

# Outcomes Framework for Children and Young People in Out of Home Care Tasmania





*The willingness of children and young people to share their views and experiences on out of home care is gratefully acknowledged and appreciated.*

## Introduction

The Tasmanian Government is committed to helping all children and young people reach their potential. Building a better out of home care system is essential to improving the wellbeing and future success of vulnerable children and young people unable to live with their parents. The *Outcomes Framework for Children and Young People in Out of Home Care* (outcomes framework) is the first step in improving care to children and young people because it establishes clear expectations of what successful out of home care looks like.

The outcomes framework outlines outcomes and success factors for children and young people in out of home care. In doing so, it provides an overarching framework to inform policies, procedures and practices across the out of home care system. A companion document which identifies outcome indicators will enable monitoring and reporting on outcomes to ensure ongoing improvement to the out of home care system. It is anticipated for release during 2018.

The out of home care system comprises government and non-government organisations, carers, and other bodies such as the Commissioner for Children and Young People Tasmania who directly impact upon the lives of children and young people in out of home care. The outcomes framework takes a system-wide perspective because the best outcomes for children and young people are achieved when all parts of the system work effectively together.

The voices of Tasmanian children and young people with an experience in out of home care have been central to developing the outcomes framework.





## Background

When children and young people are unable to live safely at home, they may be brought under the custody or guardianship of the State under the *Children, Young People and Their Families Act 1997*. When this occurs, arrangements are made for them to live in accommodation outside their family home.

These arrangements may include living in foster, kinship, residential or other forms of state-funded care. Furthermore, the State is responsible for meeting the needs of the child or young person while they live in out of home care. This includes providing the safe, nurturing care and support services necessary for a child or young person's developmental needs and circumstances.

The outcomes framework has been prepared in response to the Commissioner for Children and Young People's 2017 report *Children and Young People in Out of Home Care in Tasmania*. It is designed to be read in conjunction with the *Tasmanian Child and Youth Wellbeing Outcomes Framework* (draft), which is being developed in parallel with this outcomes framework.

The outcomes framework has been informed by the *Children, Young Persons and Their Families Act 1997*, the Council of Australian Government's report *Protecting Children is Everyone's Business - the National Framework for Protecting Australia's Children 2009-2020*, the *United Nations Convention on the Rights of the Child (1989)*, the *Outline of the National Standards for Out-of-Home Care*, and the *Charter of Rights for Tasmanian Children and Young People in Out of Home Care*.





# The Voices of Children and Young People

*The development of this outcomes framework was informed by consultation with children and young people who have had an experience in out of home care. It includes information provided by the CREATE Foundation and the Youth Voices project undertaken by Kennerley in 2017.*

*The key themes are summarised below and are reflected in the outcomes framework.*

|   |   |
|---|---|
| <b>Relationships</b>                            | Building and maintaining relationships with people that matter to children and young people is important. These relationships are dependent on a child or young person's individual circumstances but often include siblings, family and extended family, and child safety officers.  |
| <b>A sense of belonging and being cared for</b> | Children and young people want to feel they belong to the family they live with as well as their biological family. They want to live in a home that is caring and loving, and where they feel supported and encouraged. Making sure there is a good fit with the carer and their family is critical to achieving this.   |
| <b>Safety</b>                                   | Feeling safe is essential for children and young people. They want to know they will be safe where they live and with those that care for them.   |
| <b>Living a normal life</b>                     | Children and young people want to live 'a normal life'. This includes being able to participate in activities, play sport, or socialise like their peers. Children and young people are often conscious of being stereotyped because they are in care, and do not want to be singled out or treated differently. They want to feel part of the community and to feel accepted.  |
| <b>Receiving targeted support</b>               | Children and young people recognise that sometimes they need additional support and care, for example, to help them achieve in education or training or with their physical or mental health. They want carers to receive the training and support they need so they can better look after them.  |
| <b>Learning the skills for life beyond care</b> | Children and young people want to learn life skills and be supported in their transition to adulthood. Many young people feel that 18 years is too young to leave care, and feel they would benefit from ongoing support to finish education or training and plan their transition to independence. Young people want to know where to get support in the lead up to and after leaving care, even if it is just someone to speak with and get advice. |
| <b>Having a say</b>                             | Children and young people want to participate in decisions about their care and what happens to them. They especially want to be heard when they have worries or concerns, and they want to see action taken to address their concerns.   |



## Rationale for the Outcomes Framework

Outcomes for children and young people in out of home care should be the same as for any child in the community and they have the right to the same expectations and hopes for their lives and future.

