matter your background, no matter your circumstances – opportunities will be here for a better life”***.

The postcard project, which is part of the consultation in developing the child and youth wellbeing strategy, is asking children and young people across Tasmania to send a message directly to the Premier describing their hopes and dreams for children and young people in Tasmania. This will help develop an overarching vision for the child and youth wellbeing strategy.

<sup>17</sup> Commissioner for Children and Young People, n1, page 26.







## WHAT ARE SOME OTHER VISION STATEMENTS?

The Australian Government, Department of Health's National Action Plan for the Health of Children and Young People, has the following vision:

*Ensure that Australian children and young people, from all backgrounds and all walks of life, have the same opportunities to fulfil their potential, and are healthy, safe and thriving.<sup>18</sup>*

New Zealand's aspirational vision is to be:

*The best place in the world for children and young people.<sup>19</sup>*

The National Youth Strategy in Ireland contains an Aim instead of a Vision

*The aim of the National Youth Strategy is to enable all young people to realise their maximum potential, by respecting their rights and hearing their voices, while protecting and supporting them as they transition from childhood to adulthood.<sup>20</sup>*

Save the Children Australia articulates its vision as:

*Our vision is a world in which every child attains the right to survival, protection, development and participation.*

## DISCUSSION QUESTION ON – VISION FOR THE CHILD AND YOUTH WELLBEING FRAMEWORK



The six focus areas (domains) of the Child and Youth Wellbeing Framework are:

- Tasmanian children and young people are loved and safe;
- Tasmanian children and young people have material basics;
- Tasmanian children and young people are healthy;
- Tasmanian children and young people are learning;
- Tasmanian children and young people are participating;
- Tasmanian children and young people have a positive sense of culture and identity.

**4. In the knowledge of the existing domains of the Child and Youth Wellbeing Framework what should be our unifying vision for the Child and Youth Wellbeing Strategy?**

18 Australian Government Department of Health, National Action Plan for the Health of Children and Young People, 2020-2030, available at, [https://www1.health.gov.au/internet/main/publishing.nsf/Content/4815673E283EC1B6CA2584000082EA7D/\\$File/FINAL%20National%20Action%20Plan%20for%20the%20Health%20of%20Children%20and%20Young%20People%202020-2030.pdf](https://www1.health.gov.au/internet/main/publishing.nsf/Content/4815673E283EC1B6CA2584000082EA7D/$File/FINAL%20National%20Action%20Plan%20for%20the%20Health%20of%20Children%20and%20Young%20People%202020-2030.pdf), page 2. (Australian Department of Health)

19 New Zealand Government, Child and Youth Wellbeing Strategy, The Child Youth and Wellbeing Strategy Framework, available at, <https://childyouthwellbeing.govt.nz/resources/child-and-youth-wellbeing-strategy.html#section-4>

20 National Youth Council of Ireland, National Youth Strategy 2015-2020, page 2. Available at, <https://www.youth.ie/documents/national-youth-strategy-2015-2020/>.





## 4. The first 1,000 days<sup>21</sup>

The first 1,000 days refers to the period from conception to two years old.

There is a wealth of research and increasing evidence outlining the importance of the first 1,000 days for child and youth wellbeing and later life outcomes.<sup>22</sup>

### **EXPERIENCES DURING THE FIRST 1,000 DAYS AFFECT SCHOOL ACHIEVEMENT AND LIFELONG HEALTH**

Scientific research tells us that the social and environmental conditions in which families are conceiving and raising children in the first 1,000 days have a direct impact on child development. Experiences in the first thousand days influence physical and neural development and provide the building blocks for physical and mental health and wellbeing throughout life.

The first 1,000 days also contribute to children's wellbeing at school and educational achievement.

Children are born ready to connect in relationships with their parents and others. By talking to, playing with and providing warmth and a loving, stimulating environment for our children we can enhance positive brain connections that will provide the foundations for their future wellbeing, including future learning outcomes and skill development.<sup>23</sup>

### **MINIMISE RISK FACTORS**

The number of adverse experiences and stressors that a child is exposed to in the first 1,000 days can increase their likelihood of poor health and wellbeing outcomes later in life.<sup>24</sup> Early life experiences and environments that children are brought up in are linked to the prevalence of chronic health conditions in later life such as obesity, diabetes, heart disease, depression and the risk of alcohol and drug abuse.<sup>25</sup> Policies and services that reduce sources of ongoing, excessive stress for young children and their families—such as poverty, racism, violence and abuse, housing instability, and food insecurity—can dramatically reduce the need for costly treatments for a wide range of health conditions, including heart disease, diabetes, and depression.<sup>26</sup>

21 This section of the paper draws heavily on the research from the Harvard University Center on the Developing Child, Health and Learning Are Deeply Interconnected in the Body: An Action Guide for Policymakers, <https://developingchild.harvard.edu/resources/health-and-learning-are-deeply-interconnected-in-the-body-an-action-guide-for-policymakers/>

22 See for instance; [www.raisingchildren.net.au/guides/first-1000-days](http://www.raisingchildren.net.au/guides/first-1000-days); [www.first1000daysaustralia.com](http://www.first1000daysaustralia.com); [www.thousanddays.org](http://www.thousanddays.org); <https://www.rch.org.au/ccch/first-thousand-days/>

23 Ministerial Council for Education, Early Childhood Development and Youth affairs, (2010), Engaging Families in the Early Childhood Development Story.

24 Moore, T.G., Arefadib, N., Deery, A., Keyes, M. & West, S. (2017). The First Thousand Days: An Evidence Paper – Summary. Parkville, Victoria: Centre for Community Child Health, Murdoch Children's Research Institute.

25 McCain M, Mustard M and Shanker S (2007) Early years study 2: putting science into action, Council for Early Child Development, Canada.

26 Ibid, page 15.



## STRENGTHEN PROTECTIVE FACTORS

Research shows that some interventions can strengthen protective factors that can buffer adverse experiences. For example, early identification and prevention of maternal stressors, family support and parenting programs and interventions that foster strong attachment between an infant and caregiver can all have a positive effect on a child's mental health, physical and social development.<sup>27</sup>

From conception, empathetic and responsive parenting is the most protective support for optimal healthy child development in the first 1,000 days. However, some parents require support to access adequate material, social and economic resources to reduce social disadvantage, and increase their capacity for effective parenting. Most parents require some form of support and advice related to caring for their infant and their own wellbeing in the first thousand days of a child's life.

Chapter 5 in this paper showcases a number of parenting programs operating in Tasmania. In addition to these, there are numerous community based services and groups that support families such as playgroups and the early childhood education and care sector. These services provide valuable opportunities for children and families, parents and caregivers to connect with each other, build relationships, support one another and be part of an early years community.

## MATERNITY, CHILD HEALTH AND PARENTING SERVICES

Universal maternity and child health services for children and families support parents, and monitor health and developmental progress during critical periods in a child's early life.<sup>28</sup> Universal provision of growth and developmental child health checks at key stages of early childhood enables an understanding of expected growth and development, identification of any delays early and provision of appropriate supports. Universal maternity, child and family health services are well placed to identify issues with parents' health and wellbeing, and can provide advice, support and appropriate referral to more targeted, specialist or intensive services for families with additional needs or for children where a health or developmental need has been identified.<sup>29</sup>

**"The first 1,000 days is a critical time where the promotion of health and wellbeing has long lasting positive effects on the child, their family and their community."**

In Tasmania, the Child Health and Parenting Service (CHaPS) provides statewide universal child health and parenting services to Tasmanian families with children. The CHaPS receives a referral for every child born in Tasmania and delivers services in CHaPS clinics or in home visits. The CHaPS also provide a range of secondary and targeted parenting support interventions across the state for more specialised support related to parenting and child health.

## IMPROVING THE HEALTH AND EDUCATION OF THE NEXT GENERATION

The first 1,000 days is a critical time where the promotion of health and wellbeing has long lasting positive effects on the child, their family and their community. By supporting parents and families in these early days of a child's life and provision of strengths based early intervention we can have a positive impact on the long-term health, education and wellbeing of the next generation of Tasmanians.

Questions on the first 1,000 Days appear at the end of Chapter 5.

27 Parkinson S, Gunawan A, Lewig K, Flaherty R and Arney F (2017) Improving service responses to vulnerable families during pregnancy and infancy: A report to the Australian Government department of Social services.

28 Australian Government, Department of Health, National Framework for Universal Child and Family Health Services, 2011, available at <https://www.health.gov.au/internet/main/publishing.nsf/Content/nat-fram-ucfhs>.

29 Ibid.







## 5. Current Tasmanian Government Initiatives

The following tables outline some Tasmanian Government initiatives mapped against the Child and Youth Wellbeing Framework Domains for children and young people aged 0-25 years.

There is also a lot of great work occurring in the non-government, community and business sectors to support Tasmanian children and young people. While some government initiatives outlined in the tables below involve not for profit and business sector partners, this paper does not attempt to provide a comprehensive or exhaustive picture of all programs available for Tasmanian children and young people.

For the purposes of this discussion paper activities have been placed within the domain that best matches the aim of the initiative or program, noting that many of these programs may impact multiple domains associated with a child or young person's wellbeing.





## BEING LOVED AND SAFE



Having a safe, stable and supportive home environment



Feeling safe, secure and protected at home and in the community



Feeling valued and respected



Having positive, trusted relationships with other people



Having a voice and the ability to raise concerns and have these concerns addressed

In general 'Being loved and safe' means that the child or young person feels safe in their home and community and that their caregiver is able to provide a safe, stable and supportive environment and if needed the child or young person is able to raise their concerns and have them addressed.

'Being loved and safe' will mean different things for different people, and will also be influenced by the developmental stage of the child or young person. For young children it may mean having a positive attachment with their caregiver while for older children it may mean having positive relationships with not only their caregiver but other people who can provide support to them.

## CURRENT TASMANIAN GOVERNMENT INITIATIVES

### Child Health and Parenting Service (CHaPS)

CHaPS provides statewide universal child health and parenting services to Tasmanian families with children between 0-5 years. The CHaPS receives a referral for every child born in Tasmania and provides:

- Nationally recommended growth and development screening and surveillance from newborn to school age, child health information and advice/support to parents (e.g. perinatal mental health screening, breastfeeding support and developmentally focused parent/child relationship and behaviour management advice).
- Services in clinical settings or home visits and are located in around 70 sites state-wide. These sites include standalone CHaPS centres, co-location with other services (THS, NGO or other services), and all DoE Child and Family Centres. CHaPS has Parenting Centres in the South, North and North-West of the State which provide a range of secondary and targeted parenting services, for more intensive support.
- A range of universal and targeted nurse facilitated information sessions and parenting groups including those that target specific issues (e.g. sleep and settling, perinatal wellbeing among others).
- Parentline a 24 hour telephone support and information and CHaPS follow up where the phone consultation requires more intensive input.
- A sustained home visiting program that supports teenage parents with complex needs from pregnancy through to their child's second birthday (cu@home).



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### Antenatal Complex Care Clinics (Royal Hobart Hospital)

- Provide antenatal care and support for mother's with complex needs.
- Includes care for teenage mothers, mothers with alcohol and drug issues, mothers who are incarcerated.

### Oral Health Services Tasmania (OHST)

- **Lift the Lip** is a priority pathway to Oral Health Services Tasmania that can be accessed by any child health, school nurse or education professional that considers any child to be in need of dental care, early intervention or preventive care or family oral health support.

### Vulnerable unborn babies and infant strategy (Communities Tas)

- Developed by the Tasmanian Government in October 2018, the strategy focuses on the safety and wellbeing of unborn babies and infants aged 0 to 1 year.
- Aims provide support to families of unborn babies and infants who come to the attention of Child Safety Services
- Outlines six key strategies drawn from themes in coronial enquiries and internal reviews.

### B4 Early Years Coalition

- Established by the Tasmanian Government in 2016 this coalition aims to ensure that every child in Tasmania is care for and nurtured through the early years.
- The goals of B4 are:
  - Everyone values the early years and are aware of and understand the importance and lifelong benefits of strong healthy development during this period;
  - Everyone supports the early years and has the skills, knowledge, resources and a role to support children, their families and communities; and
  - Everyone works together for the early years to ensure families, services, business and communities have the knowledge, skills and confidence to partner and ensure all children get the best possible start in life.

### Parenting Programs

- There are a number of evidenced based parenting programs delivered by Government funded services providing support to parents across the State. Some examples are:
  - I-2-3 Magic
  - Circle of Security.
- Parenting centre support is delivered by the CHaPS service statewide based on individual family needs.







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- Empowering Families, Empowering Communities (EPEC) is a community based, peer led parenting program being piloted across some CFLCs for parents of children aged 2-12 years.
- EPEC Trains and employs local parents to facilitate parenting groups in their local communities, bringing together parents and professionals to co-deliver the program.

### Student Wellbeing Teams

- Provide intensive and targeted support to students where there may be concerns for the child's safety and wellbeing:
  - Work in collaboration with the Children's Advice and Referral Service to determine the needs of the child and the supports and interventions that may be required;
  - Staffed with experienced school social workers.

### Respectful Relationships Education

- Respectful Relationships Education provides a collection of resources for use in all Tasmanian Education contexts (from birth to Year 12) with the aim that all Tasmanian communities value a culture of respect.
- Resources support school communities to model positive environments and behaviours and foster equitable and respectful relationships.

### Combatting Bullying Initiative

- The Combatting Bullying Initiative includes the antibullying website Bullying Stops Here
- Provides children and young people and teachers with the resources required to recognise and tackle bullying.

### Cyber Safety in Schools

- All Tasmanian schools work within the Australian Student Wellbeing Framework that provides resources around wellbeing for teachers, students and families.
- Schools access a range of resources to ensure safe technology based learning including resources and information for schools, students and parents from the Office of the Children's eSafety Commissioner.
- Schools have 'acceptable use of technology' guidelines that students agree to before using technology in the school environment.
- Filters on internet use are also incorporated within schools to protect students from known risks.

### Alcohol and Drug Service

- The Alcohol and Drug Service provides free, voluntary statewide services for adults and their families for alcohol, tobacco and other drug issues. Engagement and access to this service for parents to provide safe home environments is vital.



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- Community Service Organisations are funded to provide youth specific services.
- The government released a *Reform Agenda for Alcohol and Drug Services* in November 2020 that discusses the needs of priority groups, including young people.

### ***Safe Homes, Families, Communities: Tasmania's action plan for family and sexual violence 2019-2022***

Safe Homes, Families, Communities provides a coordinated, whole-of-government approach to family and sexual violence. Actions for children and young people include:

- Providing increased counselling services for children and young people (Action 18);
- Strengthening mechanisms for schools to respond to technology-facilitated abuse including image-based abuse (Action 33);
- Respectful Relationship education in all Tasmanian Government schools (Action 3);
- Developing a Problem Sexual Behaviours and Sexually Abusive Behaviours program for children and young people (Action 9);
- Trialing the Step Up adolescent intervention program (Action 11);
- Establishing a Family Violence Liaison Officer in the Strong Families, Safe Kids Advice and Referral Line (Action 38);
- Supporting Aboriginal families through the Aboriginal Family Safety Workers in Child and Family Learning Centres (CFLCs); and
- Safe Homes Safe Families support teams in schools and CFLCs (Action 16).

### **Family Violence Counselling and Support Services (FVCSS)**

Department of Communities Tasmania FVCSS offers professional and specialised services to assist children, young people and adults affected by family violence. This operational service is part of the Safe at Home initiative: a Tasmanian whole of government response to family violence; FVCSS works with a range of services across government and the community sector.

FVCSS has offices in Burnie, Launceston and Hobart: appointments can also be made to see clients in other locations.

All FVCSS services are voluntary and free of cost.

