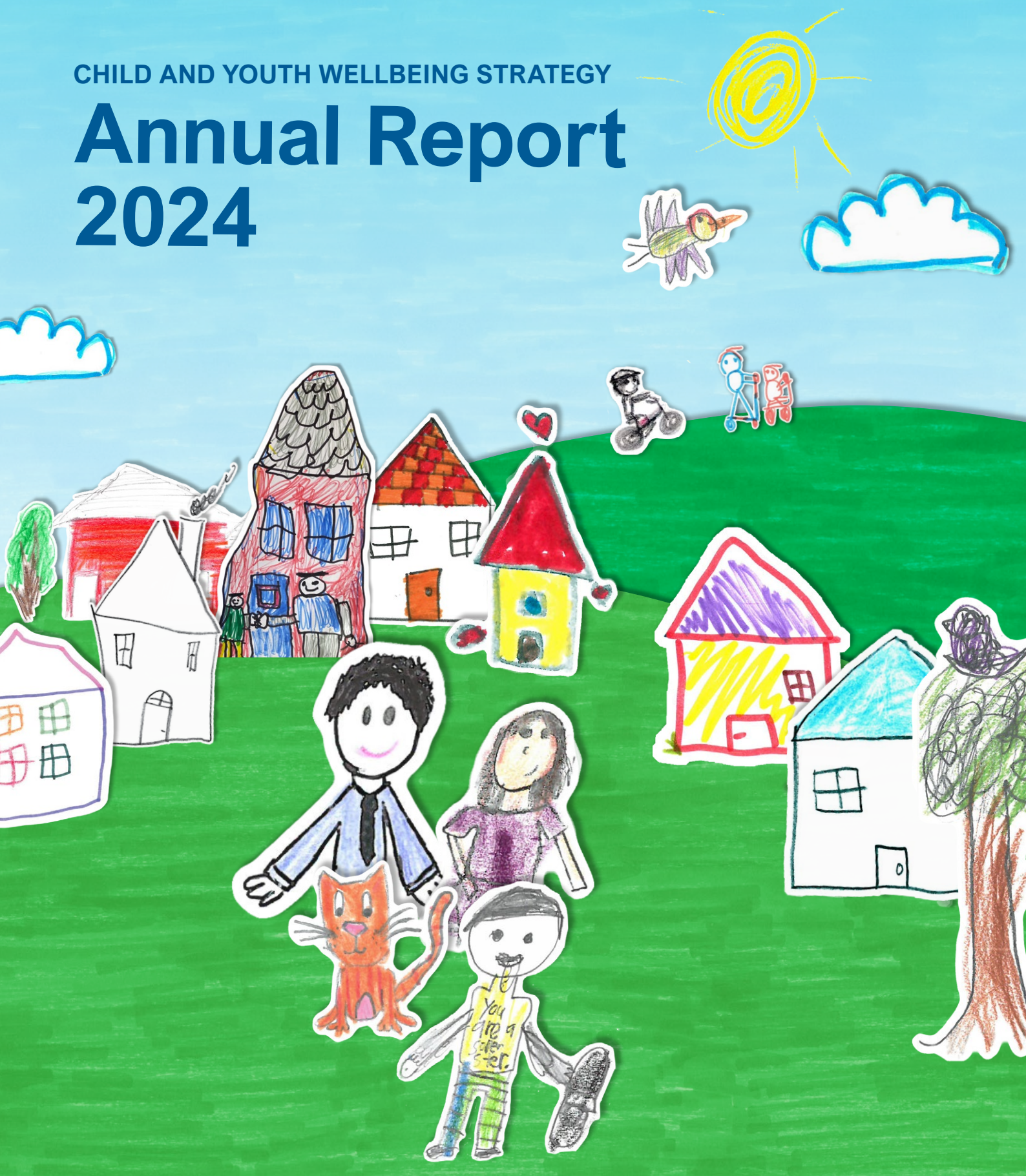


CHILD AND YOUTH WELLBEING STRATEGY

Annual Report 2024



It takes a
Tasmanian
village



Aboriginal acknowledgement



In recognition of the deep history and culture of Tasmania, we acknowledge and pay respect to Tasmanian Aboriginal people; the past and present custodians of Tasmanian land, sea, sky and water ways. We also acknowledge and pay respect to Elders, past and present.

Tasmanian Aboriginal children's and young people's wellbeing is, and has always been, deeply connected to family, Community, Country and culture. We acknowledge that Tasmanian Aboriginal children's and young people's wellbeing outcomes should be equal to all Tasmanians. Aboriginal children are the future for Tasmanian Aboriginal people.

Photo credit: Natasha Mulhall

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Message from the Premier

The Tasmanian Government is supporting and leading collaborative action to ensure our children and young people will thrive now and into the future.

There is no greater priority for my government than keeping Tasmanian children and young people safe. In response to the recommendations of the *Report from the Commission of Inquiry in to the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings* a comprehensive and strategic reform process has been underway across all areas of government to enhance children and young people's safety.

We are committed to making lasting change and have recently consulted on *Change for Children*, Tasmania's 10-year strategy for upholding the rights of children by preventing, identifying and responding to child sexual abuse. *Change for Children* is not only about transforming government institutions and delivering on the recommendations of the Commission of Inquiry, but also about being future focused, having clear accountability and transparency, and recognising every Tasmanian has a role to play in keeping children safe.

The *Child and Youth Wellbeing Strategy – It Takes a Tasmanian Village* (the Strategy), has provided a central focus for our work around the safety and wellbeing of children and young people in Tasmania since its launch in 2021.

Through implementation of the strategies, my Government has strengthened its ongoing commitment to the safety and wellbeing of young people. We have created a new Department for Education, Children and Young People that brings together government services for children and young people, and the *Child and Youth*



Safe Organisations Framework became mandatory in 2024. For children and young people to be safe in our community, they need to be safe in our organisations.

We have introduced legislation to enable the monitoring of harmful conduct by an independent regulator. Additional legislative change will see the establishment of a strengthened Commission for Children and Young People that will fulfill important Commission of Inquiry recommendations by bringing together the existing functions of the current Commissioner for Children and Young People, the Independent Regulator of the Child and Youth Safe Organisations Framework, the Child Advocate and establishment of a new role of Commissioner for Aboriginal Children and Young People.

The Government is working with our partners and the community to meet the needs of our young Tasmanians, hearing their voices, giving them opportunities to be involved in the design and implementation of policies, services and activities that impact them, and learning from and changing the way we do things to constantly improve.

By working together we can improve wellbeing outcomes for young children. To help our young people and their families get the best start in life, our First 1,000 Days project brings together parents, researchers and professionals to co-design resources for the first 1,000 days that are tailor made for the

communities in which they live. Kids Care Clinics continue to grow across the state and bring paediatric and allied health services to vulnerable children in local community settings; and the Little Tasmanian program has inspired a sense of pride in being Tasmanian for new parents and their babies.

The popularity and range of projects now supported through the Premier's fund for Children and Young People continues to impress and shows the benefits and effectiveness of co-designing local projects with children and young people. Sixty-six projects have now been implemented across all regions of Tasmania, with a diverse array of activities on offer including musical programs, sailing sessions, sporting opportunities, playgrounds, bike tracks, puppet workshops and robotic and Lego clubs.

In addition, a number of other reforms are underway that will support children and young people into training and work through the *Tasmanian Youth Job Strategy 2024 – 2030*; improving educational outcomes for and strengthening preventative health approaches through the development of a long term Preventative Health Strategy for all Tasmanians. These reforms, along with the work of the Strategy, will strengthen, enhance and further integrate the systems and environments in which our young people live, learn and play.

The safety and wellbeing of Tasmanian children and young people requires collaborative effort of all Tasmanians. Working together across the Strategy, and the broader reforms of government, we can make an enduring difference for generations to come.

The safety and wellbeing of Tasmanian children and young people requires collaborative effort of all Tasmanians.



Introduction

In the third year implementing the Strategy we saw the cumulative impact that we are starting to have on the wellbeing of Tasmanian children, young people and their families, through the actions in the Strategy, and different ways of working.

Across the last three years of the Strategy we have built foundations to enable different ways of working. This has included opportunities for our children and young people to express their views and have their lived experience valued and breaking down silos within and across government and the non-government service sector. Progress is being made and we are seeing systems changing as these different ways of working are being incorporated as the 'normal' way of working.

This third Annual Report for the Strategy continues to bring actions to life, showcasing case studies that reveal the real impact we are having on the lives of children, young people and their families. A highlight again this year was the second grant round of the Premier's Fund, which provided another 25 organisations with funding to deliver recreational and social activities for children and young people in their local communities. The reach of this program is evident in the pull out map included in this Annual Report, which also includes a selection of stories on completed projects across Tasmanian communities.

The Report contains the following chapters, demonstrating our commitment to:

- Continuing to listen to the voice children, young people and their families;
- Working together as a village across government, the sector and communities;
- Changing the way that government works; and
- Sharing and using data so that we know we are making a difference.

A detailed Appendix is also attached at the end of this report and provides a status update on all 65 actions in the Strategy, with 17 of these actions now complete.

The report also acknowledges other key reforms of government, especially the priority focus on child safety and wellbeing across all government agencies in response to the recommendations of the *Commission of Inquiry into Tasmanian Government Responses to Child Sexual Abuse in Institutional Settings (Col)*.

The Strategy will continue to provide preventative and early intervention approaches for wellbeing that will support the Government's reform agenda in child safety. Together we will continue to build a Tasmania that is safe, supportive and enriching place that will enable all children and young people to thrive.



1. Continuing to listen to the voice of children, young people and their families

Regardless of a child's background or circumstances all children and young people have a right to express their opinions, to be listened to and have their views taken seriously.

The voice of children, young people and their families continues as a crucial guide to inform the work of the Strategy.

The importance of listening to children and allowing them to participate in decision making is also reflected in the *National Principles for Child Safe Organisations* which more recently have been enshrined in legislation as *Tasmania's Child and Youth Safe Standards*.

In our third year of implementing the Strategy, children, young people and families are increasingly involved in the development and implementation of actions, programs and policies: from identifying what is needed in their local communities and co-designing activities, through to helping to deliver local and targeted solutions to improve wellbeing.

Over the last year the Premier's Fund for Children and Young People has again proved to be very popular, with the most recent grant round receiving over 100 applications from local community groups, councils and school associations. Successful applicants were required to show how young people had been engaged in identifying a need for the project within their local community, and where possible involve children and young people in the design and ongoing implementation of these local projects. A selection of completed activities from the Premier's Fund are featured as stories in a lift out section on page 14.

Other case studies in this chapter highlight the power of listening and acting on the voices of children, young people and their families and the positive impact that this can have on their wellbeing. We know that young people, for a variety of reasons, communicate and share their ideas in a variety of ways. Through targeted projects within the Strategy these young people have been provided with creative and diverse opportunities for their voices to be heard. Other programs have shown the power of services actively listening to clients and the benefits of young people being involved in research to help design and deliver targeted solutions to problems and dilemmas. All of these programs show that by empowering children, young people and their families to be part of the solution we can deliver better wellbeing outcomes.



Participants at the 2024 Youth Climate Leaders Conference (Image supplied by Sustainable Living Tasmania)

Families told us they wanted more support in the early years.....

CHaPS Sustained Home Visiting Program (Action 2)

When Amy* gave birth to her twins, Hamish* and Mabel*, she started on a long and, at times, overwhelming journey to ensure they received the best care possible. Both Hamish and Mabel were born experiencing complex medical issues, which resulted in ongoing engagement with specialist services. Amy describes this period as *'traumatic – you expect your babies to come home with you, and then they don't. As a first time Mum, I didn't know what to expect, and the Neonatal Intensive Care Unit was really daunting'*.

After discharge from hospital, the family had five weeks at home with their babies, however a CHaPS Child and Family Health Nurse (CFHN) picked up on weight gain issues for Hamish, which resulted in a hospital admission. *'The first 10 weeks of their life, they spent half of their lives in a hospital'*, Amy reflects.

Amy's CHaPS CFHN kept up contact with the family whilst Hamish was hospitalised. After he was discharged from hospital, Hamish required weekly weight checks in the community. This is when Amy's CHaPS CFHN suggested the CHaPS Sustained Home Visiting Program (SHVP) to her. *'At first I said I didn't want it to seem like I can't look after them. But my nurse told me that this program is for babies and families that need some extra support'*.

On the program, Amy's CHaPS CFHN, Paige, supported Amy with regular weight checks, and referrals and connections with other services, such as facilitating attendance at a Child and Family Learning Centre and playgroup. Paige consistently followed up on referrals and liaised with specialists to ensure everyone was on the same page.

Paige also supported Amy in looking after her own wellbeing. Amy reflected that *'I just kept telling everyone that I was OK. And I thought I was OK. But just recently Paige has helped me with a referral to a perinatal mental health service'*.

Amy describes the home visiting component of the program as really important. *'We are so regularly at appointments, I feel like I barely get time to enjoy my babies. It's so nice to be able to be at home with them, and be seen by my nurse.'*



When asked to sum up her experience in the SHVP, Amy emphasises it being accessible. *'It's easy to arrange appointments and be seen by my CHaPS nurse. Without this support, I would need to go to the GP or specialist services far more often. It's flexible – I have so many appointments to attend, and my appointments through the SHVP work around these according to my needs. It's been a lifesaver. I feel like the CHaPS CFHNs saved Hamish, as they were the first ones to highlight his weight issues and support us to be referred where we needed to go.'*

Amy wants to share the importance of listening to the people in your care.

'I've had so many experiences of not being listened to, leading up to the birth and after. Through the CHaPS SHVP, I've been listened to the entire time.'

*Names have been changed



Image supplied by Child Health and Parenting Service



Young people told us they want to be involved in designing their own solutions to important issues...

Smoking Prevention Package for Young People (Action 24)

Listening to and collaborating with young people is essential for the success of the Smoking Prevention Package. If we want to see behaviour change in young people, solutions have the most impact when we co-design them *with* young people.

To understand beliefs, knowledge and concerns of young Tasmanians (12-24 years) about e-cigarettes, the University of Tasmania is using participatory action research. This collaborative approach is helping to inform, develop and test new interventions to reduce smoking and vaping prevalence in young people in Tasmania and support young people who smoke or vape, to quit.

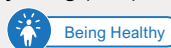
Across 30 interviews and over 500 surveys, 18–24-year-olds told us they vape for a variety of reasons, including curiosity and head spins, but not to quit. Young people who started vaping included those who switched from smoking, were former smokers or who had never smoked at all. Vapes were easy to get, use, hide, and have a nice smell. They mostly vaped with friends or alone in their bedroom. Many accessed vapes without a prescription and the acceptability of vaping was high. When communicating with young people about vaping, young people in this age group said:

“...it could be pretty important to be youth designed or youth referenced, like us, or we can test it because sometimes what people think will work can totally miss the mark.”

The first action cycle with 12–18-year-olds was completed in March 2024. So far, they have told us that vaping provides social capital, and that they are still easy to access despite law change. They have good knowledge about vaping harms and addiction, but limited help-seeking as information about how to stop is not easily accessible. Young people said, *“Let’s talk about how to deal with this addiction.”*

To help inform a youth-targeted campaign being developed by Quit Tasmania, young people are telling us that they want *“gripping and scary”* videos that show them what will happen to their bodies. They also want the messaging to be *“compassionate and non-judgemental”*. Young people want genuine messages from *“young people with lived experience who have quit vaping”*. The campaign will include a website with interactive tools to support quitting.

The research is still progressing, so watch this space. Using participatory approaches empowers young people and leads to targeted and meaningful outcomes.



Vaping Survey

Are you aged between 12-18 and live in Tasmania?

This project is about getting your views on what you know about vapes, how people use them, and where people get them. We also want to hear your thoughts on some images.

Vapes have been easily available for a few years but there is not much information about them in Tasmania.

This survey will take just 10 minutes and is completely anonymous (this means your personal information will not be collected).

PLEASE HELP US UNDERSTAND YOUR THOUGHTS ABOUT VAPING

You need parental/guardian consent if you are aged 12-14 years. To access all the information you need, scan the QR code or click here: [REDcap link](#)

TO TAKE THE SURVEY, SCAN THE QR CODE BELOW

MENZIES+ UNIVERSITY OF TASMANIA

Tasmanian Government Department of Health

This study has been approved by the University of Tasmania Human Research Ethics Committee (H0220344).



Young people told us they want to learn relevant skills to get the jobs they want...

Fit For Work (Action 36)

Youth, Family & Community Connections' (YFCC) Fit for Work program (FFW) is supporting young people in the Burnie and Devonport region with complex, non-work-related barriers to develop the skills and motivation they need to work towards sustainable employment.

At 24 years of age, Timothy* was yet to secure his first employment opportunity. He had often contemplated studying but could not identify what direction of study he would like to pursue and lacked motivation to find paid employment.

Timothy was referred to FFW by MAX employment and connected with a FFW Youth Coach to help identify his skills, interests, areas for development and goals. Together with his Youth Coach, Timothy focused on building his work-readiness skills through one-on-one training in Creating an Effective Cover Letter and Resume.

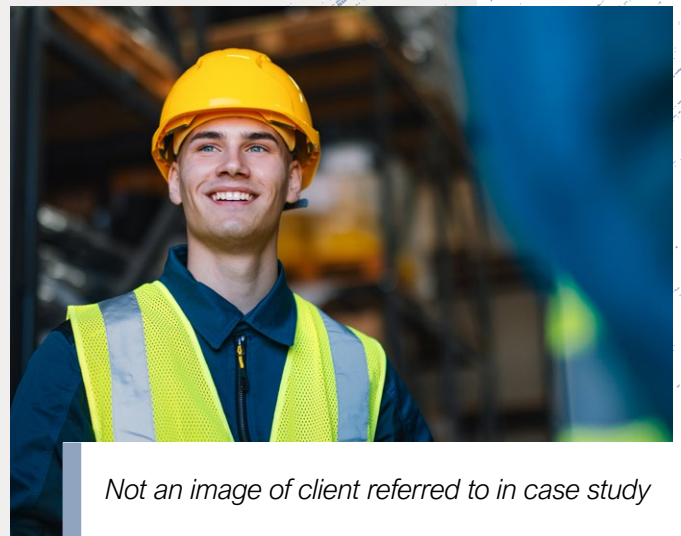
Timothy then expressed an interest in undertaking work experience in the warehousing sector, and the Youth Coach worked with other YFCC team members to identify a work experience opportunity with a local business.