The *Tasmanian Child and Youth Wellbeing Outcomes Framework* (draft) is establishing population level wellbeing outcomes for all children and young people. Children and young people living in care however often require extra support to attain these outcomes. When children and young people experience abuse and neglect, access to medical, dental, therapeutic and education services and support may be necessary to help them recover from trauma, develop and thrive.

The outcomes framework has been developed to support children and young people in out of home care reach those outcomes we expect for all children.

## Structure of the Outcomes Framework

The outcomes framework has two parts.

Part one sets the context for the outcomes framework and introduces the outcomes and the success factors.

Part two describes each outcome and its success factors in detail. It is organised into the six child and youth wellbeing domains. It provides insight into the experiences of children and young people and describes the factors that will be used to determine the success of out of home care.

Table 1 *Tasmanian Child and Youth Wellbeing and Out of Home Care Outcomes*, presents the draft wellbeing outcomes and out of home care outcomes in relation to the six domains of child and youth wellbeing. Table 2 *Out of Home Care Outcomes and Success Factors*, provides further detail by outlining the success factors for each out of home care outcome.

## Monitoring and Reporting

One of the primary objectives of the outcomes framework is to provide a means to monitor and report on how the outcomes for children and young people in out of home care change over time. It will identify areas of strength as well as those which require further improvement.

The outcome indicators and the process for monitoring and reporting on the outcomes framework will be presented in a companion document.





**Table 1: Tasmanian Child and Youth Wellbeing and Out of Home Care Outcomes**

| Wellbeing Domains         | Being Loved and Safe  | Having Material Basics  | Being Healthy   |
|---------------------------|---|---|---|
| <b>Wellbeing Outcomes</b> | Tasmanian children and young people have positive, stable and supportive relationships.<br><br>Tasmanian children and young people are safe at home, at school, and in the community.   | Tasmanian children and young people have safe, secure and stable housing.<br><br>Tasmanian children and young people have their material needs met. | Tasmanian children and young people have a healthy start to life.<br><br>Tasmanian children and young people are physically healthy.<br><br>Tasmanian children and young people are mentally and emotionally healthy. |
| <b>OOHC Outcomes</b>      | I.1: Children and young people live in caring, loving and stable homes.<br>I.2: Children and young people feel safe where they live.<br>I.3: Children and young people have timely decisions made about their long-term home. | 2.1: Children and young people's standard of living supports them to reach their potential.   | 3.1: Children and young people receive the help they need to be physically healthy and mentally well.   |

**Table 2: Out of Home Care Outcomes and Success Factors**

| Wellbeing Domains      | Being Loved and Safe   | Having Material Basics   | Being Healthy  |
|------------------------|--|--|--|
| <b>OOHC Outcome</b>    | I.1: Children and young people live in caring, loving and stable homes.  | 2.1: Children and young people's standard of living supports them to reach their potential.  | 3.1: Children and young people receive the help they need to be physically healthy and mentally well.  |
| <b>Success Factors</b> | Children and young people feel they are cared for and valued. ◊ ◯ Δ * Ω<br><br>Children and young people feel settled where they live. ◊ ◯ Δ * Ω<br><br>Children and young people are treated fairly, with respect and dignity in accordance with their rights. ◊ ◯ Δ * Ω<br><br>Children and young people live with carers able to support their needs, including their recovery from trauma. ◊ ◯ Δ * Ω | Children and young people have their material needs met. ◊ ◯ Δ * Ω<br><br>Personal belongings, including childhood achievements and mementos, stay with the child and young person when they move or leave care. €<br><br>Resources provided for the child or young person stay with them including if they move. €<br><br>Children and young people have sufficient resources to participate in society, during and after leaving care. ◊ ◯ Δ * Ω | Children and young people's physical, developmental, dental, psychosocial and mental health needs are assessed upon entering care and appropriate services are delivered. ◊ ◯ Δ * Ω<br><br>Children and young people are assisted to overcome experiences and impacts of trauma. ◊ ◯ Δ * Ω<br><br>Health and wellbeing needs are assessed annually with appropriate supports provided. ◊ ◯ Δ * Ω<br><br>Aboriginal and Torres Strait Islander children and young people are able to access available culturally appropriate services. ◊ ◯ Δ * Ω<br><br>Children and young people make healthy lifestyle choices. ◊ ◯ Δ * Ω |