Services include:

- Information, counselling and support
- Safety planning
- Information to other services supporting people affected by family violence
- Assistance to access Police





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- Referrals and advocacy in organising a safe place to stay
- Referrals to other Safe at Home partner agencies, legal services, financial services and the community sector
- Therapeutic Group work programs
- Liaison with Government and non-government sector on behalf of clients.

### Flexible Support Packages

In March 2020, the Tasmanian Government announced specific family violence funding to address a range of issues associated with family violence. This included funding specifically allocated to deliver Flexible Support Packages to enhance the safety and wellbeing of people affected by family violence.

Flexible Support Packages are designed to contribute to a holistic response to people experiencing family violence by providing practical supports to enhance safety and wellbeing when leaving an abusive relationship.

Family violence risk assessment and safety planning are key components of the program, to assist in addressing a victim-survivor's risk and safety needs.

### Primary Prevention Programs to address Family Violence.

Consent is a Conversation – This program provides training for students from Secondary Schools through to University about consent, sexual ethics and decision making skills. The program aims to reduce the occurrence of sexual harm and empower young people by providing them with the skills to make healthy sexual choices.

Safe, Smart Kids – This program provides training for students in primary school to empower children to understand their body and equip them to make positive, ethical choices about intimate relationships. Aims to ultimately stop intimate partner violence and sexual harm from occurring.

### Strong Families Safe Kids Advice and Referral Line

- The Advice and Referral Line is the first point of contact for concerns about child wellbeing and safety.
- Coordinates a network of government and non-government support and early intervention services for children and their families.

### Integrated Family Support Services (IFSS)

- IFSS are offered through a range of non-government providers
- Includes practical parenting support, resources and referrals to services that build family resilience.



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### Intensive Family Engagement Services (IFES)

- IFES provides intensive support for families with complex needs such as family violence, alcohol and drug and mental health issues.
- Delivered in partnership with Child Safety Services, the program works intensively with families for a short period with the aim of reducing the number of families requiring statutory intervention or placement of children in Out of Home Care (OOHC).

### Child Safety Services

- The role of the Child Safety Service is to protect children and young people who are at risk of abuse or neglect as defined in the *Children, Young Persons and their Families Act, 1997*.
- The Advice and Referral Line is the first point of call for receiving concerns about a child or young person's welfare.
- High level concerns for a child's wellbeing are referred to Child Safety Services who investigate, substantiate and respond to these concerns as outlined in the legislative requirements.

### Strengthening Permanency Project

- Focuses on stability and permanent placements for vulnerable children and young people in the Child Safety System through greater support for families and carers.

### Youth Support Programs

- Intensive support for young people in the community who are experiencing multiple and complex issues such as homelessness, disengagement from education, substance abuse and youth justice involvement is provided through the Targeted Youth Support and Supported Youth Program.
- The Bail Support and Transition from Detention program provide intensive support for young people on youth justice community or statutory orders.

### Youth Justice Services

- Work with young people who have been placed under supervision orders in the community.
- Aim to rehabilitate and divert young people from reoffending, through interventions such as youth justice conferencing.

### Development of a child safe legislative framework incorporating the implementation of Child Safe Standards and a Reportable Conduct Scheme

Establishment of a Commission of Inquiry under the *Commissions of Inquiry Act 1995* to investigate the responses of Tasmanian Government Agencies in relation to the management of allegations of child sexual abuse





## HAVING MATERIAL BASICS



Adequate, stable housing



Nutritious food and clean water



Education and training materials



Adequate clothing and footwear



Materials to support participation in activities



Adequate heating and cooling

The ability to obtain material basics will differ across developmental ages. Young children will be entirely dependent on caregivers to provide them with adequate food, housing, clothing and educational materials.

As young adults move towards independence from their caregivers they will become increasingly responsible for acquiring material basics to meet their own needs.

## CURRENT TASMANIAN GOVERNMENT INITIATIVES

### Supported Transitional Accommodation Programs for Young Parents

- There are three supported transitional accommodation programs for young parents that operate in each region of Tasmania – Small Steps (South: Hobart City Mission), Karinya Mums'n'Bubs program (North) and YFCC transitional housing for young couples with a new baby.
- Provide transitional housing and support for new young mothers and babies (NW program provides housing and support for young couples).

### Oral Health Services Tasmania (OHST)

- *Helping Healthy Smiles* is a partnership program with CHaPS and Child and Family Learning Centres to provide families who are more likely to develop early childhood decay with free toothbrushes and toothpaste. These free resources aim to help families change or improve family oral health practices by providing them with the tools to do so.
- *cu@home partnership with CHaPS* provides toothbrush and toothpaste resources to help support preventive and anticipatory oral health messages to young mothers and their children in the program.

### Student Assistance Scheme

- Provides assistance to low income families towards the cost of government school fees and levies that cover costs for stationery, learning materials, school excursions and camps.
- The Tasmanian Government expanded the scheme in August 2020 to cover an additional 9,000+ students meaning one in two students no longer pays school fees.

### Healthy Eating Schools and Canteens

- Promotes a whole school approach to healthy eating.
- Includes a Canteen Accreditation Program for best practice procedures for high quality and safe food service in schools.



## HAVING MATERIAL BASICS



Adequate, stable housing



Nutritious food and clean water



Education and training materials



Adequate clothing and footwear



Materials to support participation in activities



Adequate heating and cooling

### School Gardens

- *24 Carrot Gardens Project* – run through MONA:
  - Established kitchen gardens in 15 Tasmanian schools;
  - Children learn to grow, cook and eat healthy produce;
  - Project sets the gold standard for primary school kitchen gardens.
- *Stephanie Alexander kitchen garden foundation* has supported kitchen gardens in 60 Tasmanian schools:
  - Provides schools with information, educational resources, professional development and support to deliver food education.

### School Breakfast Programs

- Breakfast programs have been running for a number of years in Tasmanian primary and secondary schools often in partnership with the local community or local community providers.

### School Food Plans

- Funding provided to the Tasmanian Canteen Association and six Tasmanian schools to develop school food plans:
  - Plans will help schools to determine when and how food is provided to children while at school from breakfast through to the end of the school day;
  - Warrane, Richmond, Triabunna, Austins Ferry, Yolla and Perth schools are participating in the program;
  - Program will link to the curriculum and include growing, cooking and eating food that has been cooked from scratch.

### School Farms and Paddock to Plate programs

- A number of Tasmanian schools have 'school farms' that allow them to run a range of programs for students up to Year 12 including 'paddock to plate', 'animal husbandry', 'agriculture'.

### Department of Health School Lunch Pilot Program

- Funding from the Department of Health has been provided to the Tasmanian Canteen Association to trial a school lunch pilot program in 3 Tasmanian primary schools:
  - Warrane, Richmond and Triabunna primary schools trialed a lunch program for five days a week for a four week period during Term 4, 2020;
  - The Pilot is being evaluated by the Menzies Research Institute.







## HAVING MATERIAL BASICS



Adequate, stable housing



Nutritious food and clean water



Education and training materials



Adequate clothing and footwear



Materials to support participation in activities



Adequate heating and cooling

### Move Well Eat Well

- Promotes a healthier Tasmania for children through healthy eating and regular physical activity.
- Includes delivery of resources to early childhood services and primary schools to foster health promoting schools.
- Links to the curriculum and promotes partnerships with families to support a healthy school environment.

### Eat Well Tasmania

- Funded by the Tasmanian Government this non for profit organisation promotes healthy eating and opportunities to eat healthy Tasmanian grown food.
- Recently launched the We Eat Local app to assist Tasmanians in accessing local fresh produce.

### Affordable Housing Strategy 2015-2025

- The Strategy provides a roadmap to improving housing affordability and reducing housing stress on vulnerable Tasmanians.
- Includes specific initiatives to address youth homelessness such as Youth at Risk Centres in Southern and Northern Tasmania for young people under 16 years who are homeless.
- Development of additional Youth Foyers to provide supported accommodation facilities for young people aged 16-25 years across Tasmanian regions.
- Initiatives such as Rapid Re-housing are also available for families escaping family violence.

### Under 16 Homelessness

- The under 16 Homelessness Taskforce was established in 2019 and provided advice and recommendations to Government on how to improve the lives of young people who are homeless or at risk of homelessness.
- In response to this advice a cross-sectoral working group was established to implement the recommendations and identify opportunities for increased integration and collaboration across the service system. Immediate actions include:
- Provision of additional funding to youth support services across the State to provide individualised case co-ordination and advocacy to children under 16 known to services.
- Development of a whole of government policy framework for u16 homelessness with supporting practice guidelines.
- Improving data linkages across relevant government departments to flag when a child may be at risk, allowing for earlier intervention.



## HAVING MATERIAL BASICS



Adequate, stable housing



Nutritious food and clean water



Education and training materials



Adequate clothing and footwear



Materials to support participation in activities



Adequate heating and cooling

### Streets Ahead Incentive Program

- This program is available to all public housing tenants, assisting them to buy a home from Housing Tasmania.
- The program helps with deposits, mortgage insurance and legal costs associated with buying a Housing Tasmania home.
- Includes a free independent building report, free financial counselling and access to an essential maintenance package.

### HomeShare Program

- HomeShare is a program that is available to eligible Tasmanians to assist them in owning their own home (either a Housing Tasmania property or a new house).
- The program reduces the costs of buying a house, or a new house and land package, by sharing the cost with the Director of Housing, which is paid back before 30 years.
- Also includes assistance with legal costs, financial counselling and essential maintenance.

### Emergency Food Relief

- Tasmanian government funds organisations to provide emergency food relief for members of the community such as food hampers, meals, grocery vouchers.
- Increased funding was provided during the height of the COVID-19 pandemic in Tasmania.

### No Interest Loan Scheme (NILS)

- NILS is supported by the Tasmanian government to assist low income earners with purchasing essential supplies.
- This includes the NILS Education Loans which help parents with the costs of learning e.g. purchasing a computer or laptop.
- NILS loans for essential items up to \$1500 include furniture, electrical items, medical and dental essentials, car essentials, costs associated with moving or security requirements due to family violence.

The scheme provides interest free loans with no fees or charges that can be paid back in small fortnightly repayments.

### Public Housing Heating and Energy Efficiency Initiatives

- The Tasmanian Government allocated an additional \$15 million in the 2020/2021 budget for Public Housing heating and energy efficiency initiatives.





## BEING HEALTHY



Mentally and physically healthy



Emotionally well, happy and supported



Being as physically active as they can be



Having access to appropriate health and care services



Being immunised

During the early years, infants and children will be dependent on their caregivers to provide opportunities for physical exercise, adequate nutrition and access to health services and supports.

As children get older caregivers can still support and promote healthy opportunities and access to services, however young people will begin to have more independence and make choices around their own health behaviours.

## CURRENT TASMANIAN GOVERNMENT INITIATIVES

### Breastfeeding Coalition Tasmania

- Coordination of Breastfeeding Coalition Tasmania, a partnership of government and non-government organisations working to provide an enabling environment for breastfeeding.

### Immunisation Program

- Immunisation in Tasmania is administered in many settings; including general practice, Aboriginal Health Services, pharmacies, local councils, and schools through School Based Immunisation Programs (SBIP).
- Vaccination in infancy and early childhood helps stop the spread of potentially life threatening diseases. These include chicken pox, mumps, whooping cough, polio and more.
- Tasmania participates in the National Immunisation Program and also funds several State-based programs in response to the unique needs of Tasmanians. These include:
  - Expansion of the influenza immunisation program to include children aged 6 months to 5 years old; and
  - Expansion of a meningococcal-ACWY immunisation program for children and young people which now covers infants from the age of 6 weeks through to young people aged 21 years.

### Women's and Children's Services (WACS)

- Each region of Tasmania provides services for women and children, including maternity, paediatric and outpatient services.
- WACS provides services to high risk pregnant women, preterm infants and unwell infants and children.
- WACS has developed a *Pregnancy, Birth and Early Parenting* online portal which provides information relating to healthcare during pregnancy; advice on visits, tests and baby development at each stage of pregnancy; information to support a healthy pregnancy, including advice on food safety, exercise, vaccination etc.; labour and birth; infant feeding; early parenting; among other topics.



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### Child Health and Parenting Service (CHaPS)

CHaPS provides statewide universal child health and parenting services to Tasmanian families with children between 0-5 years. The CHaPS receives a referral for every child born in Tasmania and provides:

- Nationally recommended growth and development screening and surveillance from newborn to school age, child health information and advice/support to parents (e.g. perinatal mental health screening, breastfeeding support and developmentally focused parent/child relationship and behaviour management advice);
- Services in clinical settings or home visits and are located in around 70 sites state-wide. These sites include standalone CHaPS centres, co-location with other services (THS, NGO or other services), and all DoE Child and Family Centres. CHaPS has Parenting Centres in the South, North and North-West of the State which provide a range of secondary and targeted parenting services, for more intensive support;
- A range of universal and targeted nurse facilitated information sessions and parenting groups including those that target specific issues (e.g. sleep and settling, perinatal wellbeing among others);
- Parentline provides 24 hour telephone support and information and CHaPS follow up where the phone consultation requires more intensive input;
- A sustained home visiting program that supports teenage parents with complex needs from pregnancy through to their child's second birthday (cu@home).

### Perinatal and Infant Mental Health Service

- A clinic at the RHH which sees pregnant women with both pre-existing and new mental health illnesses, or concerns of possible mental illness in the antenatal period and postnatally up to 12 months.

### Child and Adolescent Mental Health Service

- Provides a free statewide service for infants, children and young people with a diagnosed mental health issue.
- Includes a mental health service helpline for provision of advice, assessment and referral.

### Oral Health Services Tasmania (OHST)

- *Healthy Smiles for Two* aims to improve the health outcomes of pregnant women and the unborn child and the future oral health outcomes of the infant by integrating oral health into general assessment; working in partnership with midwives to increase their oral health knowledge; providing priority dental care for eligible pregnant women; and promoting and delivering early intervention with anticipatory guidance, resources and dental care for the infant from 12 months of age.





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- *Lift the Lip* is an early intervention and preventive program in partnership with CHaPS, providing integrated oral health assessments into the general health assessments of the Child Personal Health Record Book which focuses on children from birth to four years.
- OHST has two public school-based programs – a Fluoride Varnish Program for targeted Child and Family Learning Centres, Kindergarten and Prep children; and a Fissure Sealant and Fluoride Varnish Program which targets children aged around 6 and 12 years of age.
- OHST provides a screening service to monitor oral health outcomes for children at Support Schools across Tasmania.
- OHST works with Child Safety to provide appropriate and timely comprehensive dental care and assessment for all children in out of home care. This collaborative project was developed from the HEARTS Program (detailed above).

### School Health Nurses

School Health Nurses work in primary and secondary government schools and colleges across Tasmania. Their role is to:

- Promote a health and wellbeing focus in schools, including mental health and sexual health
- Support healthy choices through health promotion and education and early intervention and preventative initiatives
- Assist schools and families with students with complex health needs
- Support, advocate and build relationships between students, families and schools.

### Student Health Initiative

- Part of the Healthy Tasmania Five Year Strategic Plan which focuses on improving the health and wellbeing of students in Tasmanian schools. Includes:
  - Development of collaborative partnerships to promote broad, long term and innovative change in school communities
  - Four key action areas – nutrition, physical activity, drug education, emotional health and wellbeing.

### Healthy Tasmania Strategic Plan

- Outlines a preventative health approach that supports Tasmanians to make healthy choices through priority action areas.
- Four priority areas include smoking, healthy eating and physical activity, community connections, chronic condition screening and management.
- Includes supporting Tasmanians to make healthy lifestyle changes across all stages of life.
- Includes supporting pregnant women to stop smoking through a multi-strategy approach.