With increased confidence and motivation gained through the support of the FFW Youth Coach, Timothy was able to demonstrate a level of initiative and commitment during his work experience that earned him very positive feedback from the host employer.

Through this positive experience, Timothy's confidence and aspiration for employment continued to increase. The FFW Youth Coach continued to connect him with training and skills development opportunities to further enhance his employment prospects, and to support him to apply for job vacancies.

A vacancy then arose within the business where Timothy had undertaken his work experience placement. He applied for the position and, having proven his commitment and initiative already to the employer, was offered the role. This was Timothy's first paid employment, an important milestone made possible by the support he received through the FFW program.

**Name has been changed*



Not an image of client referred to in case study



Young people told us they want creative ways to express themselves and have their voices heard...

Increasing Participation Activities for all children and young people - Commissioner for Children and Young People (Action 52)

Premiering on live radio in September 2023, *Diamonds* is an original hip-hop track and music video created by young people detained at Ashley Youth Detention Centre. The project was delivered by the Office of the Commissioner for Children and Young People and local musicians and producers in collaboration with arts and social change organisation, Big hART.

Like all young Tasmanians, young people in detention have the right to be heard and for their views and opinions to be taken seriously in decisions that affect them. Through the *Diamonds* project, young people were provided a safe and accessible way to share their experiences, have their voices heard and express themselves creatively.

As one of the young contributors explained, '*...for me I have always struggled to get my voice heard and have always wanted someone to listen... I liked that I could tell my story [through this project]*'.

In *Diamonds*, young people explore themes like breaking the cycle of offending, missing family, navigating life's challenges, being resilient, and hoping for a better future. One young person said the track, '*...is about our mental state of what we're going through in detention and about going for a better path in life*'.

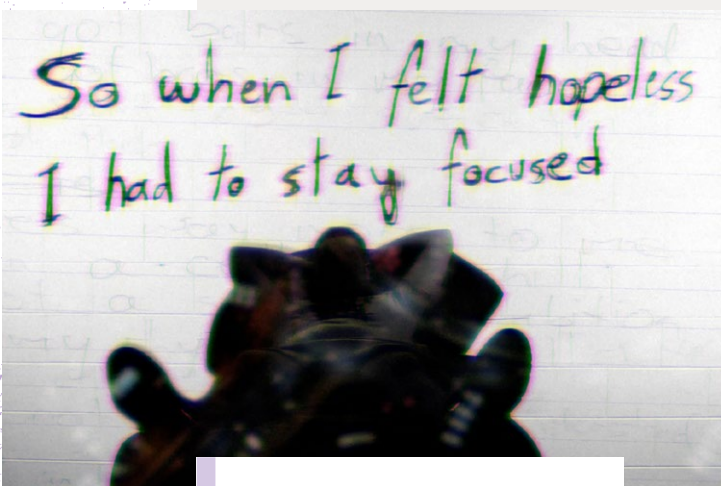


Image supplied by Office of the Commissioner for Children and Young People

Original lyrics including, '*Music is my therapy 'cause it keeps me right...*' and, '*So when I felt hopeless, I had to stay focused. I was laying in my cell when I wrote this...*' convey strong messages of resilience and hope, despite the challenges experienced by the young people involved in this project.

This project was supported by the Department for Education, Children and Young People, staff at Ashley Youth Detention Centre, the project facilitators, and the team at Big hART.

You can watch the *Diamonds* music video and listen to the track here: <https://ccyp.me/diamonds>.





Young people told us they wanted more learning support for those who need it....

Lifting Literacy (Action 41)

As part of the introduction in all Tasmanian Government schools of an evidence-based, structured approach to the teaching of reading, Tasmanian senior secondary students who struggle with reading have been receiving additional literacy support in 2024.

The literacy team at Launceston College have been working with year 11 and 12 students with complex disabilities as well as students whose first language is not English, to trial a range of interventions aimed at improving their decoding skills. Decoding skills are one of a number of key skills we need to be able to read well. Usually, they are learnt in the first few years of school. But, where students have missed out on this learning, they need additional support. Ensuring they get this, when they need it, is a key focus of the Department for Education, Children and Young People's comprehensive approach of lifting literacy for all students.

Providing appropriate intervention can be challenging in senior secondary school, due to compulsory course contact hours and other barriers, but the team at Launceston College have shown how it can be done and it's making a difference for individual students.

After working with Advanced Skilled Teacher Jo and Quality Teaching Coach Chris, using the MacqLit intervention program since February this year, one student at Launceston College, Harry*, who has multiple diagnosed disabilities and was a very reluctant reader at the beginning, told staff 'now I might be able to get an apprenticeship!'. 'I need to go back to the MacqLit because it helps me with my writing,' Harry said.

Harry has doubled his reading fluency this year, and his teacher reflected that she sees him applying his learning and noted the confidence he has gained in his reading of other rich texts in class as well.



**Name has been changed*

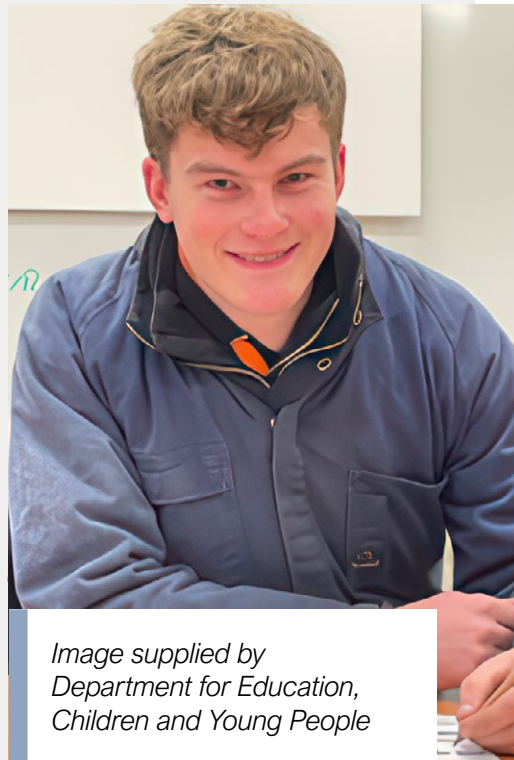


Image supplied by
Department for Education,
Children and Young People

Tasmanian children and young people told us they wanted more activities for children and young people in their local communities...

1

Continuing to Listen to the Voice of Children, Young People and their Families

Premier's Fund for Children & Young People (Action 50)

The Premier's Fund for Children and Young People has provided \$2 million in funding to Tasmanian communities to increase access to social and recreational projects for children and young people. The map on the following page outlines the location of 66 projects that have been supported across Tasmania, with a selection of projects showcased below. Further information on all of the projects funded under this grant program is available at www.wellbeing.tas.gov.au/premiers-fund.

1

Landcare Tasmania – Know Your Local Patch (Statewide)

Family friendly events were held across 15 locations by local Landcare groups as part of the 'Know Your Local Patch' program. Approximately 270 children and young people across Tasmania participated in these events with their caregivers. In Strahan, 27 young people explored the work of Tasmanian native bees with University of Sydney pollination expert Dr Yolanda Hanusch. This included undertaking hands on activities such as crafting bee hotels with natural materials to provide a safe haven for native bee species

"We are thrilled to see such enthusiasm from the community in learning about our native bees." Bianca Burford, Landcare Tasmanians Education Coordinator



Participants using natural materials to build their Bee Hotel

© Landcare Tasmania

2

Migrant Resource Centre – Multicultural Youth Game Changer (Launceston)

Over 100 young people from a range of multicultural groups were involved in the Multicultural Youth Game Changer program. Partnerships with sporting bodies such as AFL Tasmania, Basketball

Tasmania and ReLink enabled the program to offer a variety of sporting activities. Female only teams and come and try sessions were also popular and provided a safe and supportive place for young girls to try new sports and activities. Competitive tournaments, such as the Ramadan Cup (Futsal), proved to be very popular with young people, with this tournament now becoming an annual event led by young people from the Afghan community.



Futsal Team entered into the Ramadan Cup

3

Devonport City Council – Highfield Skate Park (Devonport)

The Highfield Skate Park was officially opened in June 2024. Twelve teenagers from the local group Teen-A-Rama had a role in the codesign of the skate park and produced artwork, under the direction of RANT Arts, to make the park come alive. The addition of the skate park has led to greater utilisation of the area by local families, children and young people.

"The park looks a lot nicer and now young people have somewhere to go." Teen-A-Rama participant





4 George Town Council – Creative George Town (George Town)

The Creative George Town program enabled over 800 local children to participate in a range of after school and school holiday activities. The program provided a wide range of artistic opportunities not usually available within the community. Over 50 workshops were delivered with activities including guitar sessions, wood working classes, floristry, painting, ceramics, cultural enrichment activities, dance, choir, puppets, acro balance and movement workshops. All activities were provided free of charge, eliminating potential barriers for participation. The sessions were extremely popular with demand often exceeding expectations.



Participants at Guitar Workshops

6 Broadmarsh / Elderslie Progress Association – Play, Fit & Fun

Refurbishment of recreational facilities in the rural communities of Broadmarsh /Elderslie have enhanced community connection. The resurfaced tennis court has come up a treat and the new basketball hoop and upgraded playground provide a safe, fun space for children, young people and their families to come together. The facilities have proved popular with community members, with new pathways and ramps increasing accessibility.



Children playing on the upgraded playground facilities

5 Kingborough Council – Youth Space @ Kingston Park (Kingston)

In partnership with Mission Australia, weekly BBQ and Beats events were held at Kingston Park attracting up to 45 young people each week. These sessions included free games, food and activities and provided an informal way for local young people to link with youth services. The purchase of a table tennis table for the outdoor youth space enhanced the activities able to be offered. Kingborough Council's Youth Team also provided a range of artistic and recreational outlets for local young people after school and during school holidays. Activities such as Henna tattoo art, Sushi making, painting, Skin Care workshops and sporting clinics enabled over 150 young people to come together, explore new interests and make social connections.



Opening of the new outdoor table tennis table



2. Working together as a village

The communities in which children, young people and their families live, and the relationships that are formed, can have a lasting impact on their wellbeing.

Through the Strategy, government and non-government services have been working together to improve the wellbeing of children and young people by adopting a holistic and child centred approach to service delivery, informed by the young people and families who use their services.

The use of wellbeing domains in the Strategy has enabled a common language to be used, enhancing the ability to collaborate and break down silos. The Strategy has also supported networking opportunities across the child and youth service sector, enabling government and non-government organisations to learn from each other, discuss system barriers and work together across project boundaries.

In the third year of the Strategy we have built on the existing collaborative networks and different ways of working that were established in the first few years of implementation. This has allowed innovation to flourish and enabled programs to pivot when facing barriers, as shown in the case study from the West Coast Child and Family Learning Centre Outreach program, where difficulties in recruitment have been solved through local solutions, increasing community involvement and fostering community driven solutions.

The stories in this chapter recognise the importance of supportive, community networks for new parents, as shown in the excerpt from a parent's own story regarding their experience within Playgroup Tasmania's Baby Villages. Other case studies acknowledge the expertise parents bring from their own parenting journey. We have seen programs such as the North West First 1,000 Days project adopt new ways of working in communities with parents, carers and professionals coming together to deliver resources that are co-designed and backed by evidence based research and professional expertise.

Different areas of government have also worked towards common goals and utilised their combined expertise to deliver consistent messaging around the importance of the first 1,000 days. As shown in the B4 early years coalition case study where the coalition has worked with Brand Tasmania to develop resources and raise awareness of this important developmental stage within the broader community.

Through the Under 16 Lighthouse project, complex issues for young people in Tasmania are also being addressed through collaborative practice, with young people at risk of homelessness provided with individualised, multi-faceted and trauma informed responses to support them to rebuild their relationships and build their own support networks.

As part of the Premier's Fund for Children and Young People, the Creative George Town program enabled over 800 local children to participate in a range of after school and school holiday activities, including the 'Paint the Town Red' Workshop.

OPEN HERE TO VIEW PROJECT LOCATIONS



Working together to connect families to services and early learning opportunities...



West Coast Child and Family Learning Centre (CFLC) Community Outreach (Action 4)

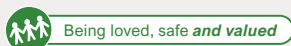
The CFLC Community Outreach Program employs Family Engagement Workers (FEWs) in each region to provide place-based support to families with children aged 0-5 years to help them access services and early learning environments. The role aims to facilitate service collaboration and partnerships and provide holistic, wrap around support to families and listen to community about their needs, aspirations and the barriers they experience to accessing services and supports.

When the FEW position for the West Coast CFLC became vacant in late 2023, the recruitment process was unable to identify a suitably skilled worker to fill the role. Instead of ceasing outreach, a place-based solution was developed, with a focus on improving engagement in early learning activities in Rosebery.

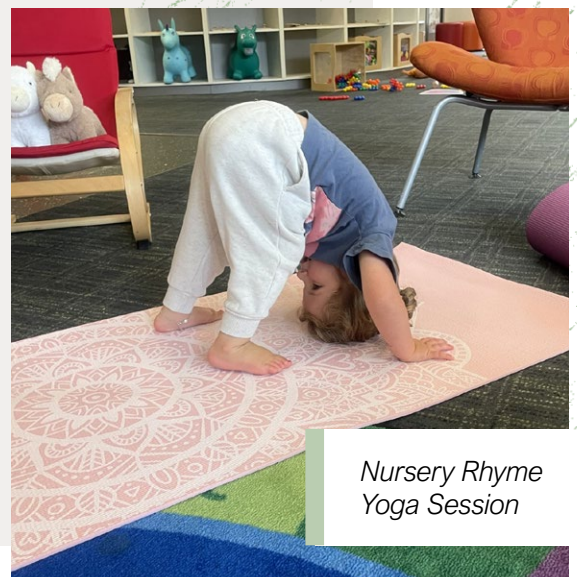
As a result, a local parent, and Rosebery resident who was attending the West Coast CFLC, was employed as a 'Parent Facilitator'. The Parent Facilitator has been leading Nursery Rhyme Yoga sessions in Rosebery for parents and children within the welcoming environment of a local playgroup. This has had the benefits of familiarising caregivers with nursery rhyme lyrics, helping to build early literacy skills and working on gross motor movements for young children. It has provided an opportunity for the Parent Facilitator to engage with Rosebery families to get feedback about what they need and barriers to engaging in early learning and support. The Parent Facilitator also actively seeks out families who are new to the area and acts as a connector and mentor as required.

Outcomes the program has achieved on the West Coast include:

- Employment of a Parent Facilitator
- Development of a Parent and Baby Yoga resource
- Development of a partnership with Rosebery District school that has resulted in the CFLC using the 12-seater school bus to transport multiple families from Rosebery to Queenstown to access the CFLC
- Collaboration with Anglicare Tasmania to co-facilitate the weekly Rosebery Playgroup and integrate Nursery Rhyme Yoga into the playgroup programming
- Identification of barriers to access and participation in early learning particularly in Rosebery
- Increased attendance and participation of Rosebery residents in early learning opportunities.



Being loved, safe and valued



Nursery Rhyme
Yoga Session

Embracing collaborative, community-led ways of working...



North West First 1000 Days Project – Burnie Works and the University of Tasmania (Action 5)

Led and co-designed by parents, caregivers and professionals from three North West communities – Devonport, Burnie and Smithton – the North West First 1,000 Days project will develop resources to support parents and build community understanding of the first 1,000 days (pregnancy to 2 years).

In early 2024, 13 parents and 8 professionals contributed to the NW First 1000 Days project in Devonport through storytelling, followed by codesign workshops facilitated by the project Codesign and Implementation Lead and assisted by the Research and Evaluation Lead from the University of Tasmania.

Hearing local parent perspectives about what went well and what was not so great during the first 1000 days of their child's life led to a deeper contextual understanding of what could be done to help ensure every family has what they need to give their child a great start to life.

The personal stories, coupled with research related to the 4 quadrant areas of connection, nutrition, moving and caring, helped the codesign team to map out a vision for a future where better support, information and education can lead to confident, well-resourced families.

Devonport aims to have a whole of community approach for this work, and to build a library of first 1000 days resources alongside a library of 'in-the-know' first 1000 days people. There is certainly the passion and drive to make this happen.



Minister Roger Jaensch visiting the Devonport First 1000 Days codesign team

'So, I don't think that it's put out there enough, which is one of the reasons why I'm really into jumping on board to help put it out there, because I know quite a lot of people that I've talked to didn't know anything about the first 1000 days.' Devonport parent and codesign team member

Parents and professionals in Burnie and Smithton are also part of the NW First 1000 Days project and have each undertaken the same process to identify local priorities to address. This empowerment approach is leading towards some very exciting outcomes.

'We have wisdom gained through our lived experiences which means we understand where the gaps are, what works and what doesn't work when it comes to supporting families.'



Working together to support the development of our youngest Tasmanians...



Little Tasmanian (Action 21) – Brand Tasmania

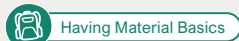
The Little Tasmanian project brings the Tasmanian story into the lives of our youngest Tasmanians. The message is simple: *someone just like you did it, and you can do it too.*

From 1 January, 2023, all babies born in Tasmania were eligible to receive a Little Tasmanian library bag at their first appointment with the Child Health and Parenting Service (CHaPS). In 2023-24, the bag included a white cotton onesie, an inspiring board book called Little Tasmanian, a voucher for a library card, and beautifully designed magnets showing information on the importance of the first 1,000 days – and of growing up Tasmanian. Since the project began over 7,000 library bags have been provided to CHaPS clinics for onward distribution to families.