**Key:**

|   |  |  |
|---|--|--|
| ◇ United Nations Convention on the Rights of the Child                          | △ Protecting Children is Everyone's Business: National Framework for Protecting Australia's Children 2009 – 2020 | Ω Children, Young Persons and Their Families Act 2013 (Tasmania) |
| ○ Charter of Rights for Tasmanian Children and Young People in out of home care | * National Standards for Out of Home Care Australian Government  | € Children and Youth Services internal audit recommendation      |

| Learning  | Participating   | Having a Positive Sense of Culture and Identity  |
|---|---|--|
| <p>Tasmanian children and young people are participating and engaging in early childhood education, school, training or employment.</p> <p>Tasmanian children and young people are learning effectively, according to their capabilities.</p> <p>Tasmanian children and young people are supported and encouraged to learn, including by their caregiver.</p> | <p>Tasmanian children and young people are able to engage with their peers and the community and participate in recreational activities, according to their capabilities.</p> <p>Tasmanian children and young people are informed and have a say in decisions that affect them.</p> | <p>Tasmanian children and young people have a positive sense of self-identity and self-esteem.</p> <p>Tasmanian children and young people understand and celebrate diversity.</p> <p>Tasmanian children and young people feel like they belong and are supported and accepted by their family and community.</p> |
| <p>4.1: Children and young people receive the help they need to participate and do well at school and in training.</p> <p>4.2: Children and young people receive the help they need to live successfully on their own when they become independent.</p>   | <p>5.1: Children and young people contribute to decisions about their life, care and future.</p> <p>5.2: Children and young people have the confidence to pursue their goals and manage challenges.</p>   | <p>6.1: Children and young people have positive relationships with people that matter to them.</p> <p>6.2: Children and young people are able to form their own identity in relation to culture and community.</p>   |

| Learning   | Participating   | Having a Positive Sense of Culture and Identity   |
|--|---|---|
| <p>4.1: Children and young people receive the help they need to participate and do well at school and in training.</p> <p>Children are engaged early in learning and achieve educational milestones. ◇ ○ △ * Ω</p> <p>Children and young people feel welcome at school and engage positively with their peers. ◇ ○ △ * Ω</p> <p>Children and young people successfully transition through key points in education, including entry to primary school, secondary school and college, as well as vocational and higher education. ◇ ○ △ * Ω</p> <p>Children and young people are supported to recover from trauma, learn social skills and build emotional and social resilience. ◇ ○ △ * Ω</p> <p>Children and young people develop age-appropriate language, literacy and numeracy. They receive targeted support for their learning, including access to available culturally appropriate services for Aboriginal and Torres Strait Islander children and young people. ◇ ○ △ * Ω</p> <p>Children and young people have continuity of schooling when entering care or moving homes in care and it best meets their needs. ◇ ○ △ * Ω</p> | <p>5.1: Children and young people contribute to decisions about their life, care and future.</p> <p>Children and young people receive information about their care in a way they understand. ◇ ○ △ * Ω</p> <p>Children and young people are encouraged and assisted to contribute to decisions about their care consistent with their age and ability. ◇ ○ △ * Ω</p> <p>Children and young people know and understand their rights in care. ◇ ○ △ * Ω</p> <p>Children and young people feel able to tell someone when things are going well and not going well and their concerns are acted upon. ◇ ○ △ * Ω</p> | <p>6.1: Children and young people have positive relationships with people that matter to them.</p> <p>Children and young people maintain significant relationships. ◇ ○ △ * Ω</p> <p>Children and young people spend time with siblings and extended family where they choose to do so and it is safe. ◇ ○ △ * Ω</p> <p>Children and young people spend time with and have positive relationships with child safety officers. ○ *</p> <p>Time with family and others is meaningful and enables positive interactions. ◇ ○ △ * Ω</p> <p>Children and young people live with their siblings where possible and it is safe to do so. *</p> |