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### Healthy Kids Website

- The *Healthy Kids* website is a priority action under the Healthy Tasmania strategy, providing information for parents organised under topics of pregnancy, babies, early childhood, school age, and young people.
- It features only Tasmanian programs and resources, developed for Tasmanian families and communities, and integrates existing programs and resources about healthy eating and physical activity.

### Healthy Young People

- *Healthy Young People* is a free online resource developed by the Tasmanian government for secondary school students, teachers and those who work with young people in Tasmania. The website aims to:
  - Make healthy choices easier for young people
  - Promote positive health messages around body image, adequate sleep, physical activity and nutrition.

### Family Food Patch

- Funded by and working in partnership with the Tasmanian Government, the Family Food Patch program aims to improve the health and wellbeing of Tasmanian children and families through promotion of eating well and being active.

### Universal Newborn Hearing Screening

- Free newborn hearing screening is provided to all Tasmanian babies, usually just after birth. Screening program aims to:
  - Detect childhood hearing loss at the earliest opportunity
  - Ensure that appropriate interventions are offered to the baby and family, helping them to achieve age appropriate speech and language outcomes.

### HEARTS Outpatient Clinic

A multidisciplinary outpatient clinic for children and young people in out of home care that:

- Provides screening and health and development assessments to monitor the health outcomes of these children
- Provides appropriate interventions and referrals to specialist services as required
- Has flexible delivery modes including outreach clinics within CFLCs and local communities.





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### Alcohol and other Drug Services

- The Alcohol and Drug Service provides free, voluntary statewide services for adults and their families for alcohol, tobacco and other drug issues.
- Community Service Organisations are funded to provide youth specific services.
- The government released a *Reform Agenda for Alcohol and Drug Services* in November 2020 that discusses the needs of priority groups, including young people.

### Health Screening and Mental Health Homeless Outreach Support Team (MHHOST)

- The MHHOST provides health screening and referrals to a specialist mental health outreach support team for clients accessing crisis and emergency accommodation (service provided for clients from the age of 16 years).

### Premier's Health and Wellbeing Advisory Council

Established to provide advice on cross sector and collaborative approaches to improve the health and wellbeing of Tasmanians. Work includes:

- Development of the Tasmania Statement which includes a commitment to work together to improve the health and wellbeing of Tasmanians
- Contribution to the Healthy Tasmania Five Year Strategic Plan.



## LEARNING



Attending and engaging in education, training or employment



Participating in early childhood education



Being supported to learn by their caregiver and education providers



Developing literacy and numeracy skills appropriate to age



Receiving assistance for additional needs

Depending on the developmental stage of the child or young person, 'Learning' can mean different things. For young children it may revolve around the caregiver's engagement and ability to provide a stimulating play environment, whereas for school age children it will be more about engaging in school and developing the appropriate literacy, numeracy and social skills.

For young people it may revolve around engagement with tertiary learning and development of independent skills to aid in a successful transition from the school environment to the workforce.

## CURRENT TASMANIAN GOVERNMENT INITIATIVES

### *Tasmania's Strategy for Children: Pregnancy to Eight Years 2018-2021*

- Vision of 'Children Thriving in Strong Connected Communities'.
- Focuses on improving education, health and wellbeing outcomes for children from pregnancy through to 8 years through quality, equity and partnerships.
- Strategy was co-developed with government agencies, the Early Childhood Education and Care sector, educators, parents and community members.

### Child and Family Learning Centres (CFLCs)

- 12 CFLCs located across Tasmania with six more centres being fast tracked:
  - Focus on families with children from pregnancy to 5 years and provide a place-based approach to provision of services and supports
  - Aim to work with and support families in order to improve educational, health and wellbeing outcomes for children, by reducing barriers and increasing access to services and prepare children for transition to school.

### Launching into Learning

- Free program for children from birth to 4 years available in all Tasmanian schools and CFLCs:
  - Provides creative play opportunities to support a child's learning and assist in their transition to school
  - Provides opportunities for caregivers to develop connections and networks with other families, their community and the local CFLC or school.





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### Working Together Supporting Early Learning

- Each eligible child can take part in up to 400 hours of free early learning at a childcare service in the year before they start kindergarten.
- As well as free childcare the program provides extra support for either the child, or family through activities such as attending appointments with the family, connecting families to other services, helping carers to study or get their licence, connecting families to their local primary school.

### Learning in Families Together (LIFT)

- LIFT provides support and connections between family and learning:
  - Builds on the Launching into Learning program and provides caregivers of children in K-2 with opportunities to be actively involved in their child's learning
  - Builds parent and caregiver skills to support their child's literacy and numeracy learning at home
  - Fosters connections between school, home and the community to improve learning outcomes for children.

### Connected Beginnings

- *Connected Beginnings* is an Australian Government funded program that aims to support the integration of early childhood, child health and parenting and family support services with schools within Indigenous communities:
  - Run from *tagari lia* an Aboriginal focused CFLC in the Bridgewater/ Gagebrook community
  - Program supports Aboriginal children (aged 0-5 years) to improve their health and wellbeing outcomes and make positive transitions to school.

### Communities for Children

- Communities for Children programs support children in disadvantaged communities.
- The programs provide an early intervention approach to support families, relationships and parenting skills to enhance the wellbeing of children.
- The programs build on local strengths to meet the needs of local communities through a collaborative approach. In Tasmania this includes:
  - Place based program run across New Norfolk primary schools in partnership with the Tasmanian Department of Education
  - The program aims to support student and family engagement and connect and support families to engage with local services.



## LEARNING



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Participating in early childhood education



Being supported to learn by their caregiver and education providers



Developing literacy and numeracy skills appropriate to age



Receiving assistance for additional needs

### CHaPS

- CHaPS provides education and support to parents through its universal child and health services, including through home visiting and parenting centres.

### Child Health Association of Tasmania (CHAT)

- CHAT is a statewide organisation supporting, connecting and inspiring local families and the wider community. CHAT provides health related resources, activities and knowledge, supporting Tasmanian families.
- CHAT offers the following services:
  - Playgroups
  - Pram Walking Groups
  - Information Sessions
  - Education Programs
  - Online Forums
  - Resource Libraries
  - Monthly Publication
  - Local retailer discount program.

### Child and Student Wellbeing Strategy

- The *2018-2021 Department of Education Child and Student Wellbeing Strategy* provides a whole of service approach and shared understanding of wellbeing.
  - Outlines the role learning environments and teachers can have to positively impact the wellbeing of students
  - Commits to reliable measurement of student wellbeing to allow planning for wellbeing programs in schools.

### Student Wellbeing Survey

- An annual student wellbeing survey is conducted in Tasmanian government schools:
  - Results provide information on social and emotional wellbeing, school relationships, engagement and learning in school, physical health and wellbeing and after school activities.

### Bounce Back to Learning at School

- *Bounce Back to Learning at Schools* is an initiative for students in K-2 to support them back into the classroom after COVID-19:
  - Includes the provision of early learning educators who will work collaboratively with teachers to identify learner needs and tailor learning for children.







## LEARNING



Attending and engaging in education, training or employment



Participating in early childhood education



Being supported to learn by their caregiver and education providers



Developing literacy and numeracy skills appropriate to age



Receiving assistance for additional needs

### Years 9 to 12 Project

- The 'Years 9 to 12 project', is a collaborative cross sectoral initiative that:
  - Aims to enable all students to achieve their potential and make education more meaningful and engaging;
  - Helps to improve issues such as attendance, participation, retention and attainment in Tasmanian schools;
  - Includes actions such as developing a contemporary curriculum, a focus on skills that are transferable, clear learning pathways, innovative programs relevant to local communities, collaboration with industry partners and increased aspirations for education in Tasmania.

### Flexible Learning Programs

- Flexible learning programs assist students to stay engaged or re-engage with their education:
  - DoE provides flexible learning programs on school grounds, at external sites and via home learning (Edzone, SPACE, RADAR, Edzol)
  - Students within these programs would have personalised learning programs (PLPs).

### Extension of Schools to Year 12

- There are now over 50 high schools across Tasmania that have extended to Year 12. This initiative:
  - Aims to increase attendance and improve retention and attainment rates
  - Provides greater choice and easier access for students to undertake Year 11 and 12 in their local communities.

### School Based Traineeships

- Provides opportunities for students to combine work, training and education.
- Students can gain a nationally recognised qualification while also working and completing their TCE studies.
- Helps to improve Year 12 retention rates and enhance employment opportunities and job pathways for students.

### Collective Ed Project

- Partnership between Beacon Foundation and Education Department.
- Assists students to complete Year 12 and enhance pathways from school to the workforce:
  - Project is currently being implemented in 6 Tasmanian High Schools.
  - Schools partner with local industries to co-design and co-deliver lessons, create a learning environment that is aligned to the workforce
  - Project increases engagement of students within the school and enhances the employment prospects of young people.



## LEARNING



Attending and engaging in education, training or employment



Participating in early childhood education



Being supported to learn by their caregiver and education providers



Developing literacy and numeracy skills appropriate to age



Receiving assistance for additional needs

### Vocational Placement Pilot Project

- Partnership between Department of Education and Beacon Foundation to support vocational placements for students undertaking VET courses.

### Finding their Place

- Program in the North West that brings together Beacon Foundation, Burnie Works and the North West Industry Training Hub.
- Campaign launched to find placements in local industries for students affected by COVID-19 who need to still complete their VET workplace training.

### Developing Independence Certificate

- A Certificate I in Developing Independence is being piloted for clients in the Youth Foyer Project in partnership with Tas TAFE.
- The accredited Certificate is a personal planning and educational engagement tool designed to enable young people without adequate family, personal or social networks to develop core life management skills and gain a deeper understanding of their goals and aspirations and the higher level of study needed to achieve these.
- The Certificate is currently being piloted with residents in Trinity Hill Youth Foyer with the aim to roll it out statewide to all youth foyers by mid-2021.
- There is also opportunity to pilot this certificate in the Youth Justice and homelessness space generally for young people who have or are at risk of disengaging with mainstream education.

### Health Literacy

- Initiative to improve the health literacy environment of health settings, making information more accessible.





## PARTICIPATING



Engaging with peers and community groups



Taking part in organised activities, including sport, social groups



Being an active participant in their own life; including being able to have a say and have their opinion heard and valued



Having access to and use technology and social media

Participation is about being actively invited and encouraged to be involved in activities or events and about being able to make a choice about whether to take part and how. Participation involves removing barriers to participation and creating incentives as well as supporting children and young people to see that they can make choices for themselves.

Supporting participation means respecting and valuing the input of children and young people and providing pathways to participation that they can relate to. Participation can take many forms and occur in many different ways including sports and recreation activities, being able to have their ideas about their home, school and government heard and being able to participate in social media and online discussions, safely and appropriately.

## CURRENT TASMANIAN GOVERNMENT INITIATIVES

### Child Health Association of Tasmania (CHAT)

- CHAT is a statewide organisation supporting, connecting and inspiring local families and the wider community. CHAT provides health related resources, activities and knowledge, supporting Tasmanian families.
- CHAT offers the following services:
  - Playgroups
  - Pram Walking Groups
  - Information Sessions
  - Education Programs
  - Online Forums
  - Resource Libraries
  - Monthly Publication
  - Local retailer discount program.
- CHAT provides 'family havens' in Hobart and Launceston where parents can feed their baby, change a nappy, make new friends and participate in a number of events.
- CHAT manages Mums Networks on Facebook for Hobart, the North and the North West, to share local events such as family walking groups as well as information to support parents.

### Child Advocate

The [Child Advocate](#) provides a voice for children and young people who are in out of home care. The Child Advocate role:

- Enables children and young people in out of home care to raise concerns about the quality of their care or decisions made about them while in care



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- Has implemented a *Youth Change Makers Program* that allows children and young people who are/have been in care to have a voice and share their ideas to shape and improve the out of home care system.

### Ticket to Play

- Community Sports Voucher program designed to reduce the cost of children and young people participating in club sports:
  - Aims to increase the number of children and young people playing sport
  - Voucher can be used towards the cos of registration, uniforms and equipment.

### Stronger Places Stronger People

- Partnership between Burnie City Council, Australian Government and Tasmanian Government to build a stronger Burnie community by assisting the local community to identify priorities and finding local solutions through a collective impact approach.
- This five year initiative will tackle entrenched vulnerability and risk that impacts children, young people and their families and will build upon the success of Burnie Works and the community-led strategy, Making Burnie 2030.
- Activities using this partnership approach will include:
  - Work towards improving community mental health by supporting front line social workers to address local needs and funding programs to address the social and economic impacts of COVID-19 on Burnie children, young people and their families
  - Practical actions that will address the social and economic impacts of COVID-19 on the Burnie community.

### Support for Social Enterprises

- Tasmanian Government provides support for the following social enterprise initiatives that reduce barriers and aid participation:
  - Hamlet – delivers targeted training and work readiness skills to tackle the barriers that prevent disadvantaged Tasmanians from participating in work and community life
  - Troublesmiths – youth social enterprise that provides work experience, skill development and opportunities for young Tasmanians (15-24) who are at risk of long term unemployment.

### Tasmanian Carer Policy and Action Plan

- Recognition of children/young people who are carers and enhancing the supports/services they may require.
- Includes helping schools to identify when caring responsibilities are affecting a student's attendance at school.
- Supports for young carers through Student Wellbeing Teams.
- Respite and information services for young carers up to 25 years of age through DSS.





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Taking part in organised activities, including sport, social groups



Being an active participant in their own life; including being able to have a say and have their opinion heard and valued



Having access to and use technology and social media

### Accessible Island: Tasmanian Disability Framework

- Whole of government approach to ensure all government agencies have socially just policies and practices for Tasmanians with a disability.
- Includes ensuring children and young people with a disability have access to universal and specialist therapy services.

### Premier's Youth Advisory Council

The *Premier's Youth Advisory Council* provides a diverse group of young people aged 12-25 years with opportunities to:

- Provide advice to Government on issues of importance to young people;
- Provide feedback to Government on the impact of policies and initiatives on young people;
- Provide advice to Government on strategies for engaging with young Tasmanians wherever they live and whatever their circumstances.

### TasGRAD program

- This 2 year program offers graduates full-time employment and participation in a professional development program with rotational opportunities across different Agencies.

### Tasmanian State Service Aboriginal Employment Strategy

- Whole of State Service approach to attract, retain and support the careers of Aboriginal people. Actions for young Aboriginals include:
  - Dedicating specific positions for Aboriginal young people in Tasmanian State Service school based traineeships
  - Expanding scholarship programs to support Aboriginal people's careers into the State Service
  - Increase participation of Aboriginal people in graduate and agency led cadet programs.

### Our Digital Future: Tas Govt Strategy for Digital Transformation

- Strategy includes key priorities such as 'our digital community' which aims to improve community wellbeing through activities that focus on enhanced accessibility, ability and affordability of digital technology. Actions include:
  - *Digital Ready for Life* program for digitally disadvantaged groups
  - Strengthening opportunities for lifelong digital skills learning
  - More options for public access to 'anytime, anywhere' government services
  - Improving telecommunication infrastructure particularly in rural and regional Tasmania.





## PARTICIPATING



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Having access to and use technology and social media

### Strategic Growth Agenda and Regional Employment Hubs

- In response to high unemployment across regional areas Tasmania is piloting job matching and employment support services through the Strategic Growth Agenda.
- The establishment of the Sorell Jobs Hub and the proposed Glenorchy Jobs Hub will provide job seekers with links to networks in the community, business and industry, assist them in accessing training and work experience and help them with pathways to employment.

### George Town Community Led Growth Agenda

- Tasmanian Government support for the George Town Future Impact Group to deliver the following community projects:
  - The Launchpad – a central community space to support skills development and be social inclusive
  - Renew George Town – urban renewal model to revitalize main street of George Town
  - Digital Warriors – a community run digital literacy support program.

