

## CHILDREN AND YOUNG PEOPLE AGED 9-14 YEARS IN NSW: THE MISSING YEARS NSW GOVERNMENT RESPONSE

Recommendation	Government Response
<p><b>1:</b> The Committee recommends that the Premier, in his capacity as the Minister for the Arts, facilitate the development of a youth arts plan with a major focus on regional New South Wales.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted in the development of any proposed youth arts plan.</p>	<p>The NSW Government provides support for youth arts through various Government, community and organisation partnerships.</p> <p>Priority projects for Communities NSW for 2010-2014 are the development of the NSW Aboriginal Arts and Cultural Strategy and the NSW Creative Industries Strategy. Both will include specific opportunities for young people as part of an overall development of the arts sector.</p> <p>Communities NSW (Arts NSW) Arts Funding Program identifies youth as a key priority area for applicants for funding.</p> <p>The middle years is the main group supported by the ConnectEd Arts program, a partnership between Communities NSW and the NSW Department of Education and Training, which aims to enhance the accessibility of arts in school communities.</p> <p>The major performing arts companies, funded by the NSW Government in partnership with the Australian Government, are committed to delivering arts education programs in schools across NSW. Companies such as Bell Shakespeare Company, Musica Viva in Schools, OzOpera and Sydney Symphony Sinfonia tour regionally and engage with a large number of school students.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Musica Viva in Schools presents approximately 1,270 concerts per year reaching over 210,000 school students.</li> <li>• OzOpera delivers over 250 performances to approximately 50,000 primary school students each year.</li> <li>• Bell Shakespeare delivers an extensive education program including workshops for students and professional development for teachers. In 2008 their education program reached 92,329 students and teachers across Australia.</li> <li>• Sydney Theatre Company annually delivers approximately 120 performances, 20 workshops and 10 Schools Days reaching over 26,000 school students..</li> </ul> <p>The ability to provide students and teachers with high calibre professional practice as</p>

	<p>well as strong educational outcomes requires a high level of resources. The strength of the major companies is their infrastructure to delivery sustainable arts education programs. A number of these companies have received specific NSW Government grants through the ConnectEd Program to assist them with engaging with disadvantaged schools.</p> <p>The state cultural institutions also engage with young people through education programs. For example the Sydney Opera House is working with the Department of Education on a pilot program in which the Sydney Opera House is developing digital content designed to engage and stimulate children in schools throughout NSW. The Sydney Opera House is also working to develop an arts youth project in partnership with the Department of Juvenile Justice, Shopfont Contemporary Arts and Performance and Heaps Decent on an arts youth education program targeted at groups of disadvantaged young people (12-16 years) in Campbelltown and Blacktown.</p>
<p><b>2:</b> The Committee recommends that the Premier, in his capacity as the Minister for the Arts, facilitate the development of further arts activities in school holidays for children in the middle years with a focus on disadvantaged communities, particularly Indigenous communities.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on any proposed development.</p>	<p>At present there is a wide array of school holiday activities available.</p> <p>Many of the youth arts organisations supported through the Arts Funding Program provide school holiday activities as part of their recurrently funded programs. Many of these organisations charge for such programs as a way to increase their commercial revenue, for example, the Australian Theatre for Young People.</p> <p>Many of the major arts companies and the State's Cultural Institutions also program school holiday activities for a range of age groups to develop new audiences and revenue streams.</p> <p>The Cultural Institutions offer an extensive range of education programs and services linked to the NSW school curriculum from years K - 12, as well as specific activities, programs and workshops for children and young people across the age ranges.</p> <p>ConnectEd runs an Indigenous Arts Camp, which includes the 9 to 14 years group, as part of its annual program.</p> <p>The NSW Aboriginal Arts and Cultural Strategy will include consideration of specific initiatives for young Aboriginal people, including arts activities in school holidays based on the current Connect Ed Indigenous Arts Camp program.</p>
<p><b>3:</b> The Committee recommends that pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Youth and the relevant Commonwealth Minister about the feasibility of implementing a series of pilot programs to trial modified versions of the <i>Active After-school</i></p>	<p>The Active After-school Communities (AASC) program is a national initiative that provides primary school aged children with access to free sport and other structured physical activity programs after school.</p> <p>The Commission will consult with relevant Ministers and departments about the appropriateness of implementing pilot programs to trial a modified version of AASC for high school aged children.</p>