**Table 2: Out of Home Care Outcomes and Success Factors (continued)**

| Wellbeing Domains      | Being Loved and Safe   | Having Material Basics | Being Healthy |
|------------------------|--|------------------------|---------------|
| <b>OOHC Outcome</b>    | I.2: Children and young people feel safe where they live.  |                        |               |
| <b>Success Factors</b> | <p>Children and young people feel safe with their carer and their carer's family. ◊ ◯ Δ * Ω</p> <p>Children and young people have a trusted person to talk to about things that worry them. ◊ ◯ Δ * Ω</p> <p>Children and young people know what to do if they feel unsafe. ◊ ◯ Δ * Ω</p> <p>Children and young people are able to talk privately with their child safety officer. ◊ ◯ Δ * Ω</p>   |                        |               |
| <b>OOHC Outcome</b>    | I.3: Children and young people have timely decisions made about their long-term home.  |                        |               |
| <b>Success Factors</b> | <p>Children and young people have a sense of stability in their lives. ◊ ◯ Δ * Ω</p> <p>Children and young people are matched with carers able to support them and meet their needs. ◊ ◯ Δ * Ω</p> <p>Children and young people meet foster families beforehand to ensure a good fit. ◊ ◯ Δ * Ω</p> <p>Permanency planning, which includes relational, physical and legal permanence, is integrated in case and care planning. ◊ ◯ Δ * Ω</p> |                        |               |



**Key:**

|   |  |  |
|---|--|--|
| ◊ United Nations Convention on the Rights of the Child  | Δ Protecting Children is Everyone's Business: National Framework for Protecting Australia's Children 2009 – 2020 | Ω Children, Young Persons and Their Families Act (2013) (Tas.) |
| ○ Charter of Rights for Tasmanian Children and Young People in out of home care Children and Youth Services | * National Standards for Out of Home Care Australian Government  | € CYS internal audit recommendation                            |

| Learning   | Participating  | Having a Positive Sense of Culture and Identity   |
|--|--|---|
| <p>4.2: Children and young people receive the help they need to live successfully on their own when they become independent.</p>   | <p>5.2: Children and young people have the confidence to pursue their goals and manage challenges.</p>   | <p>6.2: Children and young people are able to form their own identity in relation to culture and community.</p>   |
| <p>Children and young people learn skills for life and living independently. ◊ ○ Δ * Ω</p> <p>Young people are supported in their transition to adulthood and have a plan for the future. ◊ ○ Δ * Ω</p> <p>Young people know how to access support and services in the lead up to and after leaving care. ◊ ○ Δ * Ω</p> <p>Young people make positive life choices and decisions about their future goals. ◊ ○ Δ * Ω</p> | <p>Children and young people have social networks and participate in recreational activities. ◊ ○ Δ * Ω</p> <p>Children and young people are supported to develop and maintain friendships. ◊ ○ Δ * Ω</p> <p>Children and young people feel confident about their future and have goals. ◊ ○ Δ * Ω</p> <p>Children and young people are resilient and able to overcome challenges. ◊ ○ Δ * Ω</p> | <p>Children and young people have a sense of their identity, their history and where they come from. ◊ ○ Δ * Ω</p> <p>Aboriginal and Torres Strait Islander families, kinship groups and communities have a major role in promoting the wellbeing of Aboriginal and Torres Strait Islander children and young people in care. ◊ ○ Δ * Ω</p> <p>Children and young people's identity, religion, community and significant relationships are identified and assessed on entry to care. ◊ ○ Δ * Ω</p> <p>Significant people in a child or young person's life including their family and carer are provided with the necessary information and participate in decision-making about the child or young person. ◊ ○ Δ * Ω</p> <p>Children and young people are retained within their geographic and cultural community where possible and it best meets their needs. ◊ ○ Δ * Ω</p> <p>Aboriginal and Torres Strait Islander children and young people develop and maintain a connection with Aboriginal and Torres Strait Islander family, community and culture.</p> |
|  |  |   |
|  |  |   |