### JobTrainer

- Co-funded by the Australian Government, JobTrainer is \$21m program to provide no cost training to school leavers and young people.

### Rapid Response Skills Initiative

- Provides funding towards the cost of training for people who have lost employment, were retrenched or forced to close their business due to COVID-19.
- Funding can be used to pay for training, licenses, careers advice and other things that will improve job prospects.

### Energising Tasmania

- A \$16 million commitment to support training and employment pathways for the renewable energy sector. Includes a pathway program delivered by TasTAFE in partnership with industry.

### Payroll Tax Concessions

- In the 2020/2021 Budget, the Tasmanian Government committed over \$22 million to further drive job creation for apprentices, trainees and youth employees. The current payroll tax rebate was extended for all youth employees for a further 18 months, the current payroll tax rebate extended for apprentices and trainees for a further 12 months and both rebates extended to all industry sectors





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Having access to and use technology and social media

### North West Job Ready Generation Package

- A \$3.2 million investment in programs that support upskilling of up to 600 north-west Tasmanians with the qualifications and on-the-job training required in the growth sectors of agriculture, mining, manufacturing, building and construction, aged and disability services.
- The package includes \$1.4 million for pre – apprenticeships and school based apprenticeship and traineeship.

### Discovery Rangers in National Parks

- Rangers host free discovery days and interactive activities for children and families in national parks and reserves.
- Activities include guided walks, talks, and games that highlight Tasmania's unique landscape and animals.
- Includes an Aboriginal Discovery Program that raises awareness of Tasmania's Aboriginal heritage through interactive activities.

### COVID-19 Recovery Survey for 18-25 year olds

- The Premier's Economic and Social Recovery Advisory Committee are partnering with the University of Tasmania to undertake a community survey on recovery and wellbeing following COVID-19.
- Includes a specific focus on the wellbeing and views of 18-25 year olds.

### Youth Ambassador Program

The CCYP's Youth Ambassador Program allows children and young people aged 9-17 years to have a voice on how things in Tasmania can be improved for them. The Program:

- Helps the CCYP understand what is important to children and young people in Tasmania
- Promotes and educates Ambassadors about the rights of children and young people
- Provides opportunities for Ambassadors to discuss key issues and influence decision makers.

### Advocacy for young people in AYDC

The Commissioner for Children and Young People (CCYP) provides advocacy for young people who are on remand or detained within AYDC. The CCYP:

- Is concerned with the overall physical and emotional wellbeing of each young person at AYDC
- Listens and gives voice to detainees' concerns
- Educates young people on their rights and facilitates resolution of issues and access to support services as appropriate
- Undertakes regular visits to AYDC to talk to residents, as well as providing a mechanism for them to raise issues or concerns as they arise.



## HAVING A POSITIVE SENSE OF CULTURE AND IDENTITY



Being able to find out about family and personal history and being supported to connect positively with their culture



Feeling like they belong



Having a positive sense of self-identity and self-esteem



Being in touch with cultural or spiritual practices and having these practices valued and respected

Culture and Identity are the building blocks that help us define who we are, where we came from, and how we fit into our family, our community, our social groups and the broader society.

During the early years a child's relationships with family members influences their emerging sense of identity, then as they grow older a young person's sense of identity is formed through experiences and can be supported and encouraged through an understanding of their family history and culture.

## CURRENT TASMANIAN GOVERNMENT INITIATIVES

### Aboriginal and Torres Strait Islander Child Placement Principle and Aboriginal Liaison Officers

- Communities Tasmania is a signatory to the national Aboriginal and Torres Strait Islander Child Placement Principle (the Child Placement Principle).
- The Child Placement Principle aims to keep children connected to their families, communities, cultures and country, and to ensure the participation of Aboriginal and Torres Strait Islander people in decisions about their children's care and protection.
- The Child Placement Principle has five interrelated elements: prevention, partnership, placement, participation and connection.
- The Department participates in the national process to improve outcomes for Aboriginal children in out of home care through the Child Placement Principle [under the National Framework for Protecting Australia's Children 2009-20, Fourth Action Plan.]
- Progress to date includes:
  - Children Youth and Families have commenced discussions with Aboriginal community organisations to develop a series of actions for fully realising the guiding aims of the Aboriginal Child Placement Principle.
  - Continuing to further the participation of Aboriginal people in Child Safety service design and delivery, and care decisions.
  - Children Youth and Families also continues to partner with the Tasmanian Aboriginal Centre (TAC) to provide intensive family engagement services with families that identify as being of Aboriginal and/or Torres Strait Islander origin.
  - Three Aboriginal Liaison Officers have been employed, one in each region, to better support and work more closely with the Aboriginal community. A key function of the Aboriginal Liaison Officers, who are part of the Advice and Referral Service, is to facilitate increased participation of Aboriginal people in Child Safety decision making.





## HAVING A POSITIVE SENSE OF CULTURE AND IDENTITY



Being able to find out about family and personal history and being supported to connect positively with their culture



Feeling like they belong



Having a positive sense of self-identity and self-esteem



Being in touch with cultural or spiritual practices and having these practices valued and respected

### Aboriginal Education Services

- Provides services to assist schools to enable all Aboriginal and Torres Strait Islander children and young people to reach their learning potential and supports learning opportunities for all Tasmanian learners to understand and value Aboriginal and Torres Strait Islander histories and culture.
- Advises on and develops Department of Education strategies, policies and guidelines that are inclusive and supports closing the gap in educational outcomes for Aboriginal students and teaching of Aboriginal and Torres Strait Islander histories and cultures across the curriculum.
- Guided by Tasmania's *Aboriginal Education Framework* and responds to the *National Aboriginal and Torres Strait Islander Education Strategy*.
- Programs within AES are listed below:

#### Aboriginal Sharers of Knowledge Program

- Provides Tasmanian CFLCs, schools and colleges with opportunities to work with Aboriginal educators to provide culturally responsive learning.
- Aims to increase awareness and understanding of Aboriginal people, their histories, culture and identities.
- A bush kinder program has been implemented for preschool children where they can learn more about the bush in a culturally responsive way through outdoor play.

#### Aboriginal Educators in Schools

- Aboriginal Early Years Education Workers are based in six CFLCs and work with families of Aboriginal children to engage them in early years learning.
- Aboriginal Education Officers and workers support teachers and Aboriginal students in wellbeing, access, participation, at student's key transition points and pathways after school.

#### The Orb

- A multimedia education resource with autobiographical stories from Tasmanian Aboriginal People.
- Resources are aligned to the Australian Curriculum and are being used by teachers across Australia.

#### Aboriginal Learning Facilitator and Senior Curator (Indigenous Cultures) in museums

- Aboriginal Learning Facilitators are located at the Tasmanian Museum and Art Gallery, Queen Victoria Museum and Art Gallery and Tiagarra Aboriginal Cultural Centre and Keeping Place.
- The assist with the delivery of public programs around Aboriginal Culture such as , interpretative tours, education programs, virtual tours, school holiday programs.
- Also liaise with schools to deliver curriculum based programs related to the museum collection and encourage school participation in museum activities.





## HAVING A POSITIVE SENSE OF CULTURE AND IDENTITY



Being able to find out about family and personal history and being supported to connect positively with their culture



Feeling like they belong



Having a positive sense of self-identity and self-esteem



Being in touch with cultural or spiritual practices and having these practices valued and respected

### Aboriginal Liaison Officers in major hospitals

- Provide emotional, social and cultural support to Aboriginal patients and their families.
- Aim to improve health care services and maintain relationships with Aboriginal community.
- Services include support, engagement, advocacy, assistance with discharge planning and referrals, link between medical teams and families, follow up care.
- Provide education and information to hospital staff to increase understanding and respect of Aboriginal people and their culture, including through face-to-face cultural respect training and improved partnerships with Aboriginal Community Controlled Organisations that deliver health services.

### Reset Agenda – Resetting the Relationship with Tasmanian Aboriginal Communities

- Identifies three themes to resetting the relationship with Aboriginal Communities – Recognition, Reconciliation and Real Outcomes.

### Other programs supporting Tasmanian Aboriginal people outlined elsewhere in this Chapter

- There are a number of other initiatives supporting Tasmanian Aboriginal communities outlined under other Health and Wellbeing Domains in this paper. These include:
  - Aboriginal Family Safety Workers in Child and Family Learning Centres (Page 28)
  - Connected Beginnings (Page 41)
  - Tasmanian State Service Aboriginal Employment Strategy (Page 47)
  - Discovery Rangers in National Parks (page 49).

### Tasmania's Multicultural Policy and Action Plan 2019-2022

- Vision is for a harmonious, inclusive and respectful Multicultural Island. Actions related to children and young people include:
  - Multicultural Youth Swimming and Water Safety Programs for young people
  - Work to address barriers to participation and employment for young people
  - Pathways to Opportunities project that links young people with employers and further study.







## HAVING A POSITIVE SENSE OF CULTURE AND IDENTITY



Being able to find out about family and personal history and being supported to connect positively with their culture



Feeling like they belong



Having a positive sense of self-identity and self-esteem



Being in touch with cultural or spiritual practices and having these practices valued and respected

### LGBTIQ+ Whole of Government Framework

- Supports the development of government policies, programs and services that are accessible to and inclusive of LGBTIQ+ Tasmanians. Actions related to children/young people include:
  - Training for teachers and student wellbeing staff to develop an in-depth understanding of issues faced by LGBTIQ+ students
  - Establishment of a support network for parents of LGBTIQ+ students
  - Identify opportunities for LGBTIQ+ Tasmanians and their families to be involved in the design and delivery of Government services.



## DISCUSSION QUESTIONS ON – SOME COMMUNITIES WITH SPECIFIC NEEDS AND INITIATIVES UNDER THE WELLBEING DOMAINS

As identified in this Chapter there is already a lot happening to improve the wellbeing of children and young people in Tasmania.

The Child and Youth Wellbeing Framework provides a simplified way of describing and categorising factors that may influence wellbeing. Some issues will not fall neatly into the domains of the Framework, issues may be overarching or multi-faceted and can be relevant to one or more domains. For example the environment and the economy are difficult to categorise under one domain, and may impact people in different ways whether it be through connections to culture and identity, participation through climate action or access to green space that impacts on health and wellbeing, or for the economy participation in the workforce, income to purchase material basics and access to learning opportunities.

When providing your response to the discussion questions do not feel constrained by the Framework or the domains. If an issue is important to you but does not fit neatly into the domain please feel free to provide a free text response under one or more related questions.

There are also some communities with specific needs such as children and young people with a disability, those who identify as LGBTIQ+ or come from a multicultural background, and those who are in out of home or kinship care, children and young people who are carers, or children and young people involved in the justice system. We acknowledge that there is significant difference within communities and we want our wellbeing strategy to be inclusive and respect these communities. Although the discussion paper has not addressed any of these communities separately, there is opportunity to understand how the Wellbeing Framework and the Strategy should incorporate communities that have specific needs.

The following question relates to these communities as we also want to know the impacts, barriers and solutions across all of the domains specific for these communities.

### Questions on communities with specific needs



**5. Please circle your specific community or communities:**

- LGBTIQ+
- Multicultural
- Disability
- Kindship or Out of Home Care
- children and young people who are carers
- children and young people involved in the Justice system
- other (please specify).



**6. With reference to existing supports, programs and initiatives in Tasmania for your community what do you think works best and why?**



**7. If additional initiatives are required to ensure the wellbeing of Tasmanian children and young people in your community what are they and why have you made that suggestion?**



**8. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at improving wellbeing for your community?**



**9. How do you suggest these barriers are addressed?**

### Questions on issues that may not fit neatly under the existing wellbeing domains



**10. What other issues are of concern to children and young people in Tasmania?**



**11. What is one thing we can do to address each of these issues?**





## First 1,000 days: Ensuring the best start in life for all Tasmanian children

? 12. Given the importance of the first 1,000 days what is the program you would put in place as your highest priority to support children up to 2 years and/or families?

? 13. Why have you identified this as your priority?

## Domain: Tasmanian children and young people are loved and safe

With reference to existing **Loved and Safe** initiatives and with your knowledge of other programs:

? 14. Which Tasmanian Government initiatives do you think work best and why?

? 15. If additional initiatives are required to ensure Tasmanian children and young people are Loved and Safe what would they be and why?

? 16. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they are loved and safe?

? 17. How do you suggest these barriers are addressed?

## Domain: Tasmanian children and young people have material basics

With reference to existing **Material Basics** initiatives and with your knowledge of other programs:

? 18. Which Tasmanian Government initiatives do you think work best and why?

? 19. If additional initiatives are required to ensure Tasmanian children and young people have material basics what would they be and why?

? 20. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they have material basics?

? 21. How do you suggest these barriers are addressed?

## Domain: Tasmanian children and young people are healthy

With reference to existing **Health** initiatives and with your knowledge of other programs:

? 22. Which Tasmanian Government initiatives do you think work best and why?

? 23. If additional initiatives are required to ensure Tasmanian children and young people are healthy what would they be and why?

? 24. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they are healthy?

? 25. How do you suggest these barriers are addressed?





**Domain: Tasmanian children and young people are learning**

With reference to existing **Learning** initiatives and with your knowledge of other programs:

- ? 26. Which Tasmanian Government initiatives do you think work best and why?
- ? 27. If additional initiatives are required to ensure Tasmanian children and young people are learning what would they be and why?
- ? 28. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they are learning?
- ? 29. How do you suggest these barriers are addressed?

**Domain: Tasmanian children and young people are participating**

With reference to existing **Participating** initiatives and with your knowledge of other programs:

- ? 30. Which Tasmanian Government initiatives do you think work best and why?
- ? 31. If additional initiatives are required to ensure Tasmanian children and young people are participating what would they be and why?
- ? 32. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they are participating?
- ? 33. How do you suggest these barriers are addressed?

**Domain: Tasmanian children and young people have a positive sense of culture and identity**

With reference to existing **Culture and Identity** initiatives and with your knowledge of other programs:

- ? 34. Which Tasmanian Government initiatives do you think work best and why?
- ? 35. If additional initiatives are required to ensure Tasmanian children and young people have a positive sense of culture and identity what would they be and why?
- ? 36. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they have a positive sense of culture and identity?
- ? 37. How do you suggest these barriers are addressed?