As the first iteration of Little Tasmanian library bags were being delivered to families across the state, we launched into working with our partners across the early years sector to develop Version 2. Through wide consultation with subject matter experts, parents and their children we heard about the importance of attachment, bonding, and emotional development. We also learnt about the connection between gross motor development and early childhood literacy, and the myriad of ways the Little Tasmanian program could support Tasmanian families to give their children the best start in life.

In response, we developed a multipurpose playmat, with one side in black and white for the youngest babies' developing vision, and the other a "Little Tasmanian village" filled with places to explore. We worked with literacy experts and families to write *Little Tasmanian: Katy's Garden*, which tells the story of a young Tasmanian creating something special with her friends from across the islands. In partnership with our action group, we have also developed a range of Little Tasmanian resources, from a growth chart with the B4 Early Years Coalition, to a purple butterfly for promoting iodine awareness.

Little Tasmanian has become a key component of the Tasmanian Government's first 1,000 days program, ensuring every young Tasmanian begins their life with pride, confidence, and a feeling of security. It creates an early connection to growing up Tasmanian – for families who have been here for weeks, years, generations or forever.



Little Tasmanian play mat and book, supplied by Brand Tasmania



Working together to increase awareness of the importance of the first 1,000 days...

B4 Early Years Coalition (Strategic Policy Action 1)

Their first 1000 days last a lifetime. Play. Love. Learn. TOGETHER

Increasing Tasmanian's awareness and understanding of the importance of the first 1000 days has been a key deliverable for the B4 Early Years Coalition (B4) through the Child and Youth Wellbeing Strategy. Building on existing initiatives, B4 launched a statewide media campaign in January 2024, flooding selected media channels to reinforce the B4 first 1000 day key message "*Their first 1000 days last a lifetime*" and call to action "*Play. Love. Learn. TOGETHER*". The campaign was highly successful ensuring the message was delivered to the right audiences, at the right time. The media campaign was supported by a range of resources from screen savers to bumper stickers to keep the message alive and front of mind across Tasmanian communities *Their first 1000 days last a lifetime – B4 Early Years Coalition* (education.tas.gov.au)

Collaborating with Brand Tasmania, B4 used the Little Tasmanian website as part of the campaign, and subsequently through this partnership, developed the highly sought after Little Tasmanian Growth Chart.

B4 is now working with more local communities to build first 1000 day villages across Tasmania supporting more Tasmanians to understand the importance of, and the actions they can take to support Tasmanian children across the early years.



Working together to support young people at risk of homelessness...



Under 16 Lighthouse Project (Action 15)

Kingston House, run by Mission Australia, provides a safe, stable, nurturing environment for children and young people with a focus on improving family relationships and recovering from trauma through intensive, therapeutic support. The approach Kingston House takes recognises that the responses to children and young people at risk of or experiencing homelessness needs to be individualised, multi-faceted and trauma informed.

When young people enter Kingston House may have experienced issues including homelessness, family and other violence, substance use, discrimination and bullying, as well as being disengaged from protective services such as education. As a result of these experiences, young people can have difficulty regulating emotions and building and maintaining positive relationships with peers and other adults.

When entering Kingston House staff utilise therapeutic interventions to help them learn to de-escalate and regulate their emotions and behaviours and handle stressful situations in constructive ways. Providing a safe environment for young people to express emotions and experiences without judgement was crucial for staff to build trust and a sense of belonging for young people.

With the continuous encouragement and support from staff at Kingston House, young people can reengage with education, building academic and social skills.

Outside of school, young people are supported to spend time with family and peers, restoring relationships and building a supportive network.

Working with Kingston House staff, young people work towards achieving their goals, making significant improvements in managing their emotions and behaviours.

Kingston House works closely with other service sector partners, including education, alcohol and drug support, LGBTIQ+ and mental health support services to ensure wholistic support for young people.

By addressing young people's immediate crisis of homelessness and providing safe, stable accommodation for them to work on the underlying factors contributing to family breakdown and homelessness, Kingston House has facilitated positive changes in young people's lives.

Kingston House's program underscores the importance of creating a safe, nurturing environment, intervening early and providing individualised, comprehensive, multi-faceted responses to young people at risk of or experiencing homelessness.



Mission Australia staff at Kingston House; image supplied by Mission Australia



Having Material Basics

Working together to support and connect new parents to networks in their local community...



Baby Village Playgroups (Action 3) – Playgroup Tasmania

This is an excerpt from an email sent to Playgroup Tasmania from a new mum who participated in one of the Baby Villages:

“Going to Baby village was the absolute highlight of my week. I had only just moved to Hobart from the mainland (originally overseas) with my 4 month old and didn’t know anyone. I would get the bus each week. I packed my bag the night before so I had limited distractions and could shoot out the door. It played the biggest role and had such a huge impact on me. This is where I connected with people, forged fantastic friendships that are still going strong and from that also resulted in what would become my mothers’ group. I would strongly encourage anyone near or far, family or no family to give it a try. It’s amazing. Just to even have this open chat with people in the same boat as you and not only get advice but be able to share advice. Often with your mothers’ group, the kids are the same age but it’s also nice to connect with people who have older kids or younger kids.

And the facilitator, I could not speak more highly of her! She is phenomenal. I sobbed on my last visit as my little one started daycare, and I returned to work. I missed playgroup and the facilitator so much! She is an abundance of happiness and such a positive person! Simply beautiful from the inside out! She is of course approachable but insanely creative and so insightful. Baby Village not only set me up for parenthood but helped me connect with other likeminded people and inevitably build my home away from home. I would definitely recommend it!”



Baby Village



Image supplied by Playgroup Tasmania

3. Changing the way that government works

Addressing complex issues such as child safety, cost of living and homelessness requires not only changes to our ways of working but also longer term changes to our systems, workplace cultures and mindsets.

Child safety and wellbeing continues to be a key priority for the Tasmanian government. Reforms are currently underway across all areas of government to enhance the safety of children and young people and while it is important for government to lead and drive these reforms, all Tasmanians have a role to play in ensuring our children are safe.

The third year of the strategy has seen the Tasmanian Government actively respond and undertake strategic reform to address the recommendations of the *Commission of Inquiry into Tasmanian Government Responses to Child Sexual Abuse in Institutional Settings* (Col). This has involved the commencement of a comprehensive and collaborative body of work across all government departments to enhance the safety of Tasmanian children and young people including¹:

- The Tasmanian Government Response, *Keeping Children Safe and Rebuilding Trust*, which accepts and provides a phased approach to addressing all 191 recommendations made by the Commission.
- Development of the *Draft Change for Children Strategy and Action Plan* which provides a long term direction to uphold the rights of children by preventing, identifying and responding to child sexual abuse.

¹ More information is available on the [Keeping Children Safe](#) website

- Formation of a Youth Justice Reform Taskforce to drive the *Youth Justice Blueprint 2024-2034* and key areas of work from the Col as outlined in the *Youth Justice Reform Action Plan 2024-2025*. This includes implementation of a Youth Justice Model of Care, early intervention, prevention and diversion programs, assisted bail and transition from detention options, development of a Tasmanian Aboriginal Youth Justice Strategy and design and construction of a new youth justice facility.
- Legislative changes including the *Commission for Children and Young People Bill 2024*, which will address the scope, functions and power of a new Commission for Children, including the statutory roles of the Commissioner for Children, Child Advocate and establishment of the new role of Commissioner for Aboriginal Children and Young People.
- Launch of the '*Tell Someone*' campaign to increase awareness and provide information on how to recognise and report child sexual abuse.

In addition the Tasmanian government continues to implement reforms to improve other areas of wellbeing for children and young people including:

- An independent *Review of Tasmania's Education System* to shape the future of learning in Tasmania and improve educational outcomes for students;
- Progression of the recommendations of the Literacy Advisory Panel through the *Lifting Literacy Implementation Plan 2024-26*;
- Commencement of the development of a 20 year *Preventative Health Strategy* which will build on the success of the *Healthy Tasmania Plans*;



- Release of the *Tasmanian Youth Jobs Strategy* which provides a collaborative approach to achieving better outcomes through support and provision of new pathways across education, training and work.

Through these reforms, as well as through the actions and principles of the Strategy, we are seeing government, services and communities come together to work towards common goals and build foundations for longer term culture and system change.

The 'Principles in Action' section in this chapter shows how services and organisations are aligning the principles as they deliver actions in the Strategy; placing the child at the centre, and recognising the surrounding

environment and relationships that have an impact on the child.

Changing systems, culture and most importantly mind sets, will take time. Case studies in this chapter provide examples of how government is starting to work differently and how we are putting in place the building blocks for change, from reframing conversations and mindsets around the importance of the first 1,000 days through to reducing systemic barriers and providing co-ordinated systems of support for our most vulnerable children through the pilot of the Interagency Care Team Model.

Principles in Practice

Supportive environments, services and systems are integral to improving the wellbeing of children and young people.

The Child and Youth Wellbeing Strategy is underpinned by 10 principles, which are informed by what children and young people have told us is important and by our understanding of their rights and relevant laws. These principles, along with the six wellbeing domains,

adopted from Tasmania's Child and Youth Wellbeing Framework, are child-centred and geared to support practical actions.

The principles of the Strategy continue to influence and drive change in the way we work across government with children and in our systems and services. Below are a few examples that show how we are aligning with the principles as we deliver the actions in the Strategy.*



1 Acknowledge that families and caregivers are responsible for the care, upbringing and development of their children and require access to the right supports to assist them.

The Supporting Expecting and Parenting Teens (SEPT) program supports young people to work towards self-identified goals in the first 1,000 days of their child's life. The program provides brokerage and scholarships to support training and education opportunities as well as advocacy and referral to services to improve the health and wellbeing of the young person and their child health (Action 6).

The Tasmanian Community Paediatric Service (TCPS) works alongside many Tasmanian Aboriginal people, and with the Aboriginal Community Controlled Health Organisation (ACCHO) where Kids Care Clinics are held. The TCPS is committed to closing the gap of health inequalities of aboriginal children by providing specific clinics in ACCHO sites in which are located in local communities across Tasmania (Action 30).

2 Provide Tasmanian Aboriginal children and young people with opportunities to connect to 'Community and Country' and work in partnership with Tasmanian Aboriginal people to improve life outcomes.



3 Understand the varying relationships that influence each child and young person we work with.

The North West First 1,000 Days Project is led and co-designed by parents, caregivers and professionals from three North West Coast communities: Devonport, Burnie and Smithton. It will deliver resources to support parents and a community campaign to build community understanding of the first 1,000 days of life (Action 5).

**A full list of how the principles are being incorporated into the development and implementation of all actions in the Strategy can be found in the Appendices*



4 Provide opportunities and support children and young people to have a voice in decisions that affect them.

Kingston House is a therapeutic residential model of care, delivered by Mission Australia. The service is designed to understand the varying relationships influencing children and provide them with a voice in decisions affecting them through their Care Teams (Action 15).

The Youth Connectors program supports young Tasmanians seeking employment, apprenticeships, training or further education in their local area. This is achieved through consultation and co-design and by offering multiple modes of engagement, including outreach, mobile and digital (Action 35).

5 Provide a range of education and training opportunities to ensure children and young people can participate in life-long learning and employment.



6 Recognise the individuality of children and young people and treat them without discrimination and with respect.

Individual trauma support helps meet the needs of a growing number of students with multiple complex needs who require intensive and specialised support. It recognises the individuality of children and young people and ensures children and young people can participate in life-long learning and employment (Action 42).





7 Provide children and young people with opportunities to explore topics that interest them in a manner that supports learning and reduces anxiety.

The Commissioner for Children and Young People's programs and capacity building efforts focus on best practice ethical engagement which encourage safe spaces to share thoughts and ideas, recognise the individuality of children and young people and treat them without discrimination and with respect. The Commissioner provides children and young people with opportunities to explore topics that interest them. (Action 52).

The Child Wellbeing Model in Child and Family Learning Centres provides families with recreational and social opportunities for children and young people through a variety of avenues including play and parenting sessions (Action 31).

8 Provide a range of recreational and social opportunities for children and young people in the areas in which they live.



9 Fulfill our preventative and statutory responsibilities against all forms of violence against children and young people.

The Tasmanian Government provides resources to assist organisations to comply with the Tasmanian Child and Youth Safe Organisations Framework. Playgroup Tasmania has developed a comprehensive Child Safe, Child Friendly Framework that supports a child safe culture and practice across their organisation. All staff and volunteers have the relevant checks and registrations in place and a child safety induction is undertaken with staff and volunteers to ensure child safeguarding is a priority (Action 3).

Supporting positive health outcomes for children and young people, the 24 Carrot Kitchen Garden Program teaches Tasmanian children how to grow, prepare and enjoy eating healthy produce (Action 25).

10 Support positive mental and physical health outcomes for children and young people.



Reframing early years conversations for change...



Strategic Policy Action 1: Improving our focus on the first 1,000 days

Having the right messages in the early years, heard by the right people at the right time is challenging. Too often messages are lost, or not heard among the many messages and myths parents, carers and families are hearing about the early years. How Tasmanians think about the early years, especially the first 1,000 days, effects how messages are received, and what impact they have.

Parents, carers and families are living in information rich environments. What and how Tasmanian governments, organisations, and service providers communicate, amongst all this competing information matters. The words and choices made in communications affect how people, think, feel, and are willing to act.

To support Tasmanians to challenge and shift the many myths held about the first 1,000 days, the B4 Early Years Coalition hosted a series of workshops with Dr Nat Kendell-Taylor from the Frameworks Institute in the USA.

Dr Kendell-Taylor shared his knowledge and insight over many years and Australian research conducted on how, by changing and reframing our conversations in the early years, we can support our messages to be heard and understood. By reframing our conversations, we can unlock change in the early years to support all Tasmanian children to thrive and grow.

Seven workshops were held with government, and non-government service organisations, and leaders to build awareness, skills and capacity in reframing and changing early years conversations. Following these workshops, B4 has developed the Framing Tasmania Community of Practice Group with the aim to reframe messages and conversations in ways that open early years conversations and ensure the key messages in the early years are heard and understood.



*Dr Nat Kendell-Taylor,
CEO Frameworks Institute*



Reducing barriers and providing a coordinated system of support....



Sure Start Interagency Care Team Model (Action 9)

The Tasmanian Government is committed to making sure that children and young people in care have the best opportunity to overcome challenges and achieve their goals.

To help achieve this, government agencies who provide critical services to children and young people in care are working together to reduce barriers and provide a coordinated system of support.

A 12-month pilot of the Interagency Care Team Model (the Model) is underway to deliver priority access to critical government services and supports for children and young people in care. The Model will also allow the Government to address the needs of children and young people who require intensive support from time to time.

Under the Model, a Secretaries Board Care Team Subcommittee (SBCT) and Interagency Directors' Care Team (IDCT) have been established, to review complex case referrals received from relevant agencies and consider how to best to meet the needs of these children and young people.

Represented agencies include the Department for Education, Children and Young People, Department of Premier and Cabinet, Department of Justice, Department of Health, Department of Police, Fire and Emergency Management, and Homes Tasmania.

The Model is an action within DECYP's *Sure Start Action Plan 2024* and a key priority under the whole of government *Child and Youth Wellbeing Strategy: It Takes a Tasmanian Village* (2021), building on the work of *Strong Families Safe Kids: Next Steps Action Plan (2021-2023)*.

To find out more about the Model and the work being done as part of the Sure Start Initiative to make a positive difference in the lives of children and young people in care, [visit DECYP's website](#) or contact sure.start@decyp.tas.gov.au.



Being loved, safe and valued

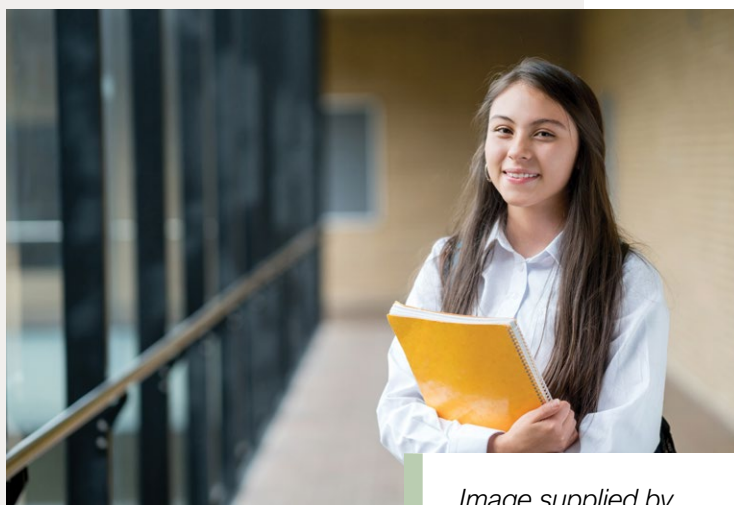


Image supplied by
Department for
Education, Children
and Young People

4. Sharing and using data so we know we are making a difference

The Strategy commits to providing ongoing updates on its actions, including how we are measuring if these actions are effective and having a positive impact on the wellbeing of children, young people and their families.

As outlined in the Strategy, measurement can occur in a variety of ways – from statistical data that is collected, to what we can see and what information can be provided in the stories that we are told.

During the first two years of the Strategy we have had a focus on the collection of statistical data using population based indicators that provide a marker of wellbeing in the first 1,000 days. We have continued to update these indicators where possible, to enable a progressive look at changes in population level wellbeing over time. This data however, only provides a broad snapshot of wellbeing for Tasmanian children, with the impact of individual projects difficult to extrapolate.

In the third year of the Strategy we have continued to collect stories and case studies on how the Strategy is having an impact on the lives of individual children and young people and their families. These case studies provide a powerful way of measuring and communicating how actions and programs within local communities are having an impact on wellbeing.