## Part One – The Context

### Wellbeing is Central

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

Tasmania's definition of wellbeing is conceptualised across six domains. It recognises the significant influence of family, community and the broader environment in which a child and their family live while acknowledging that a child and young person's needs change as they develop.

For children and young people in out of home care, a child's family environment may include their carer and carer's family as well as their family of origin. Their community networks are likely to include their child safety officer, school support person or social worker, as well as other specialist services with whom they have regular contact as well as their extended family, friends and the community.

As a result, the outcomes framework considers broader environmental influences on wellbeing as well as those intrinsic to the out of home care system.

The importance of wellbeing for children and young people means that the following six domains of the *Tasmanian Child and Youth Wellbeing Framework* are reflected in this outcomes framework:

#### The Six Domains of Child and Youth Wellbeing

Being loved and safe

Having material basics

Being healthy

Learning

Participating

Having a positive sense  
of culture and identity

## Outcome Domains

The outcomes framework integrates the six wellbeing domains with the needs of children and young people in out of home care.

### Being loved and safe

Children and young people live in caring and loving homes, including temporary homes where they may live for a short period of time as well as their permanent homes. They feel cared for and valued and have a sense of security and stability. They feel safe where they live. This domain also reflects the need for children and young people to have decisions on permanency or long-term living arrangements made in a timely way. Permanency includes reunification and arrangements such as transfer of guardianship to a third party.

### Having material basics

Children and young people experience a standard of living which allows them to reach their potential, including living essentials such as access to suitable housing, sufficient food, appropriate clothing, education resources (including technology) and transport. It also includes children and young people being able to keep their personal belongings if they move or when they transition out of care.

### Being healthy

Children and young people receive the medical, therapeutic and other supports they need to recover from trauma, be physically healthy and mentally well.

### Learning

Children and young people receive the help they need to do well in education, training and employment. They also receive the support and advice they need to live on their own when they become independent.

### Participating

Children and young people participate in decisions that impact upon their life, care and future. They actively participate in society and build social skills and resilience so they can pursue their goals and manage life's challenges.

### Having a positive sense of culture and identity

Children and young people feel a sense of belonging where they live as well as with their family of origin. They understand their history and are able to develop a positive identity. Children and young people are able to maintain family and cultural connections.



## Part Two – Outcomes

### I. Being Loved and Safe

#### Wellbeing Outcomes

Tasmanian children and young people have positive, stable and supportive relationships.

Tasmanian children and young people are safe at home, at school, and in the community.

#### Outcome I.1: Children and young people live in caring, loving and stable homes.

Children and young people said that they wanted to live in homes where they felt loved and cared for, encouraged and supported.

“You want to feel loved and be able to discuss your day, and share things that have happened at school,”  
16-year-old, Launceston.

Love... it’s about feeling valued and loved, being listened to, and being happy. Group feedback, Hobart.

“A home is where you can stay however long you like,” 16-year-old, Hobart.

Homes need to have supportive, caring, honest relationships, be trusting, stable and safe.

We want stability. Group feedback, Devonport.

#### Success Factors

Children and young people feel they are cared for and valued.

Children and young people feel settled where they live.

Children and young people are treated fairly, with respect and dignity in accordance with their rights.

Children and young people live with carers able to support their needs, including their recovery from trauma.

## Outcome 1.2: Children and young people feel safe where they live.

Safety was a big concern for children and young people. It was very important that they felt safe from harm and violence when in care.

“Being safe from family violence and abuse, including in the foster family,” 17-year-old, Launceston.

“Feeling safe with your carer...that you’re not going to be hurt,” 12-year-old, Launceston.

You need to make sure carers and their families are safe and look after kids properly.

Group feedback, Devonport.