## 6. Putting child and youth wellbeing at the heart of policy

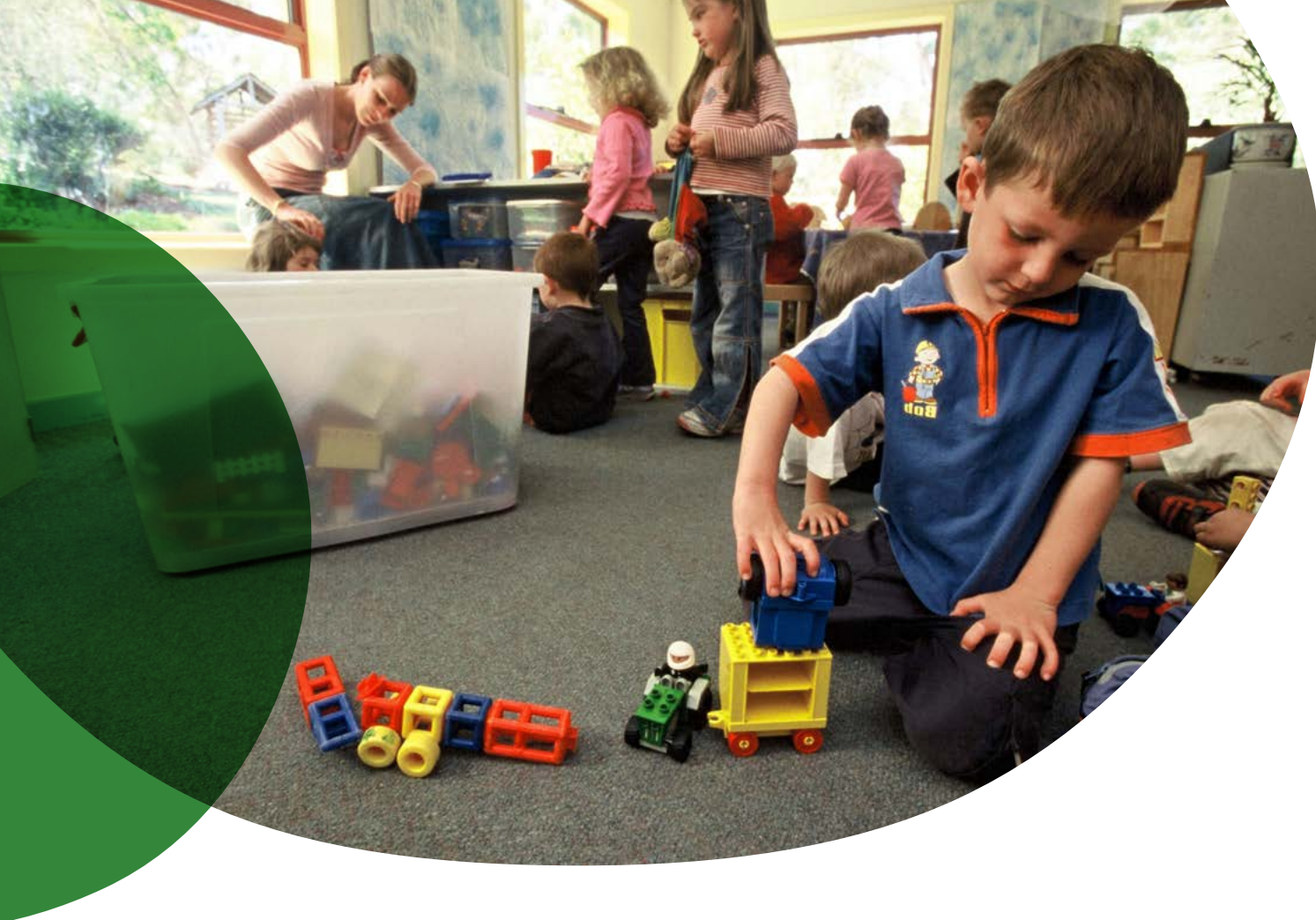
The Commissioner for Children and Young People's report *Investing in the wellbeing of Tasmania's children and young people*<sup>30</sup> recommended a whole of government strategy that addresses fragmentation of effort and has benchmarks, baselines, outcomes and indicators that are agreed to by government, non-government partners and communities, inclusive of Aboriginal communities, and which can clearly demonstrate that what we are doing is working and inform future action.

Chapter 5 has detailed the suite of programs funded by the Tasmanian Government which play a role in improving various aspects of child and youth health and wellbeing. While some initiatives involve not for profit and business sector partners, the discussion paper has not outlined a comprehensive and exhaustive picture of all of the cross sectoral programs and initiatives for children and young people in Tasmania. Although a large number of initiatives may be necessary and beneficial it does create certain challenges including:

- Understanding at any point in time the full suite of initiatives across Tasmania;
- Understanding which locations the initiatives are available in;
- Recognising any gaps across the State to enable planned and appropriate investment;
- The possibility of multiple governance structures for initiatives;
- Capturing the right information to determine changes in the wellbeing of children and young people; and
- Having an agreed set of measures and indicators for wellbeing and agreed methods for, and frequency of, collection.

<sup>30</sup> Commissioner for Children and Young People, n1, page 27.





Due to the number of initiatives and the fact that we are working in well-established structures, change in this area will not happen immediately but can be structured, planned and incremental.

Research on adopting a wellbeing approach in central government<sup>31</sup> suggests that putting people's wellbeing at the heart of policy not only requires better data (refer to Chapter 7) it also requires building wellbeing into the machinery of government and the tools used to make decisions.<sup>32</sup>

Most developed initiatives for incorporating wellbeing into the machinery of government have occurred in national governments. This is unsurprising given the policy levers available to national governments, including changes to taxation and social benefit payments. Additionally, some systems measure wellbeing at the population level and some specific to children. Examples of both are discussed below.

There are five broad mechanisms that have been used to integrate wellbeing metrics and frameworks in a more systematic way into various government processes and procedures.<sup>33</sup>

1. Shaping budget decisions;
2. Ensuring accountability and continuity through legislation;
3. Strategic planning and performance frameworks;
4. Creating new institutional structures; and
5. Capacity building and guidance for public servants.

Although a large part of this discussion focusses on initiatives that apply to whole of population wellbeing frameworks, the core principles and learnings can be adapted to child and youth wellbeing frameworks.

31 Adopting a WellBeing Approach in Central Government: Policy Mechanisms and Practical Tools, Chapter 8 in *Global Happiness and WellBeing Policy Report, 2019*, Global Happiness Council, available at, <https://www.happinesscouncil.org/> (Adopting a Wellbeing Approach)

32 Ibid, page 142.

33 Ibid, page 143.





## I. SHAPING BUDGET DECISIONS

The allocation of public finances is a major policy lever for achieving policy objectives.<sup>34</sup> Budget measures usually include monitoring a dashboard of wellbeing indicators to frame budget discussions.

For example, France has developed a set of ten indicators of wellbeing chosen by the people. It is suggested that this process supports democratic legitimacy and separates the process from government influence as the government does not 'choose' the indicators to best suit its purpose.<sup>35</sup>

The French Act of 13 April 2015 requires the Government to report to Parliament on the indicators<sup>36</sup> on 1 October each year, ahead of budget discussions taking place the same month. The intent is that the indicators frame subsequent budget discussion.<sup>37</sup>

More recently there has been criticism as the report has not been published in sufficient time, across a number of years, to guide discussions.<sup>38</sup>

The NZ Government has legislated to present each year to Parliament a fiscal strategy which includes a strategy on wellbeing objectives. This report explains how wellbeing objectives have guided the Government's Budget decisions.<sup>39</sup> The NZ Treasury is also required to produce a four-yearly Wellbeing Report under the proposed the *Public Finance Act 1989* (NZ).<sup>40</sup>

In addition, the high-level Ministerial priorities for the 2019 Wellbeing Budget have been informed by an assessment of wellbeing evidence, including the Living Standards Framework dashboard of indicators compiled by the Treasury.<sup>41</sup>

One of the challenges identified for deeper integration of wellbeing in budget decision-making is developing the evidence base and tools for assessing wellbeing impacts of proposals. This includes, in particular, methods of assessing the total costs and benefits of proposals, as well as predicting the longer terms costs and benefits of different policy scenarios.<sup>42</sup>

34 Ibid.

35 Government of France, New Indicators of Wealth, October 2015, available at, <https://www.gouvernement.fr/en/new-indicators-of-wealth>

36 <https://www.gouvernement.fr/10-nouveaux-indicateurs-de-richesse-3137>

37 <https://www.euractiv.com/section/economy-jobs/interview/wealth-indicator-researcher-gdp-growth-doesnt-affect-french-peoples-happiness/>.

38 Ibid.

39 *Public Finance Act 1989* (NZ), s26KB, available at, <http://www.legislation.govt.nz/act/public/1989/0044/latest/DLM160809.html>.

40 Ibid, s26NB.

41 *Adopting a Wellbeing Approach*, n31, page 143.

42 *Adopting a Wellbeing Approach*, n31, page 144.





## 2. ENSURING ACCOUNTABILITY AND CONTINUITY THROUGH LEGISLATION

Embedding wellbeing frameworks in legislation is one possible lever to secure long-term change in government process and procedure, and (potentially) to achieve political support from all parties for initiatives.<sup>43</sup> There are a number of countries that have included the duty of government to regularly report on wellbeing indicators through legislation. This type of legislation includes:

- *Scottish Community Empowerment Act 2015*<sup>44</sup>
- Italian Budget Law which entered into force in 2016
- *New Zealand Public Finance Act 1989*
- *Wellbeing of Future Generations Act 2015* Wales.

The Scottish Act requires Ministers to set national outcomes which guide the work of public authorities. Before they do so they must consult people who represent communities in Scotland, and the Scottish Parliament. They must also have regard to reducing inequalities. A report on outcomes is to be published every five years. All partners must take account of these plans in carrying out their functions, and must contribute appropriate resources to improve the priority outcomes.<sup>45</sup>

The Italian Budget Law required sustainable wellbeing to be included in economic policy making. The economic and financial planning document (DEF), released by the government, sets out 12 wellbeing indicators covering various dimensions ranging from health and education to justice efficiency and environment.

There is a requirement that the performance of the last three years of the wellbeing indicators should be reported in the document alongside the usual economic variables (GDP, employment, inflation, public debt and deficit). The aim is to best reflect the impact of the budget law on the different dimensions of quality of life.<sup>46</sup> It is reported that this task is difficult, both in being able to identify suitable indicators and also in determining whether changes in policy are, or to what extent are, determinative of changes to



the indicators chosen. As a result, Italy commenced with four indicators, — carbon dioxide emissions as a proxy for environmental performance, income inequality, average income and rate of non-participation in work.<sup>47</sup>

The *New Zealand Public Finance Act 1989*, and how it drives budget decisions relating to National Wellbeing Indicators, was discussed in the Budget section above. The drivers for wellbeing policy accountability and continuity for children are addressed through the *NZ Children's Act 2014*.

This Act applies to children under 18, people under 21 who have been in care, and people under 25 who are receiving transition support.<sup>48</sup> The Act draws in a number of government agencies who have a role in policies related to children including agencies responsible for domestic violence, education and training, health and disability, policing, social security and children who offend.<sup>49</sup>

43 *Adopting a Wellbeing Approach*, n31, page 145.

44 <https://www.legislation.gov.uk/asp/2015/6/contents/enacted>

45 Scottish Government, community Empowerment Act: summary, Part I, National Outcomes, available at, <https://www.gov.scot/publications/community-empowerment-scotland-act-summary/>.

46 [https://ambdaressalaam.esteri.it/ambasciata\\_daressalaam/en/ambasciata/news/dall\\_ambasciata/2018/05/indicatori-di-benessere-nella-nuova.html](https://ambdaressalaam.esteri.it/ambasciata_daressalaam/en/ambasciata/news/dall_ambasciata/2018/05/indicatori-di-benessere-nella-nuova.html).

47 [https://apolitical.co/en/solution\\_article/wellbeing-is-more-than-gdp-so-how-can-we-measure-it](https://apolitical.co/en/solution_article/wellbeing-is-more-than-gdp-so-how-can-we-measure-it).

48 *Children's Act 2014* (NZ), s5.

49 *Ibid*.





- ### 3. STRATEGIC PLANNING AND PERFORMANCE FRAMEWORKS

Strategic planning is a method through which specific priorities for national progress to improve wellbeing in the medium – and long-term are set out. Wellbeing indicator dashboards are usually developed to reflect the way a country thinks about progress and what it means to have a good life.<sup>57</sup>

Strategic planning processes to develop priorities for wellbeing are usually the result of extensive consultation.<sup>58</sup> In turn wellbeing indicator dashboards are developed which monitor progress across the agreed wellbeing outcomes to measure progress. These dashboards are publicly available and updated regularly, usually annually. Countries that have included wellbeing frameworks and indicators into strategic development include:

- Internationally, and from a global perspective, the OECD has developed a Better Life Index that measures wellbeing per country across 11 wellbeing outcomes.<sup>61</sup>

61 OECD, Better Life <http://www.oecdbetterlifeindex.org/#/|||||||>

## 4. CREATING NEW INSTITUTIONAL STRUCTURES

There are a variety of ways of creating new institutional structures which have been implemented in other countries.<sup>62</sup>

- The position of the Future Generations Commissioner was established in Wales. The Centre provides a mechanism for bringing academic expertise and knowledge into decision-making, with a focus on building the evidence base on wellbeing, and how it is likely to be impacted by policies and programmes, as well as providing practical guidance and training courses for analysts within government and beyond;<sup>63</sup>
- The What Works Centre for Wellbeing was established as an independent authority in the United Kingdom;<sup>64</sup>
- Assigning new responsibilities can also be a component of reforms to existing structures, such as giving the Treasury or Ministry of Finance a cross-cutting responsibility for wellbeing or sustainability. This has happened to some extent in New Zealand under the new Minister of Finance appointed in 2017;<sup>65</sup>
- The creation of a new Ministerial role to raise the profile of wellbeing across government;
- Creation of new government agencies; or
- Creating structures for greater collaboration across government agencies.

The structures external to Government often also come with a research responsibility and reporting role. This is a way to ensure the existence of an effective champion who remains politically neutral, and who is able to build independent relationships with stakeholders and the media.<sup>66</sup> For instance, in Wales, the Future Generations Commissioner has a crosscutting role within Government, as illustrated by the “Art of the Possible” programme, which supports other public bodies to transform their work on daily basis, and to meet the wellbeing goals set out by the *Future Generations Act 2015*.<sup>67</sup>

These new structures need to be appropriately resourced commensurate with their activities.

Roles internal to Government, such as new Ministries, are responsible for multidimensional wellbeing approaches tend take a whole-of-government view. Therefore identifying a single lead agency can be challenging (or perhaps even unhelpful). Cabinet Offices or Prime Ministerial Offices often have a coordinating role, particularly for top government priorities, but may have insufficient resources to devote to sustained analysis or lack specific expertise in those areas.<sup>68</sup>

The Treasury or Ministry of Finance is another possible home, typically with strong analytical capability, and a whole-of-government perspective when it comes to budgetary considerations – though not necessarily when it comes to consideration of the wider impacts of wellbeing policy decisions (beyond economic and fiscal impacts).

An alternative is to create a separate role or entity, responsible for providing leadership and guidance to all departments on wellbeing issues.

There are issues that need to be addressed in any model, with no perfect model existing. Any new incoming government, seeking to show change, may subsequently choose to disband any new structures. Another challenge is the extent to which, by creating a new structure, there is actually less pressure on the rest of government to consider a broader range of wellbeing outcomes in their work. This could lead to patchy uptake, rather than the transformational change sometimes sought. For example, Whitby et al. (2014) argue that “creating new ministries – however well designed – can never be the whole solution” since this effectively silos off consideration (for the policy outcome), rather than integrating it across all aspects of policy making.<sup>69</sup>

Therefore, there are approaches that seek to integrate policy issues such as wellbeing across existing government agencies. As noted above some jurisdictions achieve this via the budget process, whereas others use interdepartmental committees and oversight to embed wellbeing.

62 *Adopting a Wellbeing Approach*, n31, page 146.

63 <https://www.futuregenerations.wales/> and also see *Wellbeing of Future Generations (Wales) Act 2015* <https://www.futuregenerations.wales/wp-content/uploads/2017/01/WFGAct-English.pdf>

64 What Works Centre for Wellbeing <https://whatworkswellbeing.org/about-us/>.

65 *Adopting a Wellbeing Approach*, n31, page 146.