<i>Communities Program.</i>	
<p>4: The Committee recommends, that pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Sport and Recreation about the feasibility of subsidising the costs of participation in sports and other activities outside school hours, with priority given to low-income families and Indigenous families.</p>	<p>It is recommended that this issue continues to be pursued through the Standing Committee on Recreation and Sport (SCORS).</p> <p>SCORS is a standing committee of the Sport and Recreation Ministers' Council. It is currently considering a range of options related to addressing costs of participation, including the development of a uniform national position on the use of income tax deductions to subsidise the cost of junior sport.</p> <p>This work is being done in line with recommendations from the Crawford Report,<sup>1</sup> which identified that the cost of participation in sport and recreation has increased disproportionately to the CPI. The report noted that a strong correlation exists between participation in sport and family income. The report recommended that the Australian Sports Commission considers how these costs can be contained and the possibility of developing means of assistance to the poorest families.</p>
<p>5: The Committee recommends that the Minister for Sport and Recreation expand initiatives to increase access of children and young people aged 9-14 with a disability to sport, arts and other types of recreation.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on the proposed expansion of initiatives that aim to increase access of children and young people in the middle years with a disability to sport, arts and other types of recreation.</p>	<p>Communities NSW currently offers a number of programs to increase access to sport, recreation and arts by people with a disability. Some of these specifically target young people and all include the middle years.</p> <ul style="list-style-type: none"> <li>• <b>Building Inclusive Communities (BIC):</b> This initiative is designed to increase community level sport and physical activity opportunities for people with a disability. The Department's key role is to facilitate the links between individuals with a disability, sporting clubs and associations, local councils and community organisations which provide services to people with a disability. The initiative is supported by funding from the Australian Sports Commission.</li> <li>• <b>Respite Camps for Teens with a Disability:</b> In partnership with ADHC (\$960,000 over four years), two Sport and Recreation Centres programs are offered to children and young people with a disability.</li> <li>• <b>Current financial assistance:</b> \$350 000 is available each year for the Disability Sport Assistance Program until 2010-11 and \$230 000 is provided to NSW Sports Federation to support the members of the NSW Association of Disability Sports.</li> <li>• <b>Arts Funding Program:</b> The Arts funding Program Guidelines specify that funded organisations are expected to develop policies to support access for people with a disability. The guidelines also specify that the "opportunity for people with a disability to fully participate in arts and cultural activities and their</li> </ul>

<sup>1</sup> The Crawford Report (2009) on the future of sport in Australia was prepared for the Commonwealth Government by the Independent Sport Panel.

	artistic aspirations and achievements are a priority.”
<p><b>6:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education and Training about developing and actively implementing a policy allowing use of schools for activities outside of school hours by students and community members.</p>	<p>On 31 August 2009, the Minister for Education and Training approved a Policy on <i>Community Use of School Facilities</i> and associated <i>Implementation Procedures</i>.</p> <p>At the core of the policy is the concept that public schools are valuable community assets which should be available for community use when not required for school purposes. Schools are therefore encouraged to make their facilities available for use by their community outside of school hours for appropriate purposes, provided this does not interfere with the school’s provision of quality learning programs for its students.</p> <p>The <i>Implementation Procedures</i> provide direction to school principals encouraging community use of school facilities for a range of purposes including the provision of children’s services (in particular before and after school care) and the use of school playing fields by community groups for sport and recreation.</p> <p>The policy and procedures were developed by the Department of Education and Training in consultation with a broad range of stakeholders including the Secondary Principals’ Council, the Primary Principals’ Association, the Federation of P&amp;C Associations, the Department of Community Services, the Department of Local Government, <i>Network</i> the peak council of community based not-for-profit out of school care providers, Community Colleges NSW, the Federation of Community Languages Schools of NSW, Communities NSW, and Parks and Leisure Australia.</p> <p>Communities NSW is also developing a “whole-of-department” approach through its Joint Service Delivery Plan. In addition, it is piloting a three year arts and sport program (SmART) for young people in Griffith in partnership with Griffith City Council. This program makes use of school facilities.</p> <p>As noted below (recommendation 9), Communities NSW will work with the relevant departments to develop a whole-of-government approach to providing activities outside of school hours for 9-14 year olds.</p>
<p><b>7:</b> The Committee recommends that the Minister for Community Services establish project officer positions, based on the model developed by Waverley Council, to coordinate and foster the development of programs outside of school hours for children and young people aged 9-14 throughout the State.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be</p>	<p>There are a larger number of outside of school hours programs currently in place. See response to recommendation 9 below regarding the development of a whole-of-government approach.</p>

