



The following information is provided to assist applicants in addressing the selection criteria:

The Six Wellbeing Domains:



Being loved, safe *and* valued

Being loved, safe and **valued** 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, in the community **and online**



feel valued and respected **by teachers and other adults in their life and know that they are important to others**



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



feel safe about their future, the environment and climate



Having material basics

Having material basics means that children and young people:



have access to **suitable, secure** stable housing **with adequate heating and cooling**



have access to appropriate clothing and footwear



have access to nutritious food and clean water



have access to transport, required local services and materials to support participation in activities



have access to education and training materials



have access to the outdoors and green space



Being healthy

Being healthy means that children and young people:



are mentally and physically healthy



are health literate and have access to appropriate health and care services



are emotionally well, happy and supported



are immunised



are as physically active as they can be



are supported to engage in regular outdoor activities and nature-based play



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



have their individual learning needs addressed to allow them to realise their learning potential



are developing literacy and numeracy skills appropriate to age



are supported to learn about their world through connection to nature and the outdoors



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



can share experiences in nature and express their environmental views



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



can connect to nature and are supported to identify their core values about the environment as part of their culture and identity



It Takes a Tasmanian Village Principles

These principles will guide our decision making about the policies, programs and initiatives under the Child and Youth Wellbeing Strategy and we will report annually on how they have impacted our work.

We Commit to:

1. Acknowledging that the family and extended family of the child has the primary responsibility for the care, upbringing, and development of their child/children and to provide them with information to access available services which will assist in providing a nurturing environment for their children.
2. Providing opportunities for Tasmanian Aboriginal children and young people to connect to community and country and working in partnership with Tasmanian Aboriginal people to ensure life outcomes for Tasmanian Aboriginal children and young people are equal to all Tasmanian children and youth.
3. Understanding the varying relationships that influence each child and young person we work with.
4. Providing the opportunity for and supporting children and young people to have a voice in decisions that affect them.
5. Providing a range of education and training opportunities to ensure children and young people can participate in life-long learning and employment.
6. Recognising the individuality of children and young people and treating them without discrimination and with respect.
7. Providing children and young people opportunities to explore topics that interest them in a matter that supports learning and reduces anxiety
8. Providing a range of recreational and social opportunities for children and young people in the areas in which they live.
9. Fulfilling our preventative and statutory responsibilities against all forms of violence against children and young people.
10. Supporting positive mental and physical health outcomes for children and young people in ways that aligns with the Government's Tasmania Statement on *Working Together for the Health and Wellbeing of all Tasmanians*.



Consultation feedback:

Consultation with children and young people was undertaken across all 29 local government areas during the development of the strategy. The list below provides examples of the type of recreational opportunities and social activities that children and young people requested.

- Mountain Bike Tracks
- Bike and Pump Tracks
- Skate Parks
- Swimming Pools and/or access to affordable swimming lessons
- Access to affordable sporting activities
- More / greater range of sporting activities
- After school activities, clubs and hobby groups
- Transport to activities
- Parks and Playgrounds
- Greater access to local recreational activities and facilities
- School Holiday activities

In addition feedback from youth across Tasmania highlighted the need for helping young people be active in their community through:

- Arts and crafts
- Hobbies/clubs
- Internet cafes
- Outdoor gyms
- Motorbike trails
- Running tracks
- More events for young people
- Safe drop in spaces after school
- Youth hubs
- Better public transport

Please note, evidence of other consultation with children and young people is also welcome.