66 *Ibid.*

67 *Ibid.*

68 *Ibid.*

69 *Ibid.*







## 5. CAPACITY BUILDING AND GUIDANCE FOR PUBLIC SERVANTS

Having developed a set of wellbeing domains/outcomes and a set of wellbeing indicators, there is the need to understand the policy levers that can improve performance on those indicators. Articulating and evidencing the logic that can connect policy changes to outputs and changes in subsequent outcomes is crucial in order to make the concept of wellbeing operational for policy.<sup>70</sup>

This role typically falls to public servants, who may require training in wellbeing metrics and their application. As such, several of the wellbeing initiatives led by national governments have included a component of public service capacity-building, for example through guidelines and training. This might include providing analysts with the practical advice on the difference wellbeing can make in the way their tasks are carried out, and critically, how it can improve the quality of their advice.<sup>71</sup>

For instance, the UK Treasury has made amendments to its *Green Book*<sup>72</sup> to better incorporate wellbeing analysis. The *Green Book* highlights several steps for using wellbeing as a lens for policy-making: providing a rationale for intervention; listing options for reaching objectives in terms of delivery and funding; using economic appraisal techniques for narrowing down these options to a “short-list”; identifying the preferred option and finally monitoring and evaluating it before, during and after

its implementation. The *Green Book* methodology also shows how, where monetary valuations are difficult to ascertain, direct measures of wellbeing can be used for cost-effectiveness analysis.<sup>73</sup> Additionally, the What Works Centre for Wellbeing has developed a series of publications for public servants (and others) on incorporating wellbeing into decision making.<sup>74</sup>

In the 2019 “Wellbeing Budget”, the New Zealand Treasury developed their cost-benefit analysis template for departmental submissions of spending proposals to explicitly include wellbeing considerations. This template requires departments to identify and quantify how their proposed initiative is expected to impact on people’s wellbeing across 12 domains.

A wellbeing approach has implications for the way that policy options are developed, assessed and evaluated. It also represents a culture change within the public service that will likely take decades to embed. Ten years after the introduction of the first National Performance Framework for Scotland, officials are still grappling with how to make it a daily reality throughout public service design and delivery. In the New Zealand Treasury, the Living Standards Framework has been developed since 2011. However, it has taken a long time (and strong Ministerial impetus) to become a core feature of the 2019 Budget, and the Treasury is still in the relatively early stages of developing support for more widespread use of the framework in policy advice.<sup>75</sup>

70 Ibid.

71 Ibid.

72 The UK *Green Book* is Her Majesty’s Treasury guidance on how to appraise and evaluate policies, projects and programmes.

73 Ibid, page 148, and the *Green Book* at

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/685903/The\\_Green\\_Book.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/685903/The_Green_Book.pdf)

74 See for instance, What Works Institute for Wellbeing, HMT *Greenbook Appraisal Guidance*,

<https://whatworkswellbeing.org/category/governance-and-democracy/hmt-green-book-appraisal-guidance/>.

75 *Adopting a Wellbeing Approach*, n31, page 148.



## THE TASMANIAN CONTEXT

### Budget Decisions

There are a number of agencies who have responsibility for children and young people or who develop policies related to children and young people. Budget decisions are made on the specific priorities of government many which are supportive of improved wellbeing.

### Accountability and continuity through legislation

There is currently no single piece of overarching legislation related to addressing or improving wellbeing for all children and young people (0-25) in Tasmania – the *Children, Young Persons and their Families Act 1997* authorises intervention in regard to wellbeing only where the child's family is unable to manage that responsibility in a manner sufficient to ensure the safety of the child.

Current state legislation that involves children is outlined below. However, when a broader approach to wellbeing is considered for children and young people aged 0-25 then the suite of legislation is far greater and will also include legislation, for instance, relating to for example, the environment.

- *Commissioner for Children and Young People Act 2016*
- *Children, Young Persons and their Families Act 1997*
- *Youth Justice Act 1997*
- *Evidence (Children and Special Witnesses) Act 2001*
- *Education Act 2016*
- *Criminal Code Act 1924*
- *Family Violence Act 2004*
- *Stolen Generations of Aboriginal Children Act 2006*
- *Obstetric and Paediatric Mortality and Morbidity Act 1994*
- *Guardianship and Administration Act 1995*
- *Mental Health Act 2013*
- *Public Health Act 1997*
- *Disability Services Act 2011*
- *Status of Children Act 1974*
- *Education and Care Services National Law (Tasmania)*
- *Child Care Act 2001*
- Legislation to address Recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse (Currently in development)

### Strategic planning and performance frameworks

The Tasmanian Child and Youth Wellbeing Framework uses the Australian Research Alliance for Children and Youth's 'The Nest' as the foundation for an evidence-based definition of child and youth wellbeing. The framework is also intended to provide the basis for more detailed work on outcomes that will be used by Government agencies to set goals, monitor and report their progress, identify areas where they can improve, and inform the design and delivery of services. Further discussion on this is included in Chapter 7.

Other Tasmanian Government Frameworks and wellbeing approaches include:

- The Outcomes Framework for Children and Young People in Out of Home Care Tasmania,<sup>76</sup> which entails outcomes and success factors for children in out of home care using the Child and Youth Wellbeing Framework.
- Wellbeing is a goal<sup>77</sup> in the 2018–2021 Department of Education Strategic Plan, *Learners First: Every Learner Every Day*. The 2018–2021. The Department's *Child and Student Wellbeing Strategy: Safe, Well and Positive Learners* was developed to deliver on that wellbeing goal and will continue to build on the Tasmanian Government Child and Youth Wellbeing Framework.<sup>78</sup> The domains of the Child and Youth Wellbeing Framework are used for the Department's Wellbeing Strategy and Tasmanian Government students from years 4 to 12 are surveyed annually to support future effort and planning. The focus of this work is on improving child and student wellbeing in the voice of the student, linked to improved learning outcomes.<sup>79</sup> Surveys have now been completed for two years and provide a valuable resource for future time series analysis. The strategy aligns with current commitments including the Australian Curriculum and General Capabilities, Respectful Relationships Education Package, work to implement the *Education Act 2016*, the Early Years Learning Framework and Tasmania's Strategy for Children – Pregnancy to Eight Years 2018–2021.<sup>80</sup>

76 Department of Communities Tasmania, Outcomes Framework for Children and Young People in Out of Home Care Tasmania, available at, [https://www.communities.tas.gov.au/\\_data/assets/pdf\\_file/0027/54639/Outcomes\\_Framework\\_for\\_OOHCT\\_20181011.pdf](https://www.communities.tas.gov.au/_data/assets/pdf_file/0027/54639/Outcomes_Framework_for_OOHCT_20181011.pdf)

77 The goals is that: learners are safe, feel supported and are able to flourish, so they can engage in learning. See Department of Education, Tasmania, 2018–2021 Child and Student Wellbeing Strategy, <https://publicdocumentcentre.education.tas.gov.au/library/Shared%20Documents/Child%20and%20Student%20Wellbeing%20Strategy.pdf>, page 3 (Department of Education).

78 Ibid.

79 Student Wellbeing Survey 2020, Safe, Well and Positive Learners, <https://publicdocumentcentre.education.tas.gov.au/library/Shared%20Documents/2020-SWS-All-Tasmanian-Government-School-Students-Statewide-Report.pdf>, page 1.

80 Department of Education, n77.



- **Healthy Tasmania:** a strategic plan which aims to help Tasmanians become more aware, interested, engaged and more in control of their own health and wellbeing. A number of actions are focussed on improving the health and wellbeing of children and young people in Tasmania including the Student Health Initiative, Healthy Kids Toolkit and Smoke Free Young People. In 2019, a number of grants were awarded to promote physical activity, healthy eating and support young people to develop positive long-term lifestyle choices.

### National Commitments

The Tasmanian Government is also committed to a number of national strategic planning processes and performance frameworks. These targets may be used whether to inform Wellbeing Framework outcomes or as policy initiatives to improve wellbeing. These are established at the National level and negotiations through the intergovernmental process are aimed toward ensuring the deliverables are aligned with Tasmanian needs.

These include:

- **The New National Agreement on Closing the Gap** (Agreement) establishes 16 national socio-economic targets across areas that have an impact on life outcomes for Aboriginal and Torres Strait Islander people. The progress against the targets will be monitored by the Productivity Commission and will help all parties to the National Agreement understand how their efforts are contributing to progress over the next ten years. There are a number of targets specifically related to children and young people as detailed in Chapter 2.<sup>81</sup>
- Additionally, under the Agreement, Tasmania will develop its own action plan. The Agreement recognises that local circumstances differ and jurisdictional outcomes may vary. Tasmania's action plan therefore has the potential to sit at the heart of Tasmanian Aboriginal child and youth wellbeing.
- **The National Children's Mental Health and Wellbeing Strategy.** The strategy will guide and inform the Australian Government's investment and commitment to the health and wellbeing of children and will provide a framework for preventing mental illness and reducing its impact on children, families and the community. A draft strategy is due to be delivered to the Australian Government by November 2020.<sup>82</sup>
- **The National Framework for Protecting Australia's Children** which is a long-term approach to ensuring the safety and wellbeing of Australia's children aims to deliver a substantial and sustained reduction in levels of child abuse and neglect over time. The National Framework represents the highest level of collaboration between Commonwealth, State and Territory governments and non-government organisations, through the Coalition of Organisations Committed to the Safety and Wellbeing of Australia's Children, to ensuring Australia's children and young people are safe and well. It includes high level and other supporting outcomes and actions which are being delivered through a series of three-year action plans.<sup>83</sup>

81 Closing the Gap Targets and Outcomes; <https://www.closingthegap.gov.au/targets>.

82 National Mental Health Commission, National Mental Health and Wellbeing Strategy, <https://www.mentalhealthcommission.gov.au/Mental-health-Reform/Childrens-Mental-Health-and-Wellbeing-Strategy>

83 Department of Social Services, National Framework for Protecting Australia's Children 2009–2020, <https://www.dss.gov.au/our-responsibilities/families-and-children/publications-articles/protecting-children-is-everyones-business>





- **The Australian Student Wellbeing Framework** is a foundational document that provides Australian schools with a vision and a set of guiding principles to support school communities to build positive learning environments, and to consider reviewing their current safety and wellbeing policies and support requirements. The Framework assists school communities with best-practice advice on developing and implementing policies and support mechanisms to help all students from the first year of school to year 12. The five key elements of the Wellbeing Framework are:
  - **Leadership:** Principals and school leaders play an active role in building positive learning environment where the whole school community feels included connected, safe and respected
  - **Inclusion:** All members of the school community are active participants in building a welcoming school culture that values, diversity, and fosters positive, respectful relationships
  - **Student Voice:** Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe
  - **Partnerships:** Families and communities collaborate as partners with the school to support student learning, safety and wellbeing
  - **Support:** School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.<sup>84</sup>

- **The National Action plan for the Health of Children and Young People: 2020-2030** includes a vision to ensure that Australian children and young people, from all backgrounds and all walks of life, have the same opportunities to fulfil their potential, and are healthy, safe and thriving. The Action Plan builds on the Healthy, Safe and Thriving: National Strategic Framework for Child and Youth Health and outlines Australia's national approach to improving health outcomes for all children and young people, particularly those at greatest risk of poor health. It aims to drive improvement in the health of all children and young people in Australia across the life course, noting challenges of disparity and inequity in health outcomes between individuals, areas, and different sections of the population. The Action Plan includes five guiding principles: prevention and early intervention; strengths based approaches; supportive environments; health equity; and proportionate universalism. Five priority areas include: improving health equity across populations; empowering parents to maximise health development; tackling mental health and risky behaviours; addressing chronic conditions and preventative health; and strengthening the workforce.<sup>85</sup>
- **The Australian Digital Health Agency (AHDA)**, an initiative under the Australia's *National Digital Health Strategy – safe, seamless and secure*, has established the National Children's Digital Health Collaborative. This initiative brings together Australia's leading experts in children's health to identify a number of strategic digital health projects for funding by the ADHA. This, national partnership aims to improve the health and wellbeing of all Australian children and young people. The Collaborative includes representatives from all jurisdictions, and across all disciplines. It consists of over 1,500 individuals, including consumers, clinicians, health and social care providers, researchers and ICT industry partners.<sup>86</sup>

84 See: <https://www.education.gov.au/national-safe-schools-framework-0>. The Wellbeing Framework has been endorsed by Ministers of Education through Education Council with input from all states and territories, education authorities and a range of national and international experts. It is aligned to state, territory and other national wellbeing and safety initiatives and to the Australian Curriculum, the Australian Professional Standards for Teachers and Principals.

85 Australian Department of Health, n18.

86 National Children's Digital Health Collaborative, The long-term journey towards health and wellbeing, <https://conversation.digitalhealth.gov.au/childrens-collaborative>





## Commissioner for Children

Tasmania's Commissioner for Children and Young People (the Commissioner) has an independent statutory role to monitor and promote the wellbeing children and young people under 18 years.

From 2001 to 2016 the role of the then Commissioner for Children was included in the *Children, Young Persons and their Families Act 1997*. However as a result of a Select Committee on Child Protection Final Report 2011 recommendations, and subsequent recommendations from The Advocacy for Children in Tasmania Committee, separate legislation (*Children and Young People Act 2016*) was developed to expand the functions of the Commissioner and extend the powers of the Commissioner around conducting enquires. The Act also improved the independence of the Commissioner.<sup>87</sup> Importantly, separate legislation clarified the role of the Commissioner as the advocate all Tasmanian children and young people and distanced this function from the statutory services provided through the *Children, Young Persons and Their Families Act 1997*.

The *Commissioner for Children and Young People Act 2016* (CCYP Act) sets out the guiding principles, functions and powers of the Commissioner and includes specific provisions which acknowledge the independent and impartial role of the Commissioner. The Commissioner's general functions are set out in section 8 of the CCYP Act. These functions include:

- a. Advocating for all children and young people in the State generally;
- b. Acting as advocate for a detainee under the *Youth Justice Act 1997*;
- c. Researching, investigating and influencing policy development into matters relating to children and young people generally;
- d. Promoting, monitoring and reviewing the wellbeing of children and young people generally;
- e. Promoting and empowering the participation of children and young people in the making of decisions, or the expressing of opinions on matters that may affect their lives;
- f. Assisting in ensuring the State satisfies its national and international obligations in respect of children and young people generally; and

<sup>87</sup> Second Reading Speech, Commissioner for Children and Young People Bill 2015.

<sup>88</sup> *Commissioner for Children and Young People Act 2016*, s1(a).



- g. Encouraging and promoting the establishment by organisations of appropriate and accessible mechanisms for the participation of children and young people in matters that may affect them.

When performing a function or exercising a power, the Commissioner or any other person acting under the CCYP Act must do so according to the principle that the wellbeing and best interests of children and young people are paramount.<sup>88</sup> Wellbeing is statutorily defined to include the care, development and education, and the physical, emotional and psychological health and safety, of children and young people.

The Commissioner may investigate or review systemic matters relating to the wellbeing of children and young people. The Commissioner also has the power to compel government and non-government agencies to provide them with information relevant to their work and they report to Parliament.

The Commissioner for Children and Young people in Tasmania has no role in direct governance. The Commissioner:

- Cannot determine or direct any action to be taken in regard to the wellbeing of any child or group of children but can provide advice and systemic advocacy and make reports and recommendations on specific issues that are identified as potentially harmful to the interests of children in general.
- Does not have the authority to undertake individual advocacy for children nor is the position resourced to do so (the only exception is that the Commissioner can act as a direct advocate for young people at the Ashley Youth Detention Centre).



## Child Advocate

Communities Tasmania established the position of the Child Advocate to provide both systemic advocacy and individual advocacy where required, for children in out of home (state) care.<sup>89</sup> This is a non-statutory role.

The Child Advocate acts independently and reports directly to the Secretary of Communities Tasmania, therefore sitting outside the Child Safety governance systems and separate from the Children, Youth and Families division.

## Council of Obstetric and Paediatric Mortality and Morbidity

The Council of Obstetric and Paediatric Mortality and Morbidity has statutory responsibility<sup>90</sup> to investigate the circumstances surrounding, and the conditions that may have caused:

- Maternal, late maternal and perinatal deaths in Tasmania; and
- Deaths of children in Tasmania in the age group from 29 days to 17 years (inclusive); and
- Congenital abnormalities in children born in Tasmania; and
- Injuries, illness or defects suffered by pregnant women or viable foetuses in Tasmania at any time before or during childbirth.