At the completion of our third year of implementation, many actions that have featured in the Strategy are being evaluated and are looking at their effectiveness, efficiencies, sustainability options and areas for improvement. This will enable these programs to use evidence to inform their programs moving forward

and adjust programs where required to maximise their effectiveness. The University of Tasmania is also undertaking an independent evaluation of the Strategy itself, which will look at the how the Strategy was developed and implemented and the current policy context in which it is now operating. The results of this evaluation will be used to inform the development of the second four year Action Plan for the Strategy.

Over the last year we have also continued to work with our community partners to explore different approaches to data, measurement and evaluation. The case study in this chapter highlights how Burnie Works and their group of Community Knowledge Collectors are doing things differently. At the community level they have identified gaps in services and supports for primary school aged children. By talking to parents and services in the community they have been able to better understand the problem and have then used co-design activities with the community to come up with local, community driven solutions.

Moving forward we will continue to explore and broaden our understanding of how we can use a range of measurement techniques, including the use of story, to better understand what is happening at the community level and drive effective actions that have positive impacts on wellbeing.

FIRST 1,000 DAYS DATA SNAPSHOT:

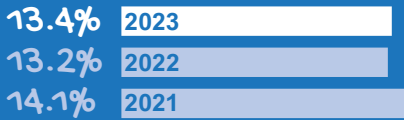
Children have what they need to grow and thrive in their first 1,000 days when...

...their mums are healthy

Percentage of mothers who attended 5 or more antenatal visits has increased from 92.7% in 2022 to 93.4% in 2023*



Percentage of mothers who smoked during pregnancy has decreased since 2021*



Percentage of mothers who drank alcohol during pregnancy continues to decrease *



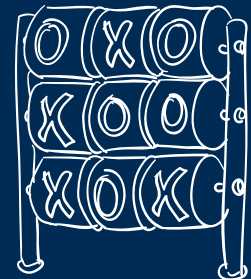
... they are safe from harm



Daily average number of children age 0-2 years (rate per 1,000) in out of home care has decreased (6.6 in 2022/23 to 6/1 in 2023/24)

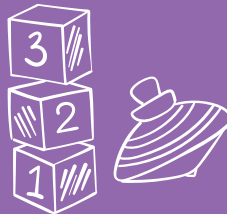
... they play to learn... and they learn to play

2,802 unique children (aged 0-5 years) visited a Child and Family Learning Centre from 1 January to 30 June 2024



... their families are connected to supportive networks

Percentage of babies born to a teenage parent remains at a steady level of 2.2% in 2023 (slightly lower than 2.3% in 2022)*



Number of children aged 0-2 years attending Playgroup Baby Villages has increased



Visit www.wellbeing.tas.gov.au for additional indicators

*Perinatal data collection – data for 2023 is provisional as data validation is still ongoing.

Communities collecting and using data differently...

Burnie Works' Middle Years Project – The Data Story (Strategic Policy Action 2)

Over the last year Burnie Works and the Community Knowledge Collectors have undertaken their largest knowledge collection to date. They had been hearing that there was a gap in support and services for primary school-aged children, but needed data from the community to better understand what was needed and what could be done to make a positive change for children and their families. So, they went to the community with some questions:

- *Imagine a family – parents/carers of primary school children – living in Burnie. What do you think their needs might be?*
- *Where might this family find information and support?*
- *Is there anything that stops or delays families from getting support when they need it?*
- *If anything were possible, what would support look like to make a difference?*

They spoke to 165 parents and carers at schools and local services in Burnie and collected rich qualitative data. After looking at all the data they came up with a 'How Might We?' question:

"How might we enhance parents/carers connection to community and services so they can get support when they need it?"

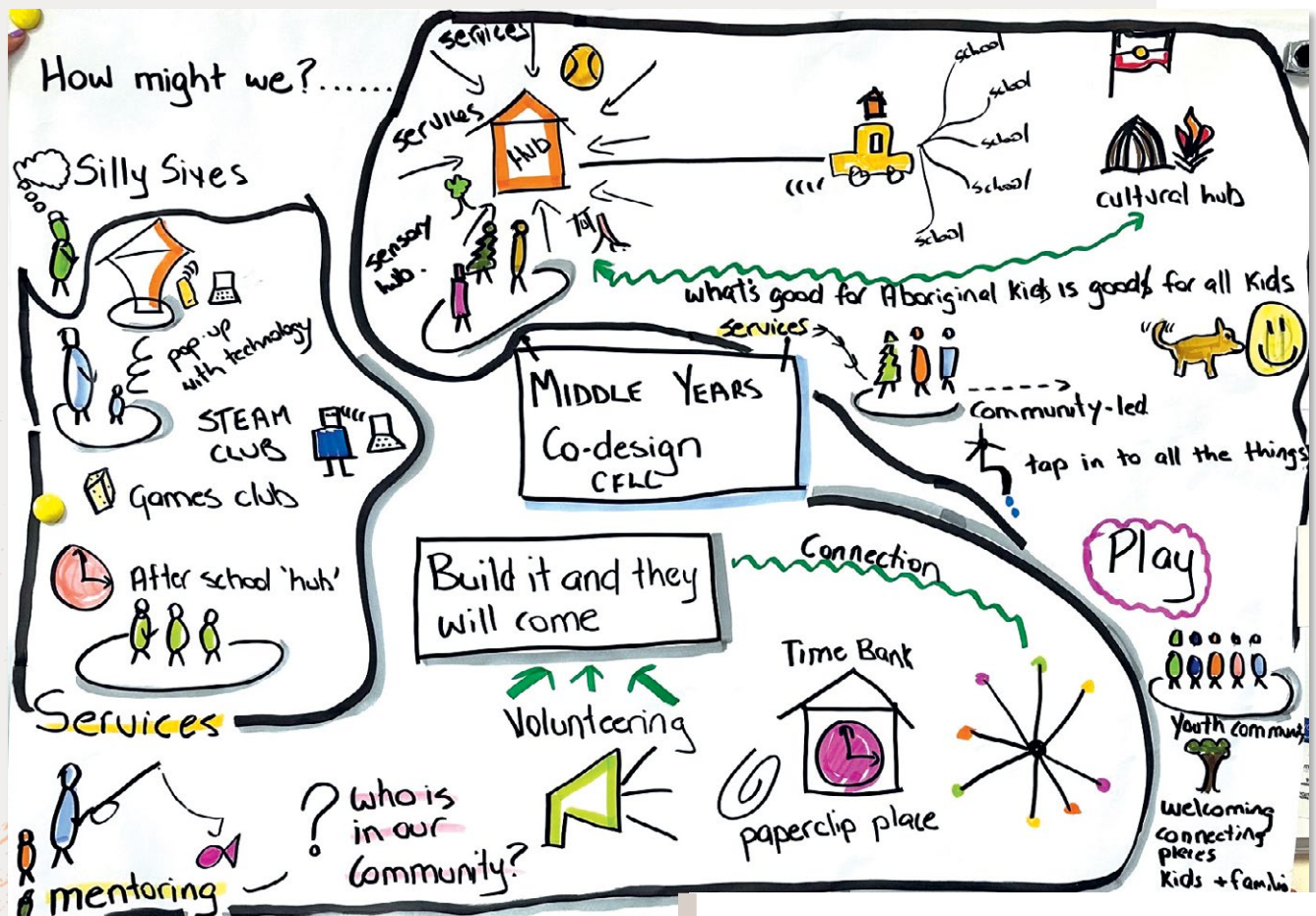
This question was brought back to the community through numerous co-design activities, which resulted in an idea imagined as:

"A place-based community-led, co-created centre for families to gather, receive information, and support and access services.

A hub would offer drop-in services for parents, with after-school learning, and physical, cultural and social activities for children. Facilitated whole-of-family activities would develop and enhance family relationships and functioning, while providing a mechanism for friendships and connections to grow.

Service provision would primarily focus on early intervention in health and community services sectors, facilitating onward referrals as required."

They then had to think about how this project could be managed; which led to the Primary Years Action Group being developed to lead this process. The group are now deciding how to evaluate and report on the outcomes, impact and learning from this project. As a starting point they have collected Most Significant Change Stories from people who have been involved in the project and the action group. This process has provided robust qualitative data about the outcomes and impact of this way of working for children, families and services.



Community co-design response to the "How Might We?" question

Next Steps

Over the last three years we have listened and acted upon the feedback from children, young people and their families, we have worked better together to improve wellbeing and we have built foundations to work in new ways to overcome the barriers imposed by the systems around us.

As we move into the fourth year of the first Action Plan it is time to reflect on what has been achieved across the first three years of the Strategy, the current national and local policy context and how this may impact where we are heading in the future.

The appendix which follows this report provides a detailed status update on the actions within our first four year action plan. We have seen great progress across these actions, with some completed, some ongoing and some, for example the Schools Healthy Lunch Pilot, expanding their program to enable more young people to benefit. We will continue to learn and adjust our work based on feedback and evaluation.

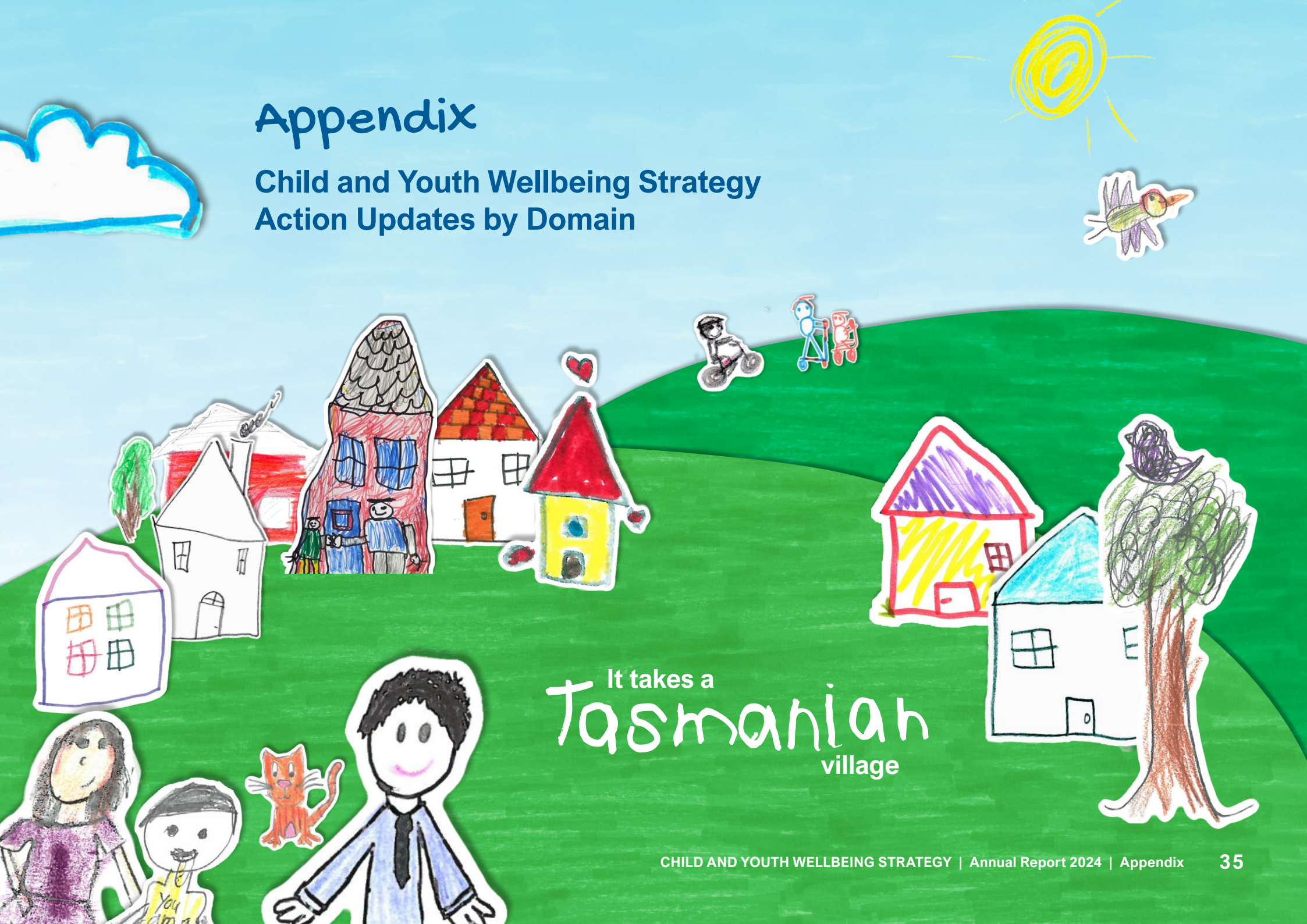
An independent process evaluation of the Strategy itself has commenced and will be completed by January 2025. This evaluation is looking at the process of developing and implementing the Strategy as well as its alignment to the current national and local policy context. In addition the evaluation is engaging meaningfully with Tasmanian children, through 'Tassie Researchers', to look at whether the strategy has accurately incorporated children's views and whether this this could be improved.

The results of the evaluation will inform the development and direction of the Strategy's next Action Plan, and will help to ensure it remains an effective framework to improve the wellbeing of Tasmanian children, young people and families.

We have achieved a lot over three years, we have built inroads into system and culture change and we have seen individual projects having positive impacts on wellbeing. However, improving wellbeing outcomes for Tasmanian children and young people will take time. There is still more to be done, and we look forward to building on what we have learnt as we move towards a new Action Plan which will continue the work towards achieving our vision where *'children and young people in Tasmania have what they need to grow and thrive'*.

Appendix

Child and Youth Wellbeing Strategy Action Updates by Domain



It takes a
Tasmanian
village




Being Loved, Safe and Valued


Completed actions are highlighted for easy reference within the tables

Have a safe, stable and supportive home environment

Focus Area: Support Parents and Carers during the First 1,000 days

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
1. Bringing Baby Home 	Education, Children and Young People	<p>This initiative aims to support families in crisis by improving capability and family functioning, while keeping children safe. It is an example of the ongoing work being done to further develop prevention and early intervention capability for vulnerable families and their children.</p> <ul style="list-style-type: none"> The program has been expanded to provide services statewide. Intensive Family Engagement Service (IFES) providers who have available capacity are delivering outreach parent education support and participate in Bringing Baby Home (BBH) under a fee for service model. The residential component of the program is funded until late 2026 and continues to operate within the scope of the funding agreements in the North and the South. There have been some challenges in expanding the residential component of the program in the North-West, however support for eligible parents in their own homes is being provided. Both the residential and outreach services under BBH continue to be well subscribed. 	1, 9	The Bringing Baby Home program acknowledges that keeping families together is a priority through providing support, education and information as a preventative investment in expectant and young families to assist them to provide a safe, nurturing environment for their children.


Focus Area: Support Parents and Carers during the First 1,000 days

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
2. Child Health and Parenting Service (CHaPS) Sustained Nurse Home Visiting Program (SHV) 	Health	The Child Health and Parenting Service (CHaPS) Sustained Home Visiting Program (SHVP) was launched statewide on 20 May 2024. <ul style="list-style-type: none"> • The SHVP Guideline was published to guide CHaPS staff around SHVP eligibility criteria, referral and intake processes, clinical management, and program exit, and the CHaPS electronic medical record (eCHaPS) was updated to enable documentation and data capture for the program. • Recruitment for the program has been finalised, including a Project Nurse, Child and Family Health nurses, Enrolled Nurses, and Associate Nurse Unit Managers. • Under the SHVP, families with complex needs in Tasmania with children up to two years of age have been able to access additional tailored services from CHaPS for a sustained period. • A 6-month evaluation is planned for November 2024, which will support reporting on outcomes under the program, and allow for recommendations to be made around any potential improvements to the SHVP moving forward. 	1	CHaPS operates with a Family Partnership approach, placing the family at the centre of their care, and this informed the development of the SHVP. Goal setting and review in the SHVP are conducted in partnership with families, with information provided to families in line with their needs, delivered in a way that empowers families to make informed decisions. Support is provided to access services which will enable a holistic and collaborative response to families' needs.




Being Loved, Safe and Valued

Focus Area: Support Parents and Carers during the First 1,000 days

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
3. Supported Playgroups and parent groups for vulnerable parents 	Premier and Cabinet	<p>Playgroup Tasmania has provided a total of 146 Baby Villages to 742 children in Tasmanian communities since July 2023; Newtown, Dodges Ferry, Howrah, Invermay, Kingston, Rosebery, Penguin, Peacock Centre (North Hobart).</p> <ul style="list-style-type: none"> Baby Villages have consistently received positive feedback from volunteers regarding their experience. However, challenges in retaining volunteers has led to a change in the Baby Village Model. Volunteers now support the model by assisting Playgroup Tasmania staff rather than running the program. This allows for targeted, ongoing support and development for volunteers, and consistency of service delivery to attendees. Playgroup Tasmania has continued to utilise its volunteer management framework, developed with support from Volunteering Tasmania, including recruitment, selection, induction, management, and supervision processes, and ensures the inclusion of volunteers in any existing and additional organisational policies. Where feasible, Baby Villages will be integrated into existing Playgroups. This approach will facilitate a smooth transition for babies as they become mobile and will enhance the sustainability of the Baby Village by embedding it into the weekly activities of Community Playgroups. The change in the delivery model has resulted in an increased focus of resources to more vulnerable communities and delivery of 6 additional Baby Villages. 	1, 3 8, 9	<p>The Baby Village program aligns with the principles by:</p> <ul style="list-style-type: none"> encouraging positive parent-child interaction alongside the provision of both formal and informal parenting and service information. The activity guide provides volunteers with the information needed to set up simple nurturing environments. encouraging parents and their extended family to attend a group. growing connections with the community by working with local volunteers to support the groups and engaging with local services for relevant information and resources. Playgroup Tasmania has a comprehensive Child Safe, Child Friendly Framework that supports a child safe culture and practice across the organisation. All staff and volunteers have the relevant checks and registrations in place. A child safety induction is undertaken with staff and volunteers to ensure child safeguarding is a priority. Volunteers also complete online training modules, display posters that describe our Commitment to Child Safety as well as the process for making a child safety report.