<p>consulted on any proposed developments.</p>	
<p><b>8:</b> The Committee recommends that the NSW Government provide funding for activities outside of school as a core component of a state-wide funding stream for 9-14 year olds, with a particular focus on disadvantaged communities, including those with high numbers of Aboriginal children and young people.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on any proposed funding for activities outside of school.</p>	<p>There are a large number of outside of school hours programs currently in place, including a range of programs which have priority of access criteria and focus on disadvantaged communities. See response to recommendation 9 below.</p>
<p><b>9:</b> The Committee recommends that the Department of the Arts, Sport and Recreation collaborate with other relevant government departments to develop a whole-of-government approach to providing activities outside of school for 9-14 year olds.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on the proposed development of a whole-of- government approach to providing activities outside of school for 9-14 year olds.</p>	<p>Communities NSW will collaborate with relevant departments to develop a whole-of-government approach to providing activities for outside of school hours for 9-14 year olds.</p> <p>Current activities in relation to activities out of school hours include the following:</p> <ul style="list-style-type: none"> <li>• <b>Active After School Communities Program:</b> The <i>Active After-school Communities (AASC)</i> program is a national initiative that provides primary school children with access to free sport and other structured physical activity programs in the after-school time slot of 3.00pm to 5.30pm. NSW Sport &amp; Recreation is represented on the <i>AASC State Steering Committee</i>.</li> <li>• <b>Sport in the Neighbourhood:</b> In 2009 Communities NSW developed the <i>Sport in the Neighbourhood Guide</i> for developing grass-roots, community based sport and physical activity programs. The Guide is based on the <i>Sport in the Neighbourhood</i> community-run program that holds free sporting activities and games for local kids in Bateau Bay.</li> </ul> <p>The Commission for Children and Young People has indicated its support for the coordination of a whole-of-government plan by Communities NSW.</p>
<p><b>10:</b> The Committee recommends that the Minister for Community Services:</p> <ul style="list-style-type: none"> <li>• expand the provision of youth services to allow for the development of new programs in areas of need and to enhance the hours of operation for existing services; and</li> </ul>	<p>This recommendation is linked to the Keep Them Safe commitment to progressively extend Brighter Futures services to children aged 9-14 years, with priority of access to services for Aboriginal children and their families. Community Services has commenced work scoping and consulting for this project. This initiative will be developed on fully costed evidence based service models supported by evaluation focussing on outcomes for the children, young people and their families. The role that youth services might play will be determined by the evidence available on how the needs of this target group can</p>