The Council collects comprehensive data for study and research purposes and has published reports since 1997. It also makes a number of recommendations each year on measures to improve outcomes. For instance, in the 2018 Annual Report (released in September 2020) it may recommend on the following topics:

- Youth suicide;
- Safe sleeping for infants;
- Children and motor vehicles: travelling as passengers or external to vehicles;
- Neonatal Deaths;
- Stillbirths; and
- Maternal engagement.<sup>91</sup>

## Other statutory roles that include children as part of their broader functions

The State Ombudsman, the Custodial Inspector, the Auditor General and the Anti-Discrimination Commissioner have the capacity to enquire on matters related to children but they are limited to specific areas (for example the Custodial Inspector may only enquire about issues relating to youth detention) whereas the Commissioner Children has a broad mandate in regard to wellbeing.

## Structures internal to Government

While there is no specific Minister for Child and Youth Wellbeing all Government Ministers are responsible for portfolio areas that intersect with, or are directly related to children and young people.

A list of the Tasmanian Government Ministerial Portfolios is available at [www.premiertas.gov.au/cabinet](http://www.premiertas.gov.au/cabinet)

## Creating structures for greater collaboration across government agencies

Historically there have been a number of State Service governance structures for delivering and reporting on strategies that impact children and young people where there is multiple agency responsibilities. The premier's priority of Family Violence is a good example of a successful strategy that has adopted this approach. Each project tended to have its own oversight, steering committees, interagency groups and broad reference or consultative groups.

Dr Ian Watt AC, in the *Review of the Tasmanian State Service, Interim Report*<sup>92</sup> notes the importance of Tasmanian State Service Leaders working together to address the challenges and shared opportunities for Tasmania. He notes that opportunities to foster cross-agency collaboration and collective responsibility among leaders will play a large part in fostering a culture of accountability<sup>93</sup> and that planned and well-thought-out governance arrangements are invaluable in providing opportunities to generate better sharing of information, expertise and resources across agencies as well as enhance transparency.<sup>94</sup>

89 Out of Home Care includes foster, kinship and residential care.

90 Under the *Council of Obstetric and Paediatric Mortality and Morbidity Act 1994*

91 Council of Obstetric and Paediatric Mortality and Morbidity – 2018 Annual Report, [http://www.health.tas.gov.au/about\\_the\\_department/partnerships/registration\\_boards/copmm/document\\_list3](http://www.health.tas.gov.au/about_the_department/partnerships/registration_boards/copmm/document_list3)

92 Dr Ian Watt, AC, Review of the Tasmanian State Service Interim Report, 2020, available at, [http://www.dpact.tas.gov.au/\\_data/assets/pdf\\_file/0010/562591/Interim\\_Report\\_-\\_FINAL.pdf](http://www.dpact.tas.gov.au/_data/assets/pdf_file/0010/562591/Interim_Report_-_FINAL.pdf), page 36.

93 Ibid.

94 Ibid, page 44.



The interrelated nature of reforms and strategies for children and young people, and the need for similar reporting lines through Agencies, has led to the development of a combined governance structure for three major government reforms/strategies that relate to children, young people and their families. The Children, Young People and Families, Safety and Wellbeing Cabinet subcommittee oversees the implementation of the Safe Homes, Families, Communities Family and Sexual Violence Action Plan and Strong Families Safe Kids child safety redesign as well as the development of the child and youth wellbeing strategy.

This cabinet subcommittee also has State Service governance structures including a Heads of Agencies steering committee, a cross agency working group as well as associated community consultative reference groups.

Separate to this, and in relation to homelessness, a new Taskforce was established with representatives of the community sector to identify and prioritise care for children who are under 16 years old, at risk of homelessness and are not in out-of-home care.<sup>95</sup> A cross sectorial working group for u16 homelessness has been developed to implement the recommendations of the Taskforce and identify opportunities for increased integration and collaboration across the existing service system.<sup>96</sup>

### Capacity building and guidance for public servants.

Extensive education about wellbeing, its definition, domains and the ARACY Framework was undertaken during the development of the Child and Youth Wellbeing Framework.

Additional support is provided through online resources, including an assessment tool and fact sheets. The development of a common language and common assessment tool aims to support better interagency liaison and understanding of critical areas of need. The Framework provides a firm basis from which agencies can work together to progress child and youth wellbeing.<sup>97</sup>

As part of the Student Wellbeing Survey the Department of Education (DoE) provides key documents and resources (including pre-survey information webinars) for DoE staff to administer the survey in their school. Additionally, information sessions are held after the survey has been undertaken to assist teachers understand survey results and discuss actions.

Staff also have access to Wellbeing Check-in for school staff to support the wellbeing of their students. The Check-in is designed to assist school staff to understand the wellbeing of their students, particularly while they are learning at home. The Wellbeing Check-in can be used to prompt discussion with a student who indicates they are feeling unhappy, tired, isolated or behind on their school work. It can be used daily or weekly and is not compulsory.<sup>98</sup>

Working Together – *supporting early learning*, which provides free early learning for three year olds,<sup>99</sup> has integrated the Wellbeing Assessment Tool and is working in partnership with 19 early childhood education and care partners to integrate this as part of this initiative for children in their year before kindergarten. Reporting on wellbeing has started through a dashboard that is updated bi-monthly.

<sup>95</sup> [https://www.communities.tas.gov.au/housing/tasmanian\\_affordable\\_housing\\_strategy/our-priorities-and-targets/actions-for-young-people-fact-sheet](https://www.communities.tas.gov.au/housing/tasmanian_affordable_housing_strategy/our-priorities-and-targets/actions-for-young-people-fact-sheet)

<sup>96</sup> Under 16 Homelessness Taskforce, Ministerial Advice Summary, December 2019, viewed 28 July 2020, [https://www.communities.tas.gov.au/\\_data/assets/pdf\\_file/0033/89592/Attachment-2\\_Ministerial-Advice-Summary-Final.PDF](https://www.communities.tas.gov.au/_data/assets/pdf_file/0033/89592/Attachment-2_Ministerial-Advice-Summary-Final.PDF)

<sup>97</sup> <https://strongfamiliesafekids.tas.gov.au/child-and-youth-wellbeing-framework/child-and-family-wellbeing-assessment-tool>

<sup>98</sup> Department of Education, Tasmania, Key Projects, available at, <https://www.education.tas.gov.au/about-us/projects/child-student-wellbeing/key-projects/>

<sup>99</sup> Department of Education, Tasmania, Working Together, available at, <https://www.education.tas.gov.au/working-together/>





## DISCUSSION QUESTIONS – ON PUTTING CHILD AND YOUTH WELLBEING AT THE HEART OF POLICY

Given the possible ranges of governance options, discussed above, being:

- Shaping budget decisions;
- Ensuring accountability and continuity through legislation;
- Strategic planning and performance frameworks;
- Creating new institutional structures; and
- Capacity building and guidance for public servants.

AND the current Tasmanian context;

AND in the knowledge that where other jurisdictions have implemented wellbeing strategies and frameworks, they have taken many years to develop.

**?** 38. What are your suggestions for short-term (1-2 year) structures to implement a whole of government long-term Child and Youth Wellbeing Strategy?

**?** 39. What are your suggestions for longer term (3 years +) structures to support a whole of government long term Child and Youth Wellbeing Strategy?

**?** 40. The New Zealand Child and Youth Wellbeing Strategy covers all children under 18, young people who have been in State Care until 21 and a separate group of young people until 25. Given this, how would you prioritise the group of children and young people under 25 covered by this strategy?







## 7. Knowing we are making a difference

### MEASURING THE WELLBEING OF TASMANIAN CHILDREN AND YOUNG PEOPLE

In its February report, *Investing in the Wellbeing of Tasmania's Children and Young People*, the Commissioner for Children and Young People (the Commissioner) discussed 29 indicators for children and young people's wellbeing in Tasmania.<sup>100</sup> The Commissioner notes that the indicators are limited in their information about wellbeing and that they are not all within the control of the Tasmanian Government. This highlights a problematic issue with the notion of wellbeing, as there is a degree of best-fit practice and speculation on what is required to measure it.

The Commissioner's report contains indicators that are a good start towards strengths-based, outcomes related, indicators. We will also need to work through the various concepts under the wellbeing domains in this paper and the feedback received to progress outcomes, indicators and data for measuring wellbeing.

The following discusses examples of international, national and jurisdictional approaches to outcomes, indicators and data. It provides a brief summary of advantages and issues and then discusses system changing initiatives that are relevant to how we could establish our own wellbeing outcomes, objectives, indicators, and source the relevant supportive data.

### INTERNATIONAL EXAMPLES

The OECD Wellbeing Framework Figure 1 includes 11 dimensions, covering outcomes at the individual, household or community level, and relating to:

- the material conditions that shape people's economic options (income and wealth, housing, work and job quality);
- quality-of-life factors that encompass how well people are (and how well they feel they are), what they know and can do, and how healthy and safe their places of living are (health, knowledge and skills, environmental quality, subjective wellbeing, safety); and
- how connected and engaged people are, and how and with whom they spend their time (work-life balance, social connections, civic engagement).

<sup>100</sup> Investing in the wellbeing of Tasmania's children and young people, Leanne McLean, Commissioner for Children and Young People Tasmania, 11 February 2020.



Figure 1: OECD current wellbeing dimensions and future capital asset approach



Source: OECD (2020), *How's Life? 2020: Measuring Well-being*, OECD Publishing, Paris, <https://doi.org/10.1787/9870c393-en>

The lower half of Figure 1 points towards future methods for understanding wellbeing using a capital asset approach to wellbeing. The change to a capital asset approach represents a focus on the broad systems that sustain wellbeing over time, and which relate to public goods (assets can be considered as goods for the public), rather than outcomes or indicators for individuals. The OECD considers this approach as appropriate as it simplifies away from individual based values, which can be inconsistent across OECD member countries.<sup>101</sup>

The New Zealand approach to outcomes incorporates similar domain categories to the Tasmanian Child and Youth Wellbeing Framework. They are, that children and young people: are loved, safe and nurtured; have what they need; are happy and healthy; learning and developing; are

accepted respected and connected; and are involved and empowered. These domains have a range of indicators and measures, some of which have data sourced from existing national collections, others are from a public survey, 'The Youth Health and Wellbeing Survey – WhatAboutMe?'.<sup>102</sup>

The New Zealand Child and Youth Wellbeing strategy is supported by a measurement framework comprising of 36 indicators, designed to inform progress on six outcomes as directly and simply as possible. These indicators were been selected with preference for measures that were: statistically robust; regularly collected; strengths based; broadly informative; relevant and easily understood; applicable to all; internationally comparable; able to be disaggregated; culturally responsive and aligned with other government indicators and measurement frameworks.

101 Organisation for Economic Co-operation and Development, *Measuring Well-being and Progress: Well-being Research*, viewed 6 November 2020, <https://www.oecd.org/statistics/measuring-well-being-and-progress.htm>

102 Child and Youth Wellbeing, New Zealand Government, viewed 6 November 2020, <https://childyouthwellbeing.govt.nz/>





## Australian examples

The ACT Government's Wellbeing Framework has 12 domains: access and connectivity; economy; education and life long learning; environment and climate; governance and institutions; health; housing and home; identity and belonging; living standards; safety; social connection; and time. Each of these has a range of definitions and aspirational statements that provide context to the domains. Although indicator data is yet to be publicly available, the ACT Framework references the potential use of national data collections and self-rated reporting through new or existing surveys.<sup>103</sup>

The Western Australian Commissioner for Children and Young People, provides a wellbeing monitoring framework that includes a profile report of public and administrative data on demographics; family childcare and education; and vulnerability, including housing and homelessness, poverty and children and young people in the child protection and youth justice systems.<sup>104</sup> The Commission also provides indicator data and reports for its three domains: learning and participating; healthy and connected; and safe and supported, across the three age groupings of zero to five years, six to 11 years and 12 to 17 years of age. The reports include service defined indicators, discussing data gaps and policy implications of the findings. The Commission provides its profiles annually and indicators are provided online. In 2020, the first 'Speaking Out Survey' was delivered, sampling the views of children and young people on wellbeing.<sup>105</sup>

The Queensland Government wellbeing framework is guided by priority outcomes and it organises its data into three levels: the data life cycle; the projects that test the assumptions of the cycle; and data products, protocols, frameworks and evaluation methods. Queensland's approach places importance on the locations that are selected for these projects, and that communities should contribute to outcomes and be able to access data on population groups as well as projects involving their own communities.<sup>106</sup>

The New South Wales Government has a Human Services Outcome Framework, which was developed in consultation with government agencies and community sector organisations that deliver human services.

The Framework aims to: build common understanding of outcomes, which are prioritised by both government and the community sectors; support the adoption of outcomes approaches to program design, delivery and evaluation; foster innovation, learning and improvement; encourage collaboration; and assist service workers understand how their roles contribute to outcomes. This approach spans across the domains of social and community; education and skills, empowerment; economic; safety; and health.<sup>107</sup>

The Framework requires the steps of: Understand – outcomes focussed approaches and how to implement them; Define – assists with clarity on defining change using the logic model to define and deliver outcomes, and understanding the difference between inputs, activities, outputs and outcomes; Measure – how to develop indicators; Learn – how to adjust program logic models from what the measured data is indicating; Work Together – how to collaborate between and across organisation on shared outcomes; and Commission – how to use outcomes to lead procurement process for outcomes based contracting and funding.

## Tasmanian examples

The Tasmanian Child and Youth Wellbeing Framework is based on the ARACY's *The Nest* approach.<sup>108</sup> The framework uses the same wellbeing domains. Each domain has a list of context statements that are a range of objectives (a change-event in the world of a person) and outcomes (the benefit of the change-event). These are depicted on page 10 of this discussion paper. These can be further progressed, as can indicators for determining how they might be measured.

<sup>103</sup> ACT Wellbeing Framework, ACT Government, viewed 6 November 2020, <https://www.act.gov.au/wellbeing>

<sup>104</sup> Commission for Children and Young People Western Australia 2020, Wellbeing Monitoring Framework, viewed 6 November 2020, <https://www.ccp.wa.gov.au/our-work/wellbeing-monitoring-framework/>

<sup>105</sup> Commission for Children and Young People, Western Australia, 2020, Speaking Out Survey, viewed 6 November 2020, <https://www.ccp.wa.gov.au/our-work/projects/speaking-out-survey/>

<sup>106</sup> Information Management – QGCIO update, Queensland Government, unpublished presentation, June 2019.

<sup>107</sup> The Human Services Outcomes Framework, New South Wales Government, viewed 6 November 2020, [https://www.finance.nsw.gov.au/human\\_services](https://www.finance.nsw.gov.au/human_services)

<sup>108</sup> Child and Youth Wellbeing Framework, Tasmanian Government, viewed 6 November 2020, <https://www.strongfamiliesafekids.tas.gov.au/child-and-youth-wellbeing-framework>



When reviewing the available data against our six domains, and across age ranges (from pregnancy to 25), we can see that there is more coverage for some themes and age groups than others:

The DoE Wellbeing Survey ([2020 report link](#)) provides a clear picture of how children and young people feel about their wellbeing with respect to learning across all of the domains, but only for public school students aged nine to 18 years.

The PESRAC University of Tasmania (UTAS) Wellbeing Survey will provide us with new information about how young people aged 18-25 feel about their ability to respond to the social and economic impacts to COVID-19.

Another collection, the UTAS COVID-19 child wellbeing survey will also provide data on how children are faring.

There is potential for strategic investment to further survey young people's views, focussing beyond learning, to whole of life wellbeing and changing concerns and opportunities.