Focus Area: Support Parents and Carers during the First 1,000 days

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
4. Staged outreach model from CFLCs 	Education, Children and Young People	<p>The Child and Family Learning Centre (CFLC) Community Outreach model is active in 5 Communities across Tasmania: Circular Head, Dorset, Latrobe, Risdon Vale, and West Coast.</p> <ul style="list-style-type: none"> • Under the model, Family Engagement Workers (FEWs) in each region (except West Coast) provides place-based support for families with children from birth to five years to access services and early learning environments to improve child learning, health and wellbeing outcomes • FEWs provide holistic wrap around support, timely intervention and referrals to support families to engage with early learning and support services. • FEWs also work with their communities to identify community strengths, needs and aspirations, and provide the opportunity for them to be involved in the design and implementation of supports that respond to local needs • On the West Coast, a place-based service model has been developed, with a focus on improving engagement in early learning activities in Rosebery. This has included the engagement of a 'Parent Facilitator' has been employed to lead activities with parents and children and to engage and connect families. • CFLC Community Outreach will commence in Jordan River (Herdsman's Cove) on 23 September 2024. 	5	The outreach model provides equity for all young children and their families across Tasmania with access to support services and early learning opportunities for improved wellbeing.




Being Loved, Safe and Valued

Focus Area: Support Parents and Carers during the First 1,000 days

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
5. Parenting Program 	Premier and Cabinet	<p>The North West First 1000 Days Project is a joint project between Burnie Works and the University of Tasmania (UTAS) School of Health Sciences.</p> <p>The project is led and co-designed by parents, caregivers and professionals from three North West Coast communities: Devonport, Burnie and Smithton. It will deliver resources to support parents and a community campaign to build community understanding of the first 1000 days of life.</p> <ul style="list-style-type: none"> The project uses four core themes, called quadrants, as a basis for the work. They are Connection, Nutrition, Caring, Moving. Progress of the project has, throughout 2024, been captured within a sequence of activities, starting with invitations to participate, attention to establishing key relationships, delivery of launchpad activities, co-creation activities and development of a research and evaluation plan. 'Participatory action research' will uncover the needs, interests, opportunities, gaps, and recommendations regarding the first 1000 days. Local people from across the North West will be recruited and engaged as co-researchers. This will support each community to be part of decision-making and to take ownership of the project, increasing the likelihood of community participation and sustainability. 	1, 3, 6, 7, 8	The community-led parenting model is framing an innovative parenting program, driven by community voice with flexible content to meet the needs of different parenting groups and communities.

Focus Area: Support Parents and Carers during the First 1,000 days

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
6. Supporting Expecting and Parenting Teens Program 	Premier and Cabinet	Brave has established a program in Tasmania that enables participants in the SEPT program to successfully work towards self-identified goals in the first 1000 days of their child's life. <ul style="list-style-type: none"> Between July 2023 and June 2024, 3 full time mentors supported 92 participants. 39 (88.64%) graduated from the program with goals achieved or goals in progress. At the time of reporting there were 48 open participants in the program. 85 of the 92 participants (92.39%) who are currently open or who closed over the past 12 months have/had a pathway plan in place. However, 10 of the 92 began the program within the two months of the reporting period end date so were not yet due have a plan in place. On this basis, 100% of participants due to have a Pathway Plan by this point in time have one in place. 	1, 4, 5, 7, 9, 10	Mentors delivering the SEPT program provide: <ul style="list-style-type: none"> role modelling, psychoeducation, emotional and goal orientated support to young parents in relation to self-identified goals. material aid through brokerage and scholarships for training and education opportunities, financial literacy and parenting education and modelling for building life skills. advocacy and referrals to services , education or training, health, housing and family violence services. individualised and holistic support to address social isolation, mental and physical health of mother and child, education and employment goals



Being Loved, Safe and Valued

Focus Area: Improve the Out of Home Care System

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
7. Permanent Placement and Preservation in Out of Home Care	Education, Children and Young People	Work is ongoing to implement clear advice and initiatives to support stable and permanent outcomes for children and young people in Out of Home Care, to ensure they have the stability they need to grow and thrive, through systemic, child centred and timely service responses.	1, 2, 3	This commitment recognises the importance of permanency and stability for children to feel safe and thrive. It also incorporates the Aboriginal and Torres Strait Islander Child Placement Principle recognising the importance of children and young people maintaining connection to their family, community, culture and country.

Focus Area: Improve the Out of Home Care System

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
8. Supports for Informal Kinship Carers	Premier and Cabinet	<p>The implementation of recommendations from the Informal Kinship Care Review is largely completed:</p> <ul style="list-style-type: none"> • Following consultation with families/carers there has been a name change from 'informal' to 'community' kinship carers. • Bapcare and Mission Australia are delivering specialised family support through the improved Community Kinship Program which includes increased brokerage funding for activities that support children's development and wellbeing. The service also supports carers to maintain their wellbeing and build on relevant skills and knowledge. • Foster and Kinship Carers Association Tasmania (FKCAT) is providing training for community kinship carers and consulting with them on required topics. • Funding for community-based respite was contracted to specialist providers, with work continuing to adjust the model to best meet the respite needs of families. • An information portal on the TasCOSS findhelpTAS directory went live in April 2023, linking community kinship carers with information and support. • Statewide work with Community Kinship Program providers is exploring service and peer-led responses to increase program awareness and to reach new families. • The results of a January 2024 survey to the community and sector will inform future program alignment and refinement. 	ALL	<p>Community Kinship Care arrangements prevent statutory escalation and prioritise children's wellbeing and secure place within a family structure. The program supports caregiving by extended family members through providing tailored and targeted family support services to establish and maintain safe and nurturing environments. The children's voice is key to understanding how to best support their wellbeing, with services seeking ongoing feedback and input and tailoring services. Flexible brokerage and respite funding facilitates the co-design of learning, health, social, sporting and/or recreational opportunities matched to children's interests and needs.</p> <p>Training is provided to carer peer groups to strengthen knowledge, skills, and resilience. Information about available supports is centralised online and embedded in community service systems, which collaborate to improve outcomes.</p> <p>A reporting requirement to include case studies showing how the Strategy's principles have been incorporated in program implementation will be negotiated with providers under their existing Grant Deeds.</p>



Being Loved, Safe and Valued

Focus Area: Improve the Out of Home Care System

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
9. Sure Start	Education, Children and Young People	<p>The Sure Start Initiative provides support to children and young people in care with priority services, including the Learner Wellbeing Fund. The Learner Wellbeing Fund has provided support to children and young people in care through one-on-one literacy tutoring for primary school students, provision of laptops for students in Years 7 to 10, and UTAS scholarships for up to \$15,000 over three years.</p> <p>Achievements to date:</p> <ul style="list-style-type: none"> • over 350 eligible primary school students have received one on one tutoring for one hour per week • over 400 devices have been provided • seven UTAS scholarships have been awarded. <p>During 2024, the literacy support fund was extended to include all students in Year 1 and eligible students in high school. This has resulted in approximately 70 additional students in care having received literacy support during the 2024 school year (to September). In early March 2024, the Driving Support Fund was launched as part of the Learner Wellbeing Fund to support young people in care to achieve their driver licence. To date, 45 young people in care have accessed driving lessons through this fund.</p> <p>The 12-month pilot of the Interagency Care Team Governance Model was implemented in April 2024 by the DECYP to reduce barriers to critical government services and create a system of support for Tasmania's most vulnerable children and young people through improved cross-agency and cross-sectoral collaboration.</p>	5	The Sure Start initiative improves wellbeing and learning outcomes for children and young people in care through the provision of priority access to government services, which includes access to a Learning Wellbeing Fund and improved co-ordination across government agencies.

Focus Area: Improve the Out of Home Care System

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
10. Review of <i>Children, Young Persons and their Families Act, 1997</i>	Education, Children and Young People	The review of the <i>Children, Young Persons and Their Families Act 1997</i> is underway, including internal consultation and analysis. Recommendations from the Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings (CoI) Report are being integrated into the workplan for the review.	2, 4, 6	<p>The review will provide multiple opportunities for collaboration and engagement with Aboriginal Community Controlled Organisations (ACCOs), including creating a statutory framework and plan co-designed with Aboriginal communities for transferring child safety decision-making authority for Aboriginal children to recognised Aboriginal organisations.</p> <p>The Review will also provide opportunities for Children and Young people to have their voices heard. A trauma-informed approach has been applied, with recognition that individual children and young people may need individualised pathways for engagement.</p>



Being Loved, Safe and Valued

Feel safe, secure and protected at home, in the community and online

Focus Area: Combat Bullying

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
11. Making School Toilet Blocks Safer	Education, Children and Young People	The Safer Student Bathroom program is well advanced. Of the 42 schools identified, 16 projects are either completed or currently underway and a further 2 projects are nearing commencement. The Current Funding of \$8.255m will deliver 23 of the 42 listed school being completed. The Department is currently reviewing the list of the remaining schools and considering funding options to honour the original commitment. The Department also intends to seek additional funding from Government to expand the program.	9, 10	Children and young people should feel safe, secure, and protected within their families, communities and school environments. Old style toilet blocks, particularly in secondary schools are potential bullying zones. The upgrade of toilet blocks will assist in combatting bullying in schools.
12. Consistent approach to bullying in schools	Education, Children and Young People	In term one 2023, the Respectful Student Behaviour Policy and Process was replaced by the Student Behaviour Management Policy and Procedure. The new Policy strengthens consistency in approaches to preventing, responding to, and reporting of bullying across schools. School resources have been developed to support a whole-of-system, research-based approach to combatting bullying through respectful relationships education.	6, 9	A strong sense of wellbeing enables children to explore, experiment and actively engage in their learning environment with confidence and optimism. Bullying has a negative impact on this sense of wellbeing, most particularly the feeling of being loved, safe and valued. To strengthen the response to bullying, the updated Policy will ensure consistent, minimum standards in preventing and responding to bullying across all Tasmanian Government schools.

Focus Area: Reduce Reoffending and Support Rehabilitation

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
13. Just Time Prison Parenting Program	Justice with Community Partners	<p>The Bringing Up Great Kids parenting program is delivered in-house by Tasmania Prison Service (TPS) rehabilitation staff. It is intended that this program will be delivered prior to the end of the 2024 calendar year.</p> <p>“Kids Days” at the TPS provide opportunities for children to visit their parents on a special day that has activities organised specifically for children and their parents to do together. In July 2024, a Kids Day was facilitated in the Risdon Prison Complex and there are more Kids Days planned to coincide with school holidays.</p>	1	<p>Parenting programs for prisoners aim to contribute to breaking the cycle of crime, incarceration and recidivism in at-risk children through early intervention.</p> <p>Parenting programs assist prisoners to develop skills and processes to create secure attachment with their children and to understand attachment as a feature of all relationships.</p>
14. Legal Representation After Hours for Young People	Justice with Legal Sector and Tasmania Police	<p>In the South of the State an existing partnership between the Hobart Community Legal Service (HCLS) and Tasmania Legal Aid sees a lawyer from the HCLS rostered to appear for people, including young people, appearing before after-hours courts in Hobart.</p> <p>Following a commitment to ensure legal services are available to children and young people across the State, the expansion of this service to the North and North-West commenced on 2 December 2022. The HCLS now appears (by telephone) on behalf of young people in custody in Launceston, Devonport and Burnie from Friday to Sunday.</p>	4	<p>This action is intended to ensure that children and young people who appear before the Court after hours are provided with the opportunity and the necessary legal support to have an effective voice in the Court process.</p> <p>The action is aimed and designed to ensure that all children and young people state-wide appearing in after-hours court are provided with proper legal advice and can be legally represented through the process.</p>



Having Material Basics

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

Focus Area: Provide Stable Housing and Supports for Homeless Youth

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
15. Under 16 Lighthouse Project	Education, Children and Young People	<p>Mission Australia are the service provider for the therapeutic residential model of care, known as Kingston House. The service commenced in September 2023, the first young person entered Kingston House in November 2023 and a number of other young people have entered the service since.</p> <p>Mission Australia continues to work closely with DECYP, other service partners, the Youth Wellbeing Liaison and the Advice and Referral Line on a weekly basis to assess potential referrals and achieve positive outcomes for children and young people. Anecdotal evidence is showing positive outcomes for the young people who have accessed the service, with an external review scheduled to commence.</p>	1, 2, 3, 4, 6, 7, 9, 10	<p>The Kingston House service model is based on the Tasmanian Child and Youth Wellbeing Framework and Strategy and ensures that the responsibility for the child's care and development remains the primary responsibility of the family.</p> <p>The service is designed to understand the varying relationships influencing children and provide them with a voice in decisions affecting them through their Care Teams. The service supports children, young people and their families to re-build relationships and work towards reunification.</p> <p>Additionally, Kingston House supports preventative action against all forms of violence against children, supports positive mental and physical health, promotes continued education engagement and aims to provide opportunities for children to explore topics that interest them, including their culture and identity.</p>

Focus Area: Provide Stable Housing and Supports for Homeless Youth

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
16. Youth Wellbeing Liaison Officer	Education, Children and Young People	Completed – A Youth Wellbeing Liaison Officer has been established in the Strong Families Safe Kids Advice and Referral Line to improve support for young people under 16 who are at risk of, or who are experiencing homelessness. Regional Youth Wellbeing Officers have been established to triage and assess cases.	All	The Youth Wellbeing Liaison Officer’s role utilises a number of frameworks and policies to support and guide their work with children, young people and their families, including the Tasmanian Child and Youth Wellbeing Framework and Strategy. Understanding, incorporating, supporting and advocating for children and young people in line with the 10 Principles is a fundamental aspect of this role and work.
17. Modular Youth Housing and Youth Coaches	Homes Tasmania	<p>Homes Tasmania has committed over \$5 million to expand the Y2I program for young people who will benefit from living in a small, home-like environment. Y2I homes will help improve the lives of around 50 young people who are at risk of homelessness including exiting shelters, statutory care, or youth detention, every two years.</p> <ul style="list-style-type: none"> • Y2I homes has delivered 20 new modular homes and will convert 10 larger public housing properties. • Two Y2I homes pathways will be available with an onsite manager for young people who need 24/7 support in the cluster homes and in-reach support for young people with low support needs living in the share homes. • Cluster homes provide five one-bedroom units and one on-site manager unit over four sites in the Burnie, Devonport, Launceston and Clarence municipalities. Share homes will be located nearby. 	5, 9	This action will provide youth housing for young people transitioning to independence from statutory care and shelters. Youth coaches will assist in supporting these young people with education, employment, health and wellbeing.



Having Material Basics

Focus Area: Provide Stable Housing and Supports for Homeless Youth

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
18. Dispersed Youth Foyer Planning	Homes Tasmania	<p>Homes Tasmania is building more opportunities to increase housing for young Tasmanians in need. There are four Y2I facilities currently operating statewide and managed by Anglicare Tasmania:</p> <ul style="list-style-type: none"> • Thyne House in Launceston (50 beds) • Eveline House in Devonport (25 beds) • Trinity Hill in Hobart (46 beds) • Campbell St in Hobart (26 beds). <p>A fifth Y2I site is under construction in Burnie, with the 25-bed facility on schedule for completion in the last quarter of 2024.</p> <p>Youth and Family Community Connections has been selected as the provider for the Burnie facility.</p>	5, 9	Shared housing properties will provide safe and secure housing for young people; with supports to enable them to successfully transition to independence.

Have access to nutritious food and clean water

Focus Area: Provide Children with access to healthy and nutritious food

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
19. Extension of the School Lunch Pilot Program	Premier and Cabinet	<p>Completed Ongoing – The Pilot School Lunch program in this strategy ended on 30 June 2024 (the 2024 Election Commitment for a Healthy School Lunches program will be administered by DECYP):</p> <ul style="list-style-type: none"> The Menzies Institute of Medical Research released the final evaluation report of the Pilot in September 2024. The evaluation outlines the benefits and challenges of the Pilot, for further consideration. The healthy school lunches election commitment will be administered through DECYP and will provide \$14.6 million to double the school lunch program to 30 additional primary schools by 2026. Expressions of Interest for the first 15 schools (to start in 2025) has commenced. Schools are expected to be notified at the beginning of Term 4, 2024. 	10	The Pilot supports positive mental and physical health outcomes through the provision of nutritious lunches to students. Regional co-ordinators work with schools to develop healthy food plans and source local produce, whilst working in collaboration with emergency food relief organisations to support the pilot.



Having Material Basics

Have access to education and training materials

Focus Area: Improve internet access for students in regional areas

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
20. High Speed Optical Connection for Regional Schools	Education, Children and Young People	<p>Completed – All nine regional schools have now been connected:</p> <ul style="list-style-type: none"> • Glen Huon Primary • Wesley Vale Primary • Molesworth Primary • Yolla District • Tasman District • Sheffield District • Dunalley Primary • Forest Primary • Bagdad Primary 	5, 8	The high speed optical fibre connection will support educational and training opportunities for children and young people, improving educational outcomes for over 1,850 students. High speed connections will also enable opportunities for young people in regional areas to connect socially.