A place where you feel safe, at home. It’s your safe place. Group feedback, Launceston.

### Success Factors

Children and young people feel safe with their carer and their carer’s family.

Children and young people know what to do if they feel unsafe.

Children and young people have a trusted person to talk to about things that worry them.

Children and young people are able to talk privately with their child safety officer.

## Outcome 1.3: Children and young people have timely decisions made about their long-term home.

Children and young people said they wanted decisions on long-term living arrangements to be made faster. This included decisions on reunification with their family or permanent arrangements such as transfer of guardianship to a third party.

“When carers are good carers and they look after us they should get to be like our mum and dad and we should never have to leave when you have us under 18 year orders – you should make it that way,” young person, Kennerley, Hobart.

“It’s great to stay with my carer but I’ve been waiting a long time,” 11-year-old, Launceston.

“Listen to us and get the department to make decisions for us faster,” child, Kennerley, Hobart.

It’s important to hope for a good home; be part of a family and be equal. Group feedback, Hobart.

Find a good match that suits the needs of the young people and the family...matching young people and carers in a planned transition. Group feedback, Kennerley, Hobart.

“It works well being able to know the carer before living with them,” 16-year-old, Hobart.

“If parents do the right thing they should get their kids back,” child, Kennerley, Hobart.

### Success Factors

Children and young people have a sense of stability in their lives.

Children and young people meet foster families beforehand to ensure a good fit.

Children and young people are matched with carers able to support them and meet their needs.

Permanency planning, which includes relational, physical and legal permanence, is integrated in case and care planning.



## Part Two – Outcomes (continued)

### 2. Having Material Basics

#### Wellbeing Outcomes

Tasmanian children and young people have safe, secure and stable housing.

Tasmanian children and young people have their material needs met.

#### Outcome 2.1: Children and young people’s standard of living supports them to reach their potential.

Children and young people said that they wanted to live a normal life. They wanted to have fun and do things that make them happy, including things they did before they went into out of home care. They also talked about additional support for things like school and medical care. A lack of money was seen as a major barrier to achieving these things.

“It’s important to have help to do sports outside of school, so we are healthy and social; to have some opportunities that other kids have,” 16-year-old, Hobart.

“Some things cost money, which means the young person misses out, like in football,” young person, Devonport.

“Being able to access sport and other activities that you had been able to do before is important for kids – money to pay fees and have gear, transport,” 12-year-old, Launceston.

“It’s important to have a healthy environment to live in, not having junk everywhere or being mouldy,” 11-year-old, Launceston.

#### Success Factors

Children and young people have their material needs met.

Personal belongings, including childhood achievements and mementos, stay with the child and young person when they move or leave care.

Resources provided for the child or young person stay with them including if they move.

Children and young people have sufficient resources to participate in society, during and after leaving care.

## 3. Being Healthy

### Wellbeing Outcomes

Tasmanian children and young people have a healthy start to life.

Tasmanian children and young people are physically healthy.

Tasmanian children and young people are mentally and emotionally healthy.

### Outcome 3.1: Children and young people receive the help they need to be physically healthy and mentally well.

Children and young people said that it was important that they could access medical help, and that sometimes they needed support for their mental health and wellbeing.

“It’s important to have support in tough times,” young person, Hobart.

Having medical help is important, group feedback, Devonport.

“Having help with maintaining mental health,” 21-year-old, Launceston.

“Counselling should be for everyone,” 13-year-old, Devonport.

### Success Factors

Children and young people’s physical, developmental, dental, psychosocial and mental health needs are assessed upon entering care and appropriate services are delivered.

Children and young people are assisted to overcome experiences and impacts of trauma.

Health and wellbeing needs are assessed annually with appropriate supports provided.

Aboriginal and Torres Strait Islander children and young people are able to access available culturally appropriate services.

Children and young people make healthy lifestyle choices.



## Part Two – Outcomes (continued)

### 4. Learning

#### Wellbeing Outcomes

Tasmanian children and young people are participating and engaging in early childhood education, school, training or employment.

Tasmanian children and young people are learning effectively according to their capabilities.