A coordinated approach to identifying and filling data gaps will be particularly important in informing the 16 socio-economic targets in the National Agreement on Closing the Gap – many of which specifically relate to children and young people. The National Agreement highlights the importance of data by including a priority reform specifically addressing data access that *“Aboriginal and Torres Strait Islander people have access to, and the capability to use, locally-relevant data and information to set and monitor the implementation of efforts to close the gap, their priorities and drive their own development.”*

There have been previous attempts to collect holistic data measurement for child and youth wellbeing in Tasmania, most notably, the Kids Come First project. Kids Come First monitored how well Tasmania's children and young people were faring, from birth to 18 years of age. It provided around 100 indicators of children's health, wellbeing, safety and learning, together with community profiles and time trends. The benefit of this approach was its comprehensive number of indicators. It was resource intensive to maintain and update and relied on information from a number of diverse sources, including the Australian Bureau of Statistics (ABS), which created issues when comparing to other data sources as they were collected at different points in time or for different purposes.

Similar attempts to measure child and youth wellbeing in Tasmania will face the same issues. In Tasmania, we'll need a robust process to discuss setting and measuring outcomes, contributing indicators, which are built from reliable, timely, high quality data that can guide our interactions across government and the community sector.

Therefore, it may be worthwhile to organise ourselves for outcomes and measurement in the following ways:

- **Principles:** Develop *policy principles* for outcomes and measurement including being very clear about the *purposes* of measurement
- **Partners:** *Who* we will partner with for our data work and getting *agreement* from all stakeholders
- **Priorities:** Detail *what* data work we will do, *how* we will do our data work, what we will measure and why including narrowing the *number of indicators* to be measured; and supplementing some of the quantitative data with *qualitative survey information* from children and young people themselves.

In scoping the approach to these directions, it may be necessary to:<sup>109</sup>

#### Stop:

- Piecemeal approaches to data work and the proliferation of disconnected pilot projects
- Creating new data tools and collections when existing ones done better would suffice
- Collecting data that does not meet quality standards
- Data work that is disconnected from practical use for children and young people.

#### Start:

- Driving intelligent demand for data
- Integrating data
- Utilising cross sectoral data
- Establishing data baselines and commit to measurement over time.

<sup>109</sup> UNICEF Data for Children Strategic Framework April 2017, available at, <https://data.unicef.org/wp-content/uploads/2017/04/Data-for-Children-Strategic-Framework-UNICEF.pdf>





Any data collected would need to align with the national reporting requirements various government agencies and community sector partners have relating to royal commissions and intergovernmental relations architecture.

Data will also need to be accessible to those that it is about. Governments, geographic and demographic communities all have an interest in data related to how they are faring. Although this issue has been relevant for a long time, there is now a high degree of interest through the rise of community driven reforms, such as collective impact projects, to access data that fits evolving definitions and purposes of 'place'. Revisiting which data is accessible is also important to government open data policies, as well as seeking the requisite social licence to work with communities on how to discuss, report and use both strengths and deficits based data. This concept is discussed further under the notion of data sovereignty in Chapter 2.

### Development of a child and youth wellbeing information strategy

The above approaches to principles, people and priorities can be discussed with some example practical data projects that could progress such a strategy, including:

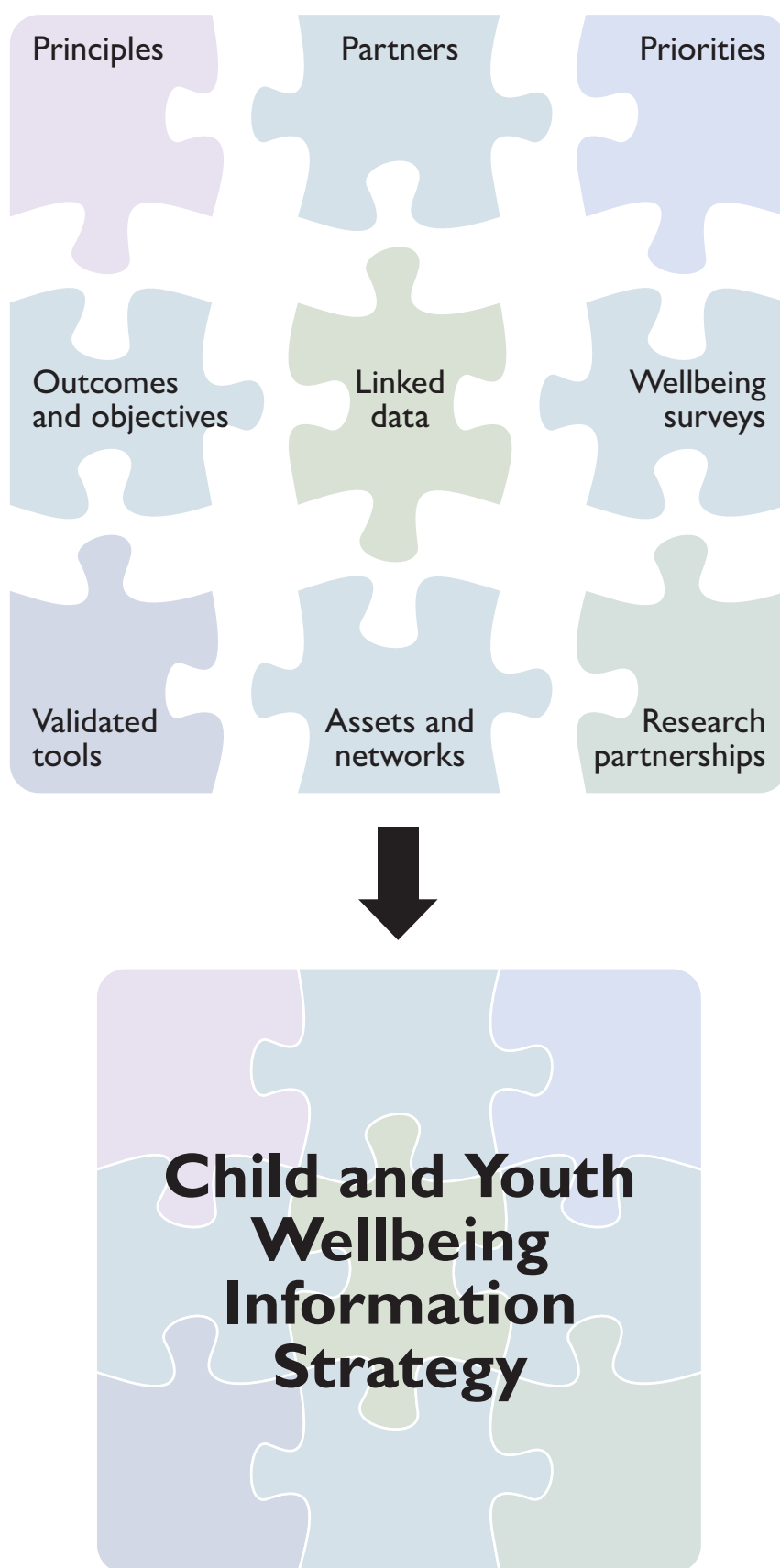
- Develop shared **wellbeing objectives and outcomes** – ensuring activities and functions across government do not duplicate effort or work counter-productively and that we measure strengths or protective factors as well as risks or deficit based indicators.

- Develop **linked data** across departments – where possible and appropriate to client confidentiality and privacy. This will help us understand the frequency and acuity of service interactions and allows us to test if the impact of changes on the service system.
- Extend existing or create new **wellbeing surveys** – to collect information about how people think and feel about wellbeing across the domains and beyond a learning context (including for example up to 25 years of age, in private or independent schools, or on a whole of population basis).
- Investigate and introduce **validated tools** – rigorously designed instruments that assess wellbeing across some domains. They allow national and international comparisons and standardised approaches to services.
- Foster community **assets and networks** for wellbeing – to understand what services or networks contribute to wellbeing and where barriers exist.
- Develop **research partnerships**, utilising specialised knowledge and expertise to help shape the wellbeing agenda over time.

These are some of the policy pieces that if brought together, could form the jigsaw of a long-term approach to developing a child and youth wellbeing information strategy.



Figure 2: The building blocks towards a child and youth wellbeing information strategy







## DISCUSSION QUESTIONS ON – KNOWING WE ARE MAKING A DIFFERENCE

- ? 41. How do we know we are making a difference?
- ? 42. What is most important to measure against the Tasmanian Child and Youth Wellbeing Framework Domains/outcomes and why?
- ? 43. What outcome methodologies should be considered (eg system and/or citizen/client defined, strengths based or other)?
- ? 44. Are there significant data gaps? What options do we have to address them?
- ? 45. In considering a data/information strategy for children and young people:
- ? 46. Are these building blocks/jigsaw pieces right?
- ? 47. What would you remove/add?
- ? 48. Are there other starting points, models or approaches to achieve outcomes and measure progress for the wellbeing of children and young people that you would like to tell us about?





## 8. Summary of discussion questions

### DISCUSSION QUESTIONS ON – ABORIGINAL CHILD AND YOUTH WELLBEING

- ?** 1. What programs, services, initiatives or supports are important for Aboriginal families, caregivers, children and young people?
- ?** 2. What actions are needed to support protective factors for Aboriginal children and young people?
- ?** 3. How do we support all Tasmanian Aboriginal children, young people, families, caregivers and communities achieve their goals against each domain of the Child and Youth Wellbeing Framework?

### DISCUSSION QUESTION ON – A VISION FOR THE CHILD AND YOUTH WELLBEING FRAMEWORK

- ?** The six focus areas (domains) of the Child and Youth Wellbeing Framework are:
  - Tasmanian children and young people are loved and safe;
  - Tasmanian children and young people have material basics;
  - Tasmanian children and young people are healthy;
  - Tasmanian children and young people are learning;
  - Tasmanian children and young people are participating;
  - Tasmanian children and young people have a positive sense of culture and identity.
- ?** 4. In the knowledge of the existing domains of the Child and Youth Wellbeing Framework what should be our unifying vision for the Child and Youth Wellbeing Strategy?



## DISCUSSION QUESTIONS ON – SOME COMMUNITIES WITH SPECIFIC NEEDS AND INITIATIVES UNDER THE WELLBEING DOMAINS

### Question on communities with specific needs

? 5. Please circle your specific community or communities:

- LGBTIQ+
- Multicultural
- Disability
- Kindship or Out of Home Care
- Children and young people who are carers
- Children and young people involved in the Justice system
- Other (please specify).

? 6. With reference to existing supports, programs and initiatives in Tasmania for your community what do you think works best and why?

? 7. If additional initiatives are required to ensure the wellbeing of Tasmanian children and young people in your community what are they and why have you made that suggestion?

? 8. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at improving wellbeing for your community?

? 9. How do you suggest these barriers are addressed?

### Questions on issues that may not fit neatly under the existing wellbeing domains

? 10. What other issues are of concern to children and young people in Tasmania?

? 11. What is one thing we can do to address each of these issues?

### First 1,000 days: Ensuring the best start in life for all Tasmanian children

? 12. Given the importance of the first 1,000 days what is the program you would put in place as your highest priority to support children up to 2 years and/or families?

? 13. Why have you identified this as your priority?

### Domain: Tasmanian children and young people are loved and safe

With reference to existing **Loved and Safe** initiatives and with your knowledge of other programs:

? 14. Which Tasmanian Government initiatives do you think work best and why?

? 15. If additional initiatives are required to ensure Tasmanian children and young people are Loved and Safe what would they be and why?

? 16. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they are loved and safe?

? 17. How do you suggest these barriers are addressed?

### Domain: Tasmanian children and young people have material basics

With reference to existing **Material Basics** initiatives and with your knowledge of other programs:

? 18. Which Tasmanian Government initiatives do you think work best and why?

? 19. If additional initiatives are required to ensure Tasmanian children and young people have material basics what would they be and why?

? 20. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they have material basics?

? 21. How do you suggest these barriers are addressed?





### Domain: Tasmanian children and young people are healthy

With reference to existing **Health** initiatives and with your knowledge of other programs:

? 22. Which Tasmanian Government initiatives do you think work best and why?

? 23. If additional initiatives are required to ensure Tasmanian children and young people are healthy what would they be and why?

? 24. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they are healthy?

? 25. How do you suggest these barriers are addressed?

### Domain: Tasmanian children and young people are learning

With reference to existing **Learning** initiatives and with your knowledge of other programs:

? 26. Which Tasmanian Government initiatives do you think work best and why?

? 27. If additional initiatives are required to ensure Tasmanian children and young people are learning what would they be and why?

? 28. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they are learning?

? 29. How do you suggest these barriers are addressed?

### Domain: Tasmanian children and young people are participating

With reference to existing **Participating** initiatives and with your knowledge of other programs:

? 30. Which Tasmanian Government initiatives do you think work best and why?

? 31. If additional initiatives are required to ensure Tasmanian children and young people are participating what would they be and why?

? 32. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they are participating?

? 33. How do you suggest these barriers are addressed?

### Domain: Tasmanian children and young people have a positive sense of culture and identity

With reference to existing **Culture and Identity** initiatives and with your knowledge of other programs:

? 34. Which Tasmanian Government initiatives do you think work best and why?

? 35. If additional initiatives are required to ensure Tasmanian children and young people have a positive sense of culture and identity what would they be and why?

? 36. Are you able to identify any barriers to Tasmanian children and young people accessing initiatives aimed at ensuring they have a positive sense of culture and identity?

? 37. How do you suggest these barriers are addressed?





## DISCUSSION QUESTIONS ON – PUTTING CHILD AND YOUTH WELLBEING AT THE HEART OF POLICY

Given the possible ranges of governance options, discussed above, being:

- Shaping budget decisions;
- Ensuring accountability and continuity through legislation;
- Strategic planning and performance frameworks;
- Creating new institutional structures; and
- Capacity building and guidance for public servants.

AND the current Tasmanian context;

AND in the knowledge that where other jurisdictions have implemented wellbeing strategies and frameworks, they have taken many years to develop.

? 38. What are your suggestions for short-term (1-2 year) structures to implement a whole of government long-term Child and Youth Wellbeing Strategy?

? 39. What are your suggestions for longer term (3 years +) structures to support a whole of government long term Child and Youth Wellbeing Strategy?

? 40. The New Zealand Child and Youth Wellbeing Strategy covers all children under 18, young people who have been in State Care until 21 and a separate group of young people until 25. Given this, how would you prioritise the group of children and young people under 25 covered by this strategy?

## DISCUSSION QUESTIONS ON – KNOWING WE ARE MAKING A DIFFERENCE

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## ACRONYMS

ABS	Australian Bureau of Statistics
ACT	Australian Capital Territory
ADHA	Australian Digital Health Agency
AIHW	Australian Institute of Health and Welfare
ARACY	Australian Research Alliance for Children and Youth
AYDC	Ashley Youth Detention Centre
CCYP	Commissioner for Children and Young People
CFLCs	Child and Family Learning Centres
CHaPS	Child Health and Parenting Service
CHAT	Child Health Association of Tasmania
CROC	Convention on the Rights of the Child
CtG	Closing the Gap
DoE	Department of Education
DSS	Department of Social Services
GDP	Gross Domestic Product
ICT	Information and Communication Technology
IFES	Intensive Family engagement Services
IFSS	Integrated Family Support Services
MHHOST	Mental Health Homeless Outreach Support Team
NGO	Non Government Organisation
NILS	No Interest Loan Scheme
NZ	New Zealand
OECD	Organisation for Economic Co-operation and Development
OHST	Oral Health Services Tasmania
OOHC	Out of Home Care
PESRAC	Premier's Economic and Social Recovery Advisory Council
PLPs	Personalised Learning Programs
RHH	Royal Hobart Hospital
RTI	Right to Information
SASS	Sexual Assault Support Service
SBIP	School Based Immunisation Program
THS	Tasmanian Health Service
UTAS	University of Tasmania
WACS	Women's and Children's Services
YFCC	Youth, Family and Community Connections









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