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

Focus Area: Provide essential items relevant to developmental stages

Action	Lead Agency	Action Update (August/September 2023)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
21. Little Tasmanian – Baby Pack for each newborn	Brand Tasmania with Health	<ul style="list-style-type: none"> Version 2 of Little Tasmanian launched on 1 July 2024. The new iteration of the Little Tasmanian library bag includes a new book called Little Tasmanian: Katy's Garden and a multipurpose playmat to support gross motor development. The magnets and library card voucher are also included. Little Tasmanian library bags continue to be distributed via CHaPS, and since the beginning of the program more than 7,500 bags have been distributed to CHaPS for on-forwarding to families. The Little Tasmanian website continues to act as a digital concierge for First 1,000 Days programs and information in Tasmania. It is the digital home for the book and includes stories of Tasmanian parents/carers and service providers, 22 of which have been published so far. In the period 1 July 2023 to 30 June 2024 the website received 18.5k site visits, with an average of 69 site visits per day. Project evaluation is underway. Little Tasmanian is a subject of PhD research both locally and internationally, looking at place branding as a means of positively influencing social outcomes. 	1	Little Tasmanian storytelling (through the book and online) shares the story of Tasmanian Aboriginal people and their connection to country and culture.
			2	The TAC Child Health Nurses also order and distribute Little Tasmanian library bags directly to Tasmanian Aboriginal families.
			3	The diversity of stories shared through the Little Tasmanian website and social media channels have been designed to highlight the varying roles and relationships of all people that make up the 'Tasmanian village' in support and caring for children and families.
			7	The text of Little Tasmanian: Katy's Garden was improved by consulting with young people, and it was a 7-year-old who came up with the name. All feedback was incorporated into the final text.
			5 and 8	Little Tasmanian community events have been held in Libraries, in CFLCs, through CHaPS Connect sessions and in Playgroups. These sessions provide a range of engaging and educational activities for children and their families including read-a-long, singing, drawing, craft activities and learning Auslan.
10	The messaging on the Little Tasmanian magnets is designed to encourage parents to practice health and well-being behaviours critical in the first 1,000 days to support positive mental and physical health outcomes.			



Having Material Basics

Focus Area: Provide essential items relevant to developmental stages

Action	Lead Agency	Action Update <i>(August/September 2023)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
22. Free Sanitary Items in Schools	Education, Children and Young People	Completed Ongoing – Schools receive an annual allocation, which is determined by the proportion of their school community that may require financial assistance and are supported through the Student Assistance Scheme (STAS). The approach is designed to meet student need, particularly to address financial barriers that families face in accessing material basics.	5, 10	The provision of sanitary items supports positive health outcomes for children and young people and reduces barriers to learning, ensuring that no female student in Tasmanian government schools will be absent as a result of accessibility of sanitary products.



Being Healthy

Are mentally and physically healthy

Focus Area: Support health prevention and early intervention

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
23. Additional School Nurses	Education, Children and Young People	Completed – All additional positions to the School Nurse program have been filled through internal and external recruitment processes.	10	The School Nurse Program directly supports positive mental and physical health outcomes and health literacy for children and young people through prevention and early intervention initiatives in schools, including increased efforts to reduce smoking, vaping and obesity rates.



Being Healthy

Focus Area: Support health prevention and early intervention

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
24. Youth Smoking Prevention Package	Health with other Agencies	<p>Actions from the Smoking Prevention Package for Young People to support young people aged 12 to 24 to be smoke free include:</p> <ul style="list-style-type: none"> • <i>The Vaping, Youth and Health</i> e-learning package is now available for all Tasmanian teachers, support staff, and school health nurses. The <i>e-learning package</i> provides professional learning for teachers, health, and support staff to increase knowledge of e-cigarette issues, including health harms, nicotine addiction, environmental concerns, the local regulatory context, and how to talk to young people about e-cigarettes. It also includes interactive classroom resources for year 7 and 8 students; and a parent/carer guide. • The <i>Guide to Support Young People to Quit E-cigarettes</i> is now available from the Department of Health website for Tasmanian health care professionals working with young people from ages 12 to 24 who require or are seeking help to address their nicotine dependence from e-cigarette use. • The <i>Smoke-free and Vape-free: A Toolkit for a Whole School Approach</i> will be launched towards the end of 2024. The Toolkit provides information and resources about policy, education, and student support to work towards their schools being smoke-free and vape-free. It is for school leadership, teachers, support, and administrative staff. • Participatory action research to inform the implementation of the Smoking Prevention Package for Young People continues with University of Tasmania (UTAS)/ Menzies Institute for Medical Research (MIMR) exploring the knowledge, attitudes, and beliefs of 12-18 year olds about vaping. 	4, 10	<i>The Vaping, Youth and Health</i> e-learning package was developed by ACT Health, using a co-design process with teachers and students (Principle 4). It has been licensed by Public Health Services and updated for a Tasmanian context in collaboration with the Department for Education, Children and Young People, and the Smoke Free Young People Working Group (Principle 10).
			10, 4	Public Health Services developed the <i>Guide</i> with advice from cessation support experts in alcohol and other drug services, school health education, primary care, research and policy. The Smoke Free Young People Working Group has endorsed it (Principle 10). The <i>Guide</i> includes feedback from young people via the UTAS/ MIMR focus groups on common language used for e-cigarettes (Principle 4).
			10	Public Health Services has developed the <i>Toolkit</i> with advice from schools (Principle 10). Its development supports the Department for Education, Children and Young People strategic vision – that every child and young person is <i>known, safe, well and learning</i> .
			4	Listening to and collaborating with young people is essential for the success of the Smoking Prevention Package (Principle 4).

Focus Area: Support health prevention and early intervention

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
		<ul style="list-style-type: none"> Work continues on a youth-targeted campaign to highlight the message that nicotine addiction can negatively affect your brain development and mental health – know the signs of addiction and get help. Quit Tasmania has been funded to develop and implement the campaign which includes a website with interactive tools to support cessation. The campaign is planned for release in November 2024. 	10, 4	Focus groups involving young people as part of the UTAS/MIMR action research will help inform the campaign (Principle 4). The campaign will also support young people to quit smoking and vaping which will help to improve health outcomes (Principle 10).
		<ul style="list-style-type: none"> Tasmania has also committed to work with the Commonwealth and other states and territories to reduce access to e-cigarette products in Australia, including new laws to regulate importation, manufacture, and advertising, and to limit supply to pharmacies only. In conjunction with the national reforms to reduce access to e-cigarettes, Quit Tasmania has received federal funding to implement a range of activities to support people to quit. This includes to extend the hours of Quitline services and to deliver cessation support through new online and digital channels supported by a dedicated counsellor for young people. Access to free nicotine replacement therapy for young people, first nations people and pregnant women and their partners will also be provided. 	10 10	Restricting access to e-cigarette products will help reduce e-cigarette use and the normalisation of vaping behaviour, particularly by young people (Principle 10). Improving cessation services for young people supports them to quit smoking and vaping which will help to improve health outcomes (Principle 10).



Being Healthy

Focus Area: Support health prevention and early intervention

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
25. Expand 24 Carrot Kitchen Garden Program	Education, Children and Young People	<p>In 2022, the 24 Carrot Gardens program was extended to 4 additional High Schools and 5 additional Primary Schools across Tasmania.</p> <p>24 Carrot Garden High Schools:</p> <ul style="list-style-type: none"> • Jordan River Senior School • Montrose Bay High • Bayview Secondary College • Kingston High. <p>24 Carrot Garden Primary Schools:</p> <ul style="list-style-type: none"> • East Devonport Primary • Romaine Park Primary • Montello Primary • East Tamar Primary • Ravenswood Heights Primary. <p>Five gardens are now complete, with one on hold due to an infrastructure program at the school (Montello Primary School). Two recently completed gardens at East Devonport and Romaine Park Primary Schools feature outdoor classrooms, bushfood gardens, greenhouses and woodfire pizza ovens. Seven Garden Specialists are delivering 31 hours of hands-on learning weekly, engaging 720 students.</p>	10	Supporting positive health outcomes for children and young people, the school kitchen garden program teaches Tasmanian children how to grow, prepare and enjoy eating healthy produce.

Focus Area: Support health prevention and early intervention

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
		<p>The first two years of the grant period focused on the establishment of school gardens. Grant-funded activity in 2024 and 2025 will shift in focus to establishing the kitchen program, to be supported by the existing gardens. As of August 2004, there are three Kitchen Specialists delivering 27 hours of learning to 316 students. Two additional Kitchen Specialists were recruited to start in Term 3, 2024.</p> <p>24 Carrot Gardens provide regular updates on their activities on their website 24carrotgardens.org.au, including www.instagram.com/24carrot_tasmania</p>		



Are emotionally well, happy and supported

Focus Area: Enhance education, awareness and support for mental health

Action	Lead Agency	Action Update (August/September 2023)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
26. Tasmania's Youth Suicide Prevention Strategy	Health	<p>The Tasmanian Suicide Prevention Strategy 2023-2027 (TSPS) was launched in December 2023 after a thorough statewide consultation process. Over 100 young people provided input into the TSPS and its implementation actions through the TSPS Consultation Campaign for Younger Tasmanians (aged 12-25) launched in August 2022.</p> <p>While the TSPS takes a whole-of-population approach, priority population groups such as young people are targeted through dedicated, tangible implementation actions.</p> <p>A Young People Working Group has been established under the Premier's Mental Health and Suicide Prevention Advisory Council to facilitate ongoing connection to youth across Tasmania and guide implementation of youth actions under the Strategy.</p> <p>The Young People Working Group is implementing actions through a youth-focused workplan and are providing direction to the second Implementation Plan under the TSPS, scheduled for release in October 2024.</p>	4, 10	<p>The TSPS identifies young people as a particular population group who may be at increased risk of suicide and outlines a range of approaches to improving the wellbeing of young people. At a high level, approaches include improving service models and accessibility for young people, building skills in young people to communicate safely about suicide, and identifying and/or co-designing relevant training that supports working with young people (Principle 10).</p> <p>Children and young people have been provided opportunities to have a say in the development and implementation of the TSPS through the Consultation Campaign for Younger Tasmanians in 2022 and the Young People Working Group, which includes a number of youth representatives. Additionally, several actions have included co-design processes with young people (Principle 4).</p>

Focus Area: Enhance education, awareness and support for mental health

Action	Lead Agency	Action Update (August/September 2023)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
27. Youth Mental Health First Aid Training for school nurses	Education, Children and Young People	70 nursing staff are currently up to date with their Youth Mental Health First Aid. Ongoing opportunities are provided to enable new nursing staff to undertake training as/if required.	10	Through upskilling school nurses, this action enhances education, awareness and support for mental health for children and young people.
28. Youth Peer Worker Model	Health	<p>The Mental Health Council of Tasmania's (MHCT) Youth Peer Work Implementation Plan was released in late 2023.</p> <p>Throughout 2023, discussions between the MHCT and DoH informed the project scope, activities, and funded deliverables to be progressed through a 'Youth Mental Health Access' project.</p> <p>In early 2024, the Peer Workforce Coordinator continued to work on the implementation of the Peer Workforce Development Strategy with a specific focus on re-engagement with key stakeholders, and alignment of the Peer Workforce Coordinator function to the Lived Experience Training Hub, and the development of an organisational readiness program to build the capacity of, and support employers in leading a Lived Experience workforce.</p> <p>Also in early 2024, a project plan was agreed by MHCT and DoH. This includes the design of Youth Peer Workforce Models for Tasmanian public mental health service settings, community-based mental health service settings, community centres and local government community spaces.</p>	4, 6, 10	<p>The Youth Mental Health Access Project aims to build the mental health literacy of young people in a way that promotes good mental health, an understanding of when to access mental health supports and what level of support may be required to meet their mental health needs (Principles 6, 10).</p> <p>The project builds on the Youth Peer Work Implementation Plan and will be designed with young people and youth mental health service providers, ensuring that young people's voices are integral to the design, development, implementation and continuous improvement of the project. This work will involve providing education and support for young people to become peer leaders, championing events and activities in their school communities that promote good mental health and wellbeing. Their preparation to take on peer leader roles will include a wellbeing and early intervention approach that will be underpinned by increased skills and understanding in self-care, establishing boundaries and communication (Principle 4).</p>

Focus Area: Enhance education, awareness and support for mental health

Action	Lead Agency	Action Update (August/September 2023)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
		<p>The Youth Mental Health Access Project has three key foundational activities:</p> <ul style="list-style-type: none"> • Building youth capacity; • Development of an Evaluation Framework for evaluating place-based initiatives statewide; and • Educating young people and service providers on referral pathways/levels of care. <p>MHCT is currently establishing a governance framework to support meeting the project outcomes. The governance structure will include the voices of young Tasmanians as central to the development and implementation of the project.</p> <p>MHCT has also implemented a youth mental health and wellbeing program as a pilot in Devonport schools (funded through DPAC's Hillcrest Affected Area Recovery Committee initiative) which will be evaluated and assist in the development of a framework that can be utilised to measure the impact and effectiveness of a range of youth mental health programs and initiatives.</p>		

Focus Area: Enhance education, awareness and support for mental health

Action	Lead Agency	Action Update (August/September 2023)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
29. Extension of Speak Up Stay Chatty School Program	Education, Children and Young People	<p>The current Grant Deed between DECYP and Relationships Australia extends the delivery of the Stay ChatTY program in Government schools until October 2025.</p> <p>This assists Relationships Australia to continue delivery of the Stay ChatTY School Program which includes student, teacher and parent sessions to strengthen awareness of mental health and the importance of promoting help-seeking and resilience to young people.</p> <p>During the most recent reporting period (January-June 2024), the Stay ChatTY Schools Program delivered 14 sessions to 253 students from 9 schools across Tasmania. In addition, 6 staff sessions were delivered to teachers, school health nurses and school staff.</p> <p>Since its inception in 2018, 5,161 students in Tasmanian Government Schools have taken part in the program.</p>	10	This action directly supports positive mental health outcomes for children and young people through raising mental health awareness, resilience and building students' confidence to seek help when they need it, for themselves, and their peers.



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

Focus Area: Enhance access to health and wellbeing services

Action	Lead Agency	Action Update (August/September 2023)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
30. Kids Care Clinics – Multi-disciplinary Statewide Community Paediatric Service	Health	<p>Between March 2023 and September 2024, 21 Kids Care Clinics (KCCs) were undertaken across the state including Aboriginal Community Controlled Health Organisation (ACCHO) sites such as the Tasmanian Aboriginal Centre TAC (Hobart), Kutalyna Health (Bridgewater), the South East Tasmanian Aboriginal Corporation and Circular Head Aboriginal Corporation (Smithton). This services a total of 1934 patients, with 1063 being new referrals, in comparison to the previous Out of Home Care South Clinic.</p> <p>Tasmanian Community Paediatric Service (TCPS) clinicians facilitated 6824 appointments during this period.</p> <p>Additionally, TCPS developed health resources aimed at improving health literacy for families, with the goal of enhancing understanding of children’s needs. From July 2024 TCPS clinicians have undertaken interactive education sessions on “Understanding ADHD for parents and teachers” with a total of 155 participants at different sites (Smithton, St Helens and Hobart) with very good feedback. TCPS plans to continue with similar sessions at other sites and add on other requested topics next year such as “understanding autism”.</p>	1, 2, 6, 10	<p>A key guiding principle of the TCPS is delivering family-centred care within the KCC. It works with families to develop goals appropriate for the child’s individual capacity and what is important to them and their family (Principle 1).</p> <p>The TCPS works alongside many members of the Tasmanian Aboriginal Community, and with ACCHO where KCCs are held. The TCPS is committed to closing the gap of health inequalities of aboriginal children through providing specific clinics undertaken in ACCHO sites across Tasmania (Principle 2).</p> <p>When working with families in the KCC, the TCPS integrates multiple disciplines, all working together on the same goals set with the child and their family. By adopting an interdisciplinary approach and joining with external services, the TCPS strives to empower families to meet their child’s unique needs at their own pace (Principle 6).</p> <p>KCC are strategically located within community settings for optimal accessibility and provide holistic support, emphasising not only children’s health but also their overall wellbeing (Principle 10).</p>

Focus Area: Enhance access to health and wellbeing services

Action	Lead Agency	Action Update (August/September 2023)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
31. Child Wellbeing Model in Child and Family Learning Centres (CFLCs)	Education, Children and Young People	<p>Professional Support Staff (PSS) positions have been filled where possible. PSS together with CFLC staff are continuing to work to embed the Child and Wellbeing Model in CFLCs. This includes building the capacity of parents and Centre staff to support the development and wellbeing needs of young children through partnerships, advocacy, information sharing/professional learning, skill building and referrals where appropriate.</p> <p>In the event of PSS vacancies, there may be some reduced service to CFLCs. CFLCs that are operational will temporarily receive a reduced or no service.</p> <p>Additional Professional Support Staff are working in the CFLCs that have recently been opened (e.g. Sorell).</p>	1, 5 8, 10	<p>CFLCs in partnership with families, provide support in the areas of early learning, care and the health and wellbeing of our very young children.</p> <p>PSS at the CFLCs provide families and extended families of children with information to access available services which will assist in providing a nurturing environment for their children.</p> <p>Support staff provide families with recreational and social opportunities for children and young people through a variety of ways including play and parenting sessions.</p>

Focus Area: Enhance access to health and wellbeing services

Action	Lead Agency	Action Update (August/September 2023)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
32. Children's Cancer Clinical Trials Unit	Health	<p>The Tasmanian Children's Cancer Clinical Trials Unit (the Unit) continues to support Tasmanian patients to be treated locally who would otherwise have to travel to Melbourne for extended periods.</p> <p>The Clinical Trials Coordinator and Clinical Research Nurse manage 15 Paediatric Oncology Studies with over 50 patients enrolled or registered. A further four studies are in the process of opening.</p> <p>In May 2024 the Royal Hobart Hospital was successful in its application to become a member of the Children's Oncology Group (COG) as an affiliate site of the Royal Children's Hospital. The Unit is in the process of opening the first COG studies.</p> <p>A component of this action was to reduce reliance on donations for the continuation of the Unit. The Unit is not currently seeking donations as Government funding has been secured for 2024-25.</p>	1, 10	<p>The Tasmanian Children's Cancer Clinical Trials Unit opens cancer trials locally that enables children to be treated in Tasmania, closer to family and home environments. The Tasmanian Clinical.</p> <p>Trials Unit supports positive health outcomes for children and young people by ensuring that they have access to the best cancer treatments through collaboration with the Children's Oncology Group and other research groups (Principles 1, 10).</p>
33. Expansion of the Tasmanian Autism Spectrum Diagnostic Assessment Service	Education, Children and Young People	<p>Completed – Recruitment campaigns in 2022 and 2023 were successful in securing 2.5 FTE clinical positions; resulting in the reduction of the TADS waitlist of 104 assessments. In late 2022/early 2023 a RFT process was run for the formation of a panel of providers to undertake autism assessments to further reduce the waitlist.</p>	6, 10	<p>Expansion of TADAS provides more families and children with access to early assessment and diagnosis, enabling provision of earlier supports for families and children that will improve their mental and physical health outcomes.</p>

Are attending and engaging in education, training or employment

Focus Area: Support school leavers to transition to further education, training or employment

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
34. Youth Navigators	State Growth with Community Partners	Completed – Project-managed by Colony47, this initiative was aimed at supporting 2021 and 2022 school leavers into further education, training or work. Jobs Tasmania extended the project into early 2023 at no extra cost, and the project ended in March 2023, with the remaining caseload transitioned to the newly established state-wide Career Connectors Program for ongoing support. An evaluation of the program has been finalised and has provided valuable insights into the Jobs Tasmania led Youth Jobs Strategy.	3	The Youth Navigators program was developed by the Tasmanian Youth Employment Alliance, and the group considered the varying relationships that influence each child and young person that the program works with in the design of the program. The program was delivered both within and outside the school environment and was specifically designed to provide information and support to students where other relationships may not exist or may not be adequately informed or skilled to provide that support.
			4	The Youth Navigators supported students to access, understand and engage with other services to address barriers to employment, including mental health, employment services, and financial support (e.g. Centrelink), enabling participants to have a more active role in decisions about their lives.
			5	The program recognises the importance of and enables participants to gain the knowledge and experience of a range of education and training opportunities to ensure children can participate in life-long learning and employment.