Tasmanian children and young people are supported and encouraged to learn, including by their caregiver.

#### **Outcome 4.1: Children and young people receive the help they need to participate and do well at school and in training.**

Children and young people spoke about the importance of having support from the educator or caregiver for their learning, especially when they were struggling at school and with their school work. Learning could be difficult when children and young people move schools because of changes in where they live.

“We need to have respect and privacy from teachers at school. Teachers need to treat you like any other kid,” 16-year-old, Launceston.

It’s important to have more support when subjects are hard at school; we need support for school if we are struggling, group feedback, Hobart.

“Make sure we get help to learn with reading and writing,” 13-year-old, Devonport.

#### Success Factors

Children are engaged early in learning and achieve educational milestones.

Children and young people feel welcome at school and engage positively with their peers.

Children and young people successfully transition through key points in education, including entry to primary school, secondary school and college, as well as vocational and higher education.

Children and young people are supported to recover from trauma, learn social skills and build emotional and social resilience.

Children and young people develop age-appropriate language, literacy and numeracy. They receive targeted support for their learning, including access to available culturally appropriate services for Aboriginal and Torres Strait Islander children and young people.

Children and young people have continuity of schooling when entering care or moving homes in care and it best meets their needs.



## Outcome 4.2: Children and young people receive the help they need to live successfully on their own when they become independent.

Children and young people said it was important to learn life skills, such as budgeting, cooking, shopping, and how to find a home that would prepare them for when they moved out on their own. They also wanted to know how to access support and advice in the lead up to and after they left out of home care.

Talk to us about what will happen. Talk to us about homes, support and services – we may not know they exist. Introduce the young person to people in the services so they know who they are. Housing services are essential – it’s tough when you’re still in school. Let us finish college before transitioning. Care should be able to be extended to 21 to let you get yourself together. Group feedback, Hobart.

“It would be good to have help to find a home; keeping connection or contact with your foster family, with additional support if needed,” 16-year-old, Launceston.

“Learning how to manage money by saving pocket money to buy presents for other people,” 11-year-old, Launceston.

“We should see our case worker more often leading up to leaving care – regular meetings with our case worker and more interaction with our case worker,” 17-year-old, Launceston.

Being able to learn and get ready to move out. Someone to call after you turn 18 to give you assistance, help with transition to life on your own, someone to talk to, to show you how to pay bills, budget, with accommodation and a lease... and have support after moving out. It is very hard if you are just dropped when you turn 18. Group feedback, Devonport.

### Success Factors

Children and young people learn skills for life and living independently.

Young people are supported in their transition to adulthood and have a plan for the future.

Young people know how to access support and services in the lead up to and after leaving care.

Young people make positive life choices and decisions about their future goals.



## Part Two – Outcomes (continued)

### 5. Participating

#### Wellbeing Outcomes

Tasmanian children and young people are able to engage with their peers and the community and participate in recreational activities, according to their capabilities.

Tasmanian children and young people are informed and have a say in decisions that affect them.

#### Outcome 5.1: Children and young people contribute to decisions about their life, care and future.

Children and young people were very clear about wanting to have a say about their care, who they had contact with, and their future plans.

“Make sure we know what is going on. Talk to us face to face, so we know it is the truth, we can ask questions, and we can provide our views,” 14-year-old, Hobart.

“We should be part of choosing who our carers are or get to move on if we don’t like our carers,” 16-year-old, Hobart.

“More liaison between the carer, young people and the Child Safety Service,” young person, Kennerley, Hobart.

“Listen when we don’t want to see our families,” young person, Kennerley, Hobart.

Sometimes kids aren’t told the outcome of decisions. Listen to kids, help kids understand what is happening when they are new to care; give kids help when they need it. Group feedback, Hobart.

“You need to listen to us and believe us when we tell you stuff and follow up,” young person, Kennerley, Hobart.

#### Success Factors

Children and young people receive information about their care in a way they understand.

Children and young people are encouraged and assisted to contribute to decisions about their care consistent with their age and ability.

Children and young people know and understand their rights in care.

Children and young people feel able to tell someone when things are going well and not going well and their concerns are acted upon.