Focus Area: Support school leavers to transition to further education, training or employment

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
35. Youth Connectors	State Growth	<p>The pilot Youth Connectors program focuses on supporting young Tasmanians seeking employment, apprenticeships, training, or further education in their local area. Learnings from this program have also informed the development of the Youth Jobs Strategy.</p> <p>Glenorchy Jobs Hub Youth Connectors program:</p> <ul style="list-style-type: none"> is available to young people aged 15-25 living or attending school in the Glenorchy LGA. the Youth Connector has established a Youth Community of Practice to enable better coordination of local efforts to support young people, and hosted two Youth Forums which bring together local service providers, community organisations and employers working with young people to increase awareness of the supports available to young people and share practice approaches and information on young engagement and employment opportunities in the region. has identified two distinct streams of participants. Those aged 15 to 18 years require more basic job coaching and mentoring to prepare resumes and cover letters, and connection to work experience opportunities and apprenticeships. Participants aged 19 to 25 years also receive this support as needed and are also supported to access opportunities for training to support upskilling, and with job matching services. 	3	The design of the Youth Connectors Program recognises that young people may be influenced and supported through relationships with a variety of people in their lives including parents or guardians, teachers, siblings, peers, or other trusted adults in their community such as sporting coaches, activity instructors, business owners or volunteers. To support their work with young people, Youth Connectors engage with others in community to better understand the experiences, needs and circumstances of local young people.
			4	In line with the key principles and operating parameters for the program, Youth Connectors provide ongoing opportunities for young people to have input to the design and delivery of activities. Participants are also supported to have an active role in identifying employment, education and training opportunities they wish to pursue, and to self-determine a pathway to achieving their goals.
			5	Opportunities for young people to engage in a range of education and training activities are enhanced by offering multiple modes of engagement, including outreach, mobile and digital.

Focus Area: Support school leavers to transition to further education, training or employment

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
		<ul style="list-style-type: none"> The Youth Connector has facilitated approximately 70 referrals of young job seekers to training and social support organisations, and more than 70 young participants have been placed into employment since the program commenced. 100% of participants have indicated increased confidence and aspiration following engagement with the Youth Connectors program. The Glenorchy Youth Connector also provides outreach at local schools. More than 80 sessions have been held to date with many oversubscribed. <p>Sorell Jobs Hub pilot (Business and Employment Southeast Tasmania – BEST) has two distinct streams of activity:</p> <ul style="list-style-type: none"> Stream 1: Tasman Youth Connector Project – Influencing the learning and employment trajectory of students in the Tasman local government area (an area of high social and economic disadvantage). Stream 2: BEST Youth Connector Program – working with local young people to provide advice on pathways to further education, training or employment, and facilitate connections to local opportunities and/or complementary support services. 	6	<p>Participants are also encouraged to provide feedback on the program to better understand whether activities are appropriate, accessible, and in line with participants' needs and interests.</p> <p>Diversity and inclusion practices are embedded in all aspects of the program, supporting disadvantaged and marginalised young people to access opportunities and participate in work, education and training.</p>

Focus Area: Support school leavers to transition to further education, training or employment

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			#No.	Comment
		<p>The Tasman project provides personalised career coaching and industry and occupation exposure opportunities. 12 students successfully completed the program in 2024, with the full year 10 cohort participating in various program activities.</p> <p>In the period January-July 2024 the BEST Youth Connector program supported 55 young people to complete training, 11 to gain their learner driving licence, and 7 to participate in work experience. 53 participants have also secured employment during this period.</p> <p>100% of Youth Connector participants across both streams reported increased confidence and aspirations to pursue future employment or training opportunities and increased awareness of the local supports and services available.</p>		

Focus Area: Support school leavers to transition to further education, training or employment

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
		<p>Northern Employment and Business Hub (NEBHub)</p> <ul style="list-style-type: none"> Youth Connectors Program first phase involved engagement and consultation with local Council representatives, young people, businesses, and youth services providers to establish connections and understand local needs and areas of potential collaboration. Phase two saw the launch of the NEBHub's youth outreach program, which includes regular drop-in style sessions at local schools to discuss training, employment, and job-readiness with students. Other bespoke activities are delivered in consultation with communities, including career and life planning sessions for year 11 and 12 students in George Town, and a parents information session at Lilydale District School about life after Grade 10, involving conversations with students, parents, and other service providers to explore further education and employment pathways. A program highlight was the NEBHub's careers expo, held in the Launceston area in September. The event was attended by over 40 exhibitors and nearly 400 local school students, who were able to speak with employers across range of industries as well as local training organisations and service providers. 		

Focus Area: Support school leavers to transition to further education, training or employment

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
36. Fit for Work Project	State Growth with Community Partners	<p>This initiative works with at-risk job seekers in the Devonport region, aged 16-25, to address significant and/or multiple barriers in their lives and enable them to focus on pathways to education, training, or employment. Many of the clients are long-term unemployed and/or require a more intensive level of support for a wide range of non-work-related barriers that mainstream employment services are unable to support, including homelessness, mental ill health, drug and alcohol misuse, legal issues and financial stress.</p> <ul style="list-style-type: none"> As at 31 August 2024 the program has supported 130 young people, with a current active caseload of 11 participants. There have been 57 employment, 242 training, 11 education and 7 volunteering outcomes. Additional funding was committed to deliver the program in Burnie, which commenced in October 2022. As at 31 August 2024 the Burnie program has supported 97 young people, with a current active caseload of 19 participants. There have been 36 employment, 285 training, 18 education and 16 volunteering outcomes. Fit For Work case workers also provide participants with assistance or advocacy to support wellbeing and social outcomes, including housing support, financial assistance and family engagement. 	4	Participants are empowered to make choices and decisions about the type, intensity, and duration of support they need, and are supported to advocate for other services and support they may need, including accommodation and financial assistance.
			5	Participants are supported to develop their employment and work readiness skills, and case workers identify training and employment opportunities that allow participants to re-engage in a supported way that suits their needs and personal circumstances.
			6	The Fit for Work model recognises the importance of acknowledging the individuality of young people and provides individual and tailored case management to connects them, without discrimination, to the services they need to re-engage with work, education or training.
			10	The Fit For Work program provides additional psychosocial benefits for participants, such as improved wellbeing, mental health, and connection to community. Participants are supported to access a range of services to improve their health and wellbeing, including counselling services, financial support, and assistance with 'red tape' associated with accessing Centrelink, Medicare and similar systems.

Focus Area: Support school leavers to transition to further education, training or employment

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
37. Girls in Property Pilot	Premier and Cabinet with Community Partners	Completed. The Property Council has successfully completed this pilot project. In August 2023, 50 students from four high schools in southern Tasmania attended an interactive event at MyState Bank arena with industry professionals.	5,6,7	This program will raise awareness of non-traditional employment pathways for young women and will provide opportunities for employment within the industry.

Are participating in early childhood education

Focus Area: Educate parents and caregivers about the importance of the First 1,000 Days

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
38. The Basics	Premier and Cabinet with Community Partners	<p>The Basics is currently being implemented across 20 Lady Gowrie Tasmania Centre-Based Long Day Care sites where 303 Educators are being supported in their understanding of The Basics Key Messages.</p> <p>This project will have positive impact on 2495 families. Activities as of 30 June 2024 include:</p> <ul style="list-style-type: none"> • A pre-project survey has been developed and implemented and will form part of the final evaluation. • Printed materials (brochures and posters) and online modules have been approved, taking into consideration the audience and bite-sized information dissemination. • The first introductory module has been completed, with two more in development. • Lady Gowrie Tasmania information has been added to the Basics Tasmania website. 	1	The messaging within the Basics provides information to families about effective caregiving during the early years.

Are supported to learn by their caregiver and education providers

Focus Area: Support teachers to meet the needs of students impacted by trauma

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
39. Professional Development for Teachers and Teacher Aides in Trauma Informed Practice	Education, Children and Young People	<p>In 2022 DECYP launched the Trauma Informed Practice in Schools program delivered by the Australian Childhood Foundation and UTAS which was available to all staff in Tasmanian Government schools.</p> <p>Since the launch of the program, over 3711 staff members have participated in online foundational training and over 2033 staff members have participated in live workshops.</p> <p>The program continues to support Trauma informed Practice in schools throughout 2024, leading to improved learning outcomes for students impacted by trauma.</p>	5, 10	The professional development resources provide staff with the knowledge and skills to adapt teaching practices to support the learning of young people impacted by mental health issues and trauma.

Are developing literacy and numeracy skills appropriate to age

Focus Area: Review and implement evidence based literacy programs and supports

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
40. Literacy Advisory Panel	Premier and Cabinet	<p>Completed – the period of appointment for the Panel has now concluded and the project has moved into the implementation of the <i>Lifting Literacy</i> recommendations.</p> <p>The Panel has delivered its report to Government and <i>Lifting Literacy: The Community-wide Framework</i> to the Premier. In considering the large number of suggested recommendations from community consultation, the Panel thought it important to prioritise the recommendations it considers will make most difference to lifting literacy in Tasmania.</p> <p>The Panel heard from over 700 Tasmanians through its consultations and used this feedback along with Panel expertise and research to develop the Framework and to make recommendations for its implementation over 10 years, commencing with a three-year action plan.</p>	2	<p>Lifting Literacy Recommends that Government engages with and is led by Tasmanian Aboriginal people and Aboriginal service providers to develop a culturally appropriate Literacy Strategy for Tasmanian Aboriginal people that is aligned to and is consistent with relevant Closing the Gap targets.</p> <p>In developing the recommendations, the Panel conducted targeted consultation with young people and ran a session with the Premier’s Youth Advisory Panel. The feedback from these consultations fed into the development of the Lifting Literacy recommendations.</p> <p>The Lifting Literacy recommendations and Community-wide Framework provide recommendations and high-level principles/guidance for literacy learning spanning Early Years, School Years and Adult Learning Environments.</p>
			4	
			5	

Focus Area: Review and implement evidence based literacy programs and supports

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
41. Literacy Coaches in Schools	Education, Children and Young People	<p>Completed Ongoing Action – in June 2023, the Government accepted all 23 priority recommendations of the Premier and Cabinet’s Literacy Advisory Panel.</p> <p>The recommendations cover literacy support for all ages, for the early to adult years, and involves significant changes for Tasmanian schools. This includes the introduction of structured, systematic and explicit teaching of reading in all schools and throughout all school years, within a multi-tiered system of supports framework that ensures appropriate intervention whenever students need it. Implementation of the 23 recommendations is well underway, guided by a three-year implementation plan.</p> <p>The work involves Principals, all teachers and staff who support reading instruction across all schools. The Quality Teaching Coaches (Literacy Coaches) continue to be instrumental in supporting schools to implement these recommendations and their work will be ongoing. From 2025, these roles will be renamed Instructional Specialists with an adjusted statement of duties directly aligned to the Lifting Literacy work.</p>	5	This initiative enables additional literacy coaches to work in classrooms with teachers to implement evidence-based literacy instruction ensuring children and young people can participate in life-long learning and employment.
42. Trauma Support for more students	Education, Children and Young People	455 students are supported through individual trauma funding annually. This meets and exceeds the Government’s commitment for 100 additional students per year to receive this funding support.	5, 6	Individual trauma funding helps meet the growing demand for individual students who have multiple complex needs requiring intensive and specialised support. The additional support provided recognises the individuality of children and young people and ensures children and young people can participate in life-long learning and employment.

Are engaging with peers and community groups

Focus Area: Enhance participation of children and young people in their community

Action	Lead Agency	Action Update <i>(August/September 2023)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
43. Youth Volunteer Army	Premier and Cabinet with Community Partners	<p>Completed – The Youth Volunteer Army program was launched at Rosny College on 12 August 2022. The program included two components:</p> <ul style="list-style-type: none"> • volunteer recognition and career development recognising existing volunteering of students in their communities. • project based volunteering which will support students to develop a project and recruit student volunteers in their community. <p>As at 30 June 2024, 18 state government secondary schools and 9 Regional Jobs Hubs registered for the program. This equated to 647 young people registered on the Youth Volunteer Army App and 16,772 hours of youth volunteering recorded through the App. 359 volunteering badges were distributed to young people in Tasmania.</p>	5, 7, 8 10	<p>The Youth Volunteer Army program provides recognition of existing volunteering experiences for young people which can be used when seeking employment.</p> <p>Volunteering can also enhance community participation and connection which improves mental health and wellbeing.</p>

Focus Area: Enhance participation of children and young people in their community

Action	Lead Agency	Action Update <i>(August/September 2023)</i>	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
44. Young Leaders of Tasmania	Education, Children and Young People	<p>Completed – Ongoing (funding through 2024 Election Commitment which will be administered by DECYP).</p> <p>The current grant for the Young Leaders of Tasmania program finished in June 2024. Ongoing funding for the program has been secured for the next five years in the Government's Strong Plan for Tasmania's Future. Ongoing funding will be administered and managed through the Department for Education, Children and Young People.</p>	3, 6	Program provides peer mentors with a better understanding of the needs of students with a disability.
45. Youth Week Activities	Premier and Cabinet with Community Partners	<p>Youth Week Tasmania was held from 8–14 April 2024. The theme for 2024 was Community Connection with the slogan Our Community: Our Voice. A competitive grants program (funding pool of \$20,000) was run from 16 October 2023 – 24 November 2023 and provided funding for 10 organisations to run youth week activities.</p>	4, 8	Youth week provides activities and opportunities for young people to participate and be involved within their local communities.

Are taking part in organised activities, including sport

Focus Area: Assist children and young people to participate in organised activities engaging with peers and community groups

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
46. Extension of the Doubling Ticket to Play Voucher	State Growth	Completed	8	This program reduces barriers to participation by providing funding to support children and young people to participate in sporting activities within their local communities.
47. Currie Park/ Skate Park	State Growth with Local Government	Completed. A Grant Deed with King Island Council has been signed with works now due for completion by the end of 2024.	8	Funding to enhance existing and build new infrastructure that will provide children and young people in King Island with greater recreational and social opportunities.
48. Park and Playground Gagebrook	State Growth with Local Government	Completed. Grant deeds executed and funding allocated in December 2021.	8	Funding to enhance existing and build new infrastructure that will provide children and young people in Gagebrook with greater recreational and social opportunities.

Focus Area: Assist children and young people to participate in organised activities engaging with peers and community groups

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
49. Risdon Bike Collective	Premier and Cabinet with Community Partners	Completed. Implemented through a grant deed with the Tasmania Bike Collective on behalf of the Risdon and Huon Valley Bike Collectives in October 2021.	7, 8, 10	Implementation of this skills and resilience program will provide learning and social opportunities for local youth and provide positive supports for their mental and physical health.
50. Premier's Infrastructure Development Fund	Premier and Cabinet	On 17 December 2023, 25 projects were announced as being successful in receiving almost \$500,000 in funding under the latest grant round of the Premier's Fund (2023/24). Successful applications were received from all regions of Tasmania and included creative, social and recreational projects for a wide range of age cohorts, including vulnerable groups. The new grant round brings the total number of projects under this action to 66 with 28 projects from the 2021/22 grant round have been successfully completed and a further 13 projects are due to be completed in the coming months.	6, 8	The fund provides access to social and recreational activities for children and young people within their local communities with a focus on inclusiveness.
			4	Successful applications included the voice of children and young people in the planning and co-design of activities; with ongoing voice incorporated through ongoing consultation and youth led initiatives.
			ALL	All contracts have a reporting requirement that requires organisations to provide a case study showing how one or more of the principles have been incorporated into project.