## Outcome 5.2: Children and young people have the confidence to pursue their goals and manage challenges.

Children and young people said they wanted to be like their peers, to have fun and be happy in the community. They also had views on what they wanted to achieve in life, and be supported to achieve them.

Doing things you know and love, enjoying life and being happy... being able to go places, go to friends' places and do activities that you like... having freedom. Group feedback, Launceston.

It's important to have fun... to have the rights to a healthy, happy life ... to be given opportunities. Group feedback, Hobart.

"Foster care could be more adaptive as could Child Safety Services - as young people grow up they need more freedom," young person, Kennerley, Hobart.

### Success Factors

Children and young people have social networks and participate in recreational activities.

Children and young people are supported to develop and maintain friendships.

Children and young people feel confident about their future and have goals.

Children and young people are resilient and able to overcome challenges.



## Part Two – Outcomes (continued)

### 6. Having a Positive Sense of Culture and Identity

#### Wellbeing Outcomes

Tasmanian children and young people have a positive sense of self-identity and self-esteem.

Tasmanian children and young people understand and celebrate diversity.

Tasmanian children and young people feel like they belong and are supported and accepted by their family and community.

#### Outcome 6.1: Children and young people have positive relationships with people that matter to them.

Children and young people spoke about how important it was to maintain contact with those people that matter to them, especially siblings. It was very important for them to feel they belonged in the home where they lived as well as with their biological family.

“Feeling a part of the family you are living with, as well as feeling part of your family,”  
16-year-old, Launceston.

If siblings don't live together have visits with them and do fun things with them... make sure they are SAFE! It's important to be with family or around family... make more visits with family and more activities with family. Group feedback, Launceston.

Contact with family – but if the kid wants to have contact and if it is safe... Having contact with siblings, and being supported to have contact with extended family, like travel. Group feedback, Devonport.

“Involve the parents in the care experience,” young person, Kennerley, Hobart.

More time and regular visits with case workers... do fun things to distract children from their worries and make sure they are safe! Group feedback, Launceston.

“It's important to have a relationship with a case manager... having a relationship with a case manager makes a real difference to a kid – including for leaving care, being a mentor,” 21-year-old, Devonport.

“Case managers make the time for the connection and relationship – don't care how many are on your case load, it's your job and it's an important one – it's our life,” young person, Kennerley, Hobart.

#### Success Factors

Children and young people maintain significant relationships.

Children and young people spend time with siblings and extended family where they choose to do so and it is safe.

Children and young people spend time with and have positive relationships with child safety officers.

Time with family and others is meaningful and enables positive interactions.

Children and young people live with their siblings where possible and it is safe to do so.

## Outcome 6.2: Children and young people are able to form their own identity in relation to culture and community.

Children and young people said they wanted to develop a positive sense of identity and maintain family and cultural connections. Help with dealing with stigma and stereotypes experienced in the community or in school was a significant concern for a number of children and young people.

“Sometimes kids will be mean when they find out about your background... tell people to stop hating the foster kids,” 12-year-old, Launceston.

It’s important to have community education to help people understand the different reasons why kids are in care; make sure there isn’t stigma around out of home care and no stereotypes... have more education for others on what care is like and to make sure they don’t place you into stereotypes... to have equality (with others); to have equality in society. Group feedback, Hobart.

“We are not ashamed of being in care but don’t tell everyone. We get branded and judged – think about your language and how you speak about us,” young person, Kennerley, Hobart.

### Success Factors

Children and young people have a sense of their identity, their history and where they come from.

Aboriginal and Torres Strait Islander families, kinship groups and communities have a major role in promoting the wellbeing of Aboriginal and Torres Strait Islander children and young people in care.

Children and young people’s identity, religion, community and significant relationships are identified and assessed on entry to care.

Significant people in a child or young person’s life including their family and carer are provided with the necessary information and participate in decision-making about the child or young person.

Children and young people are retained within their geographic and cultural community when possible and it best meets their needs.

Aboriginal and Torres Strait Islander children and young people develop and maintain a connection with Aboriginal and Torres Strait Islander family, community and culture.



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