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

Focus Area: Provide opportunities and supports for children and young people to have a say on issues that affect them

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
51. Youth Climate Leadership Program	State Growth (ReCFIT)	<ul style="list-style-type: none"> ReCFIT awarded a grant for \$180,000 in March 2023 to Sustainable Living Tasmania (SLT) to deliver the Youth Climate Leadership program, held in North, North-West and Southern Tasmanian schools over two years. Over 200 participants from 22 schools and homeschool students participated in conferences during March and September, 2024. The March conferences aimed to build participants knowledge in 3 key areas: climate science, climate feelings and climate action. After the first conferences, Youth Program Officers with the support of mentors, worked with students on delivering their climate action projects and exploring more meaningful and effective ways to report back on their projects at the second set of conferences. The second set of conferences were held in September 2024. These conferences provided an opportunity for students to share learnings from climate action projects they had implemented in their school or community since March. 	7	<p>The Youth Climate Leaders Program provides an opportunity for children and young people to explore the issue of climate change which is frequently cited as an important issue for young people. The program helps children and young people to understand that they can make a positive difference as an individual, in their school and in the community.</p> <p>The program allows children and young people to take action on climate change, which can reduce the negative feelings that can arise from thinking about the future climate. This program can help children and young people feel more hopeful about the future, as they can see the impact of taking action and understand how to make a difference.</p>

Focus Area: Provide opportunities and supports for children and young people to have a say on issues that affect them

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
		<ul style="list-style-type: none"> The projects that students had undertaken ranged from organised sustainability focused days at school, tree planting and revegetating school areas, vegetable and fruit tree planting, artistic creations, composting, paper and energy usage reporting and encouraging purchasing second hand items and reducing fast fashion. Students had the opportunity to ask each other about their projects, including any challenges and learnings they had. Thirty-five mentors and five support team volunteers participated in the conferences, providing feedback to students on their projects and encouraging the students to continue the work or projects they had started and share knowledge about climate change with other students. Students had the opportunity to ask members of the Tasmanian Climate Change Office about what the Tasmanian government is currently doing to mitigate climate change and make suggestions on action that the Tasmanian government could take to reduce the impact of climate change. 		

Focus Area: Provide opportunities and supports for children and young people to have a say on issues that affect them

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
52. Increasing participation opportunities for all children and young people	Education, Children and Young People with CCYP	<p>The Commissioner for Children and Young People (CCYP) is increasing participation opportunities for children and young people to express their views and have a say in decisions that affect them.</p> <ul style="list-style-type: none"> The CCYP's <i>website</i>, child-friendly reports and other publications continue to assist the communication of important messages and information to, with and for children and young people. The CCYP's <i>Your Engagement Place</i> (YEP!) hub continues to provide a one-stop shop of curated engagement opportunities for young Tasmanians. Organisations may <i>submit an opportunity</i> for listing on YEP! by completing a streamlined submission process designed to ensure engagement opportunities are ethical, support meaningful participation, benefit children and young people, and are safe and inclusive. Work is also well advanced to finalise a rights-based engagement policy and procedure governing all CCYP engagement activities. 	4, 6, 7	<p>The Commissioner's work focusses on increasing opportunities for children and young people to participate in decision making processes through creating opportunities through specific CCYP activities and projects, through building the capacity of organisations to create ethical participation opportunities themselves and through making those opportunities available to a broader range of children and young people including through a newly designed website and the Your Engagement Place (YEP!) hub.</p> <p>The Commissioner's programs, and capacity building efforts, focus on best practice ethical engagement practices which encourage safe spaces to share thoughts and ideas, recognise the individuality of children and young people and treat them without discrimination and with respect. The Commissioner provides children and young people with opportunities to explore topics that interest them.</p>

Focus Area: Provide opportunities and supports for children and young people to have a say on issues that affect them

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
		<ul style="list-style-type: none"> The CCYP engaged with more than 300 children and young people through an exhibit delivered in partnership with the University of Tasmania's Children's University at Agfest (May 2024). As part of the exhibit, children and young people participated in a collaborative art activity to learn about their rights under the <i>Convention on the Rights of the Child</i>. By writing or drawing on thought-bubble shaped paper, participants were invited to explain why certain rights matter to them. The resultant artwork was proudly displayed helping raise awareness of children's rights and the importance of their participation to the wider festival audience. The <i>Voices of Young People in the Youth Justice System Project</i> (Voices Project) promotes and empowers young people with lived experience of the Tasmanian youth justice system to share their views on this system. A series of short reports arising from the Voices Project are being made available on the CCYP website. A methodology resource (May 2024) explains the Voices Project aims, key research questions and methods used. <i>Nowhere else to go: Young people's views on homelessness</i> (May 2024) shares the views of young people about what it is like to experience homelessness, and the importance of having a safe, secure place to call home to prevent the risk of offending behaviour. A <i>child-friendly version</i> of <i>Nowhere Else to Go</i> is also available. 		

Focus Area: Provide opportunities and supports for children and young people to have a say on issues that affect them

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
		<ul style="list-style-type: none"> The CCYP worked with artists from <i>All That We Are</i> to design and develop a child-friendly art activity that gave children and young people with lived experience of the out-of-home care system an opportunity to express their views about participating in decisions that affect them. In sharing their views, children and young people drew on recycled crockery using food-safe pens and wrote messages on commercially baked biscuits shaped like speech bubbles. Images of the work they created appear throughout the CCYP's report, <i>A Place at the Table: An investigation into a change to the case management of children and young people in care in Tasmania. A child friendly report</i> on the outcomes of the CCYP's investigation is also available. More detail about the Commissioner's work to increase participation opportunities for children and young people will be included in the Commissioner's 2023-24 Annual Report. 		



Having a Positive Sense of Culture and Identity

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

Focus Area: Provide opportunities for young people to connect with their culture


Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
53. Therapeutic programs that have the capacity to enable cultural connection	Education, Children and Young People	A Request for Grant Proposal process for the Wellbeing, Care, Recovery Placement Program, was formally closed in late 2023 with no provider contracted. Young people in Out of Home Care with complex needs are currently being supported through individualised special care packages.	All	DECYP is currently focussed on delivering a high-quality and well-functioning OOHC system in line with key recommendations from the CoI (recommendation 9.2). The Department is also ensuring delivery of all elements of the Aboriginal Torres Strait Islander Child Placement Principle (recommendation 9.15). A dedicated team to lead the planning, coordination and delivery of COI recommendations relating to OOHC system reform has been established. Further consideration and scoping of Aboriginal-led therapeutic residential programs will be considered in the scope of work.



Having a Positive Sense of Culture and Identity

Feel like they belong

Focus Area: Assist children and their families to connect with services within their community

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
54. Extension of Connected Beginnings 	Premier and Cabinet	<p>Connected Beginnings <i>lutruwita</i>/Tasmania has been actively working to increase the health, educational, developmental, and social outcomes for Aboriginal children aged 0-5 within the three place-based sites of <i>pataway</i> (Burnie), <i>kanamaluka</i> (George Town) and the <i>kutalayna</i> Collective (Jordan River).</p> <ul style="list-style-type: none"> <i>kanamaluka</i> Collective: has been engaging with local community members to establish the foundations of a community group. In these discussions, they've been identifying what's working well and addressing barriers. Additionally, the back bone team (BBT) has been collaborating closely with the George Town Child and Family Learning Centre (CFLC) to improve community engagement. The community has expressed appreciation for events like <i>kipli</i> and <i>kani</i>, which bring people together and introduce services, helping community understand what's available and how to access these resources. Successful care coordination in George Town, achieved through collaboration between the BBT and CFLC staff, has enabled families dealing with complex issues to access health appointments, additional support, and connections to local services. 	1, 2, 6, 10	Allocation of State funding to the TAC has allowed this Aboriginal controlled organisation to have control and oversight of funding and outcomes for this program in partnership with the Australian and Tasmanian governments to achieve improved outcomes for Aboriginal families. The program supports families to access services within their local communities.

Focus Area: Assist children and their families to connect with services within their community

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
		<ul style="list-style-type: none"> <i>pataway</i> Collective: has established an Aboriginal Kids & Families Group in Burnie which has deep understanding of the needs of Aboriginal children and has driven initiatives and forged partnerships with early years services, local government and organisations. The group has begun voice collection activities to inform the next Collective Plan and is active in ensuring early years services adopt a comprehensive approach with the community's voice at the centre of the development of local programs for Aboriginal children. <i>kutalayna</i> Collective: The community and Backbone Team have developed a comprehensive <i>Collective Plan & Journey to Change</i> document. In <i>kutalayna</i>/Jordan River there has been significant increase in the utilisation and participation in early years initiatives including <i>Kutalayna Plays</i> (Aboriginal Playgroup). <p>Connected Beginnings teams have hosted inclusive <i>kipli & kani</i> (food & talk) community events with early-year service providers. These events offer opportunities for service providers to informally meet and foster strong relationships, with the community in a warm and inviting environment.</p>		



Having a Positive Sense of Culture and Identity

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

Focus Area: Build long lasting change, positive practices and supports for LGBTIQ+ Students

Action	Lead Agency	Action Update <i>(August/September 2024)</i>	Principle Reporting <i>(How one or more of the Principles have been used in the development or implementation of each action)</i>	
			#No.	Comment
55. Working it Out: Valuing Diversity in Schools	Education, Children and Young People with Community Partners	<p>Completed – A grant deed between DECYP (former DoE) and Working It Out was signed in January 2022 and concluded in December 2023.</p> <p>Funding enabled Working It Out to ‘support Tasmanian Government schools to provide inclusive and supportive environments for all learners, with a focus on LGBTIQ+ young people and within the parameters of the Respectful Schools and Workplaces Framework.’</p> <p>During the grant period, Working It Out provided 174 support sessions to a total of 98 schools. Support was also provided to over 35 Pride Groups which have been initiated on the back of Working It Out engagement and specialised training for running these groups. Professional learning was also delivered across the state. The final grant deed report includes positive qualitative feedback from schools and families.</p> <p>DECYP has entered into a new grant deed with Working It Out to continue this work until December 2026.</p>	3, 4, 6, 10	This action recognises the individuality of children and young people and treating them without discrimination and with respect through increasing support within schools and building capacity for lasting change. Funded activities include professional learning for school and support staff, policy support, establishment of student diversity groups, community education and assistance to embed positive practices at all levels of the school.

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

Focus Area: Ensure the cultural needs of clients are respected and valued within Government Services

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
56. Aboriginal Family Group Conference Facilitators	Education, Children and Young People with Community Partners	<p>DECYP have undertaken a procurement for the engagement of Conciliation and Facilitation services for:</p> <ul style="list-style-type: none"> • Compulsory Conciliation in response to non-attendance at school; • Family Group Conferencing in response to children identified as being at risk; and • Community Conferencing in response to offences committed by young people. <p>The tender advertising focussed on encouraging Aboriginal and Torres Strait Islander people to apply and the assessment criteria included reference to the desirability of this. Applicants spoke within their tender applications around their skills to be inclusive and respectful of culture and working with Aboriginal organisations to assist with participation in conferences.</p> <p>The tender process has been finalised and training and induction for new facilitators will be commencing.</p>	1, 2, 3, 4, 6	<p>A Family Group Conference is a meeting where family members (including the child where appropriate) get together to help make decisions and plans about the safety and wellbeing of children and young people. This forum recognises the importance of children and young people having a voice in decisions that affect them and the need to support family and connection to culture for better outcomes for children.</p> <p>A family group conference facilitator will extend invites to important people in the child and young person's life, including Aboriginal representatives to ensure that culture and connection is embedded in the process.</p> <p>DECYP will continue to work with Aboriginal organisations to embed family led decision making, including through Family Group Conferences.</p>



Having a Positive Sense of Culture and Identity

Focus Area: Ensure the cultural needs of clients are respected and valued within Government Services

Action	Lead Agency	Action Update (August/September 2024)	Principle Reporting (How one or more of the Principles have been used in the development or implementation of each action)	
			#No.	Comment
57. Aboriginal led Case Management Model for Out of Home Care	Education, Children and Young People	<p>The Child Safety Service continues to work with Aboriginal organisations to deliver individualised service packages for Aboriginal children and young people, ensuring connection to culture. Currently this is a fee for service model.</p> <ul style="list-style-type: none"> The Aboriginal and Torres Strait Islander Child Placement Principle recognises the importance of prevention, partnership, placement, participation and connection to family, community, culture and country. The Tasmanian Aboriginal Centre has received a capacity building grant for a children's futures project. The Tasmanian Aboriginal Centre is in the process of developing a strategy and action plan for self-determination for children and young people in out of home care. The work of this group is being aligned to the Safe and Supported First Action Plans. Services for Children and Families continues to partner with the Tasmanian Aboriginal Centre to provide Intensive Family Engagement Services with families that identify as Aboriginal. 	2, 3	<p>Aboriginal led case management will provide opportunities for Tasmanian Aboriginal children and young people to connect to community and country through embedding the five core elements of the Aboriginal and Torres Strait Islander Child Placement Principle.</p> <p>Through the <i>palawa</i> Child Safe and Supported Policy Partnership Working Group, the Aboriginal Community can increase their voice, identify solutions and work in genuine partnership to reduce the rate of Aboriginal children and young people being over-represented in child safety and out-of-home care.</p>

Strategic Policy Actions

Action	Lead Agency	Action Update (August/September 2024)
1. Improve our focus on the first 1,000 days	Premier and Cabinet with B4 Coalition	<p>Information sharing about the Strategy continues to occur through regular attendance at Early Childhood Australia (ECA) Tasmania Branch meetings and with the Northern Early Years Group. The wellbeing team attended a number of events throughout 2023 and 2024, which offered opportunities to build relationships with first 1000 days stakeholders. These included:</p> <ul style="list-style-type: none"> • Cuthill Foundation/UTAS Early Literacy Roundtable • Measuring What Matters – hosted by Connected Beginnings • First 1000 Days with Professor Kerry Arabena – hosted by Connected Beginnings • Derwent Valley Youth Summit • Community-led and place-based approaches in Tasmania – TasCOSS. • SEED One Door Intergenerational Framework for Families Roundtable. <p>The wellbeing team consulted with B4 Early Years Coalition (B4) and ECA Tasmania Branch in the design of the third annual ECA Tasmania Branch/B4 Early Years Forum. The Forum was held in September 2023 and attended by education and care professionals, along with Government and sector representatives. It included a 'Village Update' with presentations on first 1000 days actions from the Strategy.</p> <p>The Big Screen Little Screen communication campaign was launched in June 2023 by B4 to draw community attention to the importance of the first 1000 days by sharing key messages in community spaces. The wellbeing team is continuing to support this project as B4 engages with a number of other communities to expand the initiative. In 2024 this includes the employment of a new B4 Project and Policy Officer. The wellbeing team is also continuing to attend and contribute to B4 Leaders meetings as invited guests.</p>
2. Develop a Child and Youth Information Strategy	Premier and Cabinet	<p>Various areas for the development of the Information Strategy are underway or complete, including:</p> <ul style="list-style-type: none"> • Publishing of the wellbeing indicators for the First 1,000 days data snapshot in November 2022. The snapshot was developed with select B4 Early Years Coalition members and involved inter-sectoral collaboration for supply, analysis and publication of public, government administrative and private sector data. The indicators continue to be refreshed with new data where it exists. • An update of the data snapshot was undertaken in November 2023 and published on the wellbeing website. • New priorities for child wellbeing will be informed by information needs arising from the Commission of Inquiry into the Tasmanian Government's responses to Child Sexual Abuse in Institutional Settings.

Strategic Policy Actions

Action	Lead Agency	Action Update <i>(August/September 2024)</i>
3. Better cross agency and cross sector collaboration and integration	Premier and Cabinet	<p>Regular co-design meetings, held with cross agency partners DECYP and Health, UTAS and Burnie Works informed the design and approval of a community led universal parenting program for three north west communities that could operate universally.</p> <p>Two Early Years Collaborative Group meetings have been held in the past year between government and non-government organisations involved in the implementation of actions in the First 1,000 days. A third is planned for November. These meetings provide opportunities for sharing of project information and progressing service system discussions.</p> <p>The Strategy team partnered with B4 in July 2023 to host a Systems Mapping workshop facilitated by Social Ventures Australia. Over 70 representatives from community, government and sector organisations worked together to strengthen understanding of the systems that enable and block collaborative work within the Early Years. This work will inform and deepen ongoing conversations across the Early Years sector.</p>
4. Transition Stages for Young People	Premier and Cabinet	<p>Members of the wellbeing team have been actively involved in the development of the Youth Jobs Strategy and provided advice regarding alignment with the wellbeing domains. Wellbeing team members also attended the Youth Jobs Participation Summit in February 2024 to discuss the progression of the draft Youth Jobs Strategy with other key stakeholders. The Youth Jobs Strategy was released in September 2024.</p> <p>The Youth Network of Tasmania (YNOT) finalised their work around Youth Transitions for 18-25 year olds which included the development of an Emerging into Adulthood Action Plan. The wellbeing team will work with YNOT to assess actions that have been identified within this plan.</p>
5. Support Children and Young People 'at risk'	Premier and Cabinet with Justice, DPFEM, Health, Education	<p>The recommendations arising from the final report from the Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings will impact the future work of the child and youth wellbeing team which will need to align and support a holistic approach to addressing recommendations across government. The recent move of the wellbeing team into the Keeping Children Safe Reform Unit will assist with this alignment.</p> <p>Input and feedback have been provided by the Child and Youth Wellbeing Co-ordination Unit on documents developed as part of the Youth Justice Reform. This has included input into the Youth Justice Blueprint, First Action Plan and the proposed Model of Care. Wellbeing team members are also part of the interagency Youth Justice Diversion Working Group.</p>

Action	Lead Agency	Action Update <i>(August/September 2024)</i>
6. Improve the understanding of the range of services available for children and young people	Premier and Cabinet	<p>Brand Tasmania’s Little Tasmanian ‘concierge’ website for the First 1,000 days showcases stories of Tasmanian families and includes a reading of the Little Tasmanian board book and linkages to service information and parental supports.</p> <p>YNOT’s work on the Youth Transition Project included a comprehensive service mapping exercise which identified the services and supports available for the 18–25-year-old cohort; categorised by wellbeing domain. The wellbeing team will work with YNOT on how to best utilise this information moving forward.</p>
7. Improve the domain descriptors	Premier and Cabinet	Wellbeing domains and descriptors will be continually reviewed and informed by ongoing consultation and feedback mechanisms across the Strategy.
8. Evaluation	Premier and Cabinet	An external evaluation, reviewing the development and implementation of the Strategy will be undertaken by University of Tasmania in the second half of 2024. The evaluation will inform the development of the second four-year action plan which will commence in 2025/26.