<ul style="list-style-type: none"> <li>provides funding to implement and evaluate a range of activities and support based programs for 9-14 year olds involving youth services.</li> </ul> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on the proposed expansion of youth services to allow for the development of new programs in areas of need, and in the implementation and evaluation of a range of activities and support programs.</p>	<p>be met.</p> <p>Some new youth services have been developed in areas of need as part of Housing NSW's Building Stronger Communities Initiative, which provides youth related programs to young people living in the priority locations, for example, school holiday, evening and weekend activities (both physical and arts based), homework clubs and prevention and early intervention health programs.</p> <p>The Housing Communities Program (HCP) also includes a strong youth agenda. It is currently operating in 10 communities across NSW - Casino, Cranebrook, Dubbo, Minto, Mt Druitt, Redfern/Waterloo, Riverwood, Rosemeadow, Wagga Wagga, and Warrawong.</p>
<p><b>11:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education and Training about making school facilities across the State available to not-for-profit out of school hours care services at minimal cost.</p>	<p>The <i>Community Use of School Facilities Policy and Implementation Procedures</i>, approved by the Minister for Education and Training in August 2009, seek to provide a framework for making school facilities available for use by the community outside school hours.</p> <p>The <i>Implementation Procedures</i> which accompany the policy provide direction and advice to school principals on fees that are appropriate for community use of school facilities.</p> <p>In general, community based not-for-profit organisations are able to use school facilities on a cost recovery basis i.e. they are charged only for the cost of providing utilities such as electricity, gas and water and the provision of cleaning.</p> <p>Schools funded for enhanced facilities under the Commonwealth Government's <i>Building the Education Revolution (BER)</i> initiative must agree to provide access at no, or low cost to the community to libraries and multipurpose halls funded under the BER. This must include reasonable access by any community or not-for-profit groups in the local community. Schools may charge a low fee for the use of the facility where the charge is to cover recurrent costs incurred by the school in providing the community access (e.g. electricity, cleaning, security).</p> <p>Conditions under the Commonwealth program outlined above are consistent with the approach to community use of school facilities outlined in the NSW Government policy and procedures.</p>
<p><b>12:</b> The Committee recommends that the Department of Ageing, Disability and Home Care continue to work with other government departments and agencies to:</p> <ul style="list-style-type: none"> <li>increase access of children and young people with a disability to existing youth-</li> </ul>	<p>A number of initiatives are offered by Ageing, Disability and Home Care for children and young people.</p> <p><i>Leisure Link for Young People with Challenging Behaviour</i> provides out of school hours support for young people with challenging behaviours that are at risk of suspension or expulsion from school. This program offers access to age appropriate recreation,</p>

<p>oriented services and activities; and</p> <ul style="list-style-type: none"> <li>develop appropriate new service models for children and young people aged 9-14 years with a disability.</li> </ul> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted as part of this process.</p>	<p>leisure and mentoring programs during weekends, evenings or school holidays. The program focuses on supporting young people's positive behaviours, improving communication skills and expanding peer friendships through community based programs. The service model supplements school based supports and provides a 'respite effect' for families.</p> <p><i>Families Solutions Program</i> is a 3 year inter-agency demonstration model for families under severe stress who care for children and young people with intellectual disabilities and complex behavioural needs. The program provides intensive clinical support, case management and a flexible and effective host family respite service to families, who without additional support, may be at risk of relinquishing the care of their child or young person.</p> <p><i>Teen Time</i> is an after school and vacation support service for parents of secondary school students to assist them to maintain or gain employment or vocational study.</p>
<p><b>13:</b> The Committee recommends that the Commission for Children and Young People work with key stakeholders to conduct a conference about age-appropriate activities/care for 9-14 year olds.</p>	<p>As part of Communities NSW, the Commission will contribute to the development of a whole-of-government approach (recommendation 9) to providing age-appropriate activities for children and young people 9-14 years outside of school hours.</p>
<p><b>14:</b> The Committee recommends that the NSW Government adopt a whole-of-government approach to expanding the provision of vacation care/school holiday programs, particularly in disadvantaged communities.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on any proposed whole-of-government approach.</p>	<p>The Community Services Children's Services Program currently funds some 240 vacation care services.</p> <p>Priority of access criteria for Vacation Care services (funded under the Community Services Children's Services Program) are currently:</p> <ul style="list-style-type: none"> <li>Children who are at risk of harm;</li> <li>Children from low income families (i.e. those with Health Care Cards);</li> <li>Aboriginal and Torres Strait Islander children;</li> <li>Children from culturally and linguistically diverse backgrounds;</li> <li>Children with disabilities.</li> </ul> <p>Collaboration with other agencies currently occurs in relation to holiday activities. Current activities include the following:</p> <ul style="list-style-type: none"> <li><b>Sport and Recreation Centres:</b> The Centres schedule holiday camps to ensure a range of age and regional options are available. Communities NSW works with agencies, most notably Community Services, to facilitate participation in holiday camps by children in care. The Centres also have a partnership program with Ageing, Disability and Home Care to provide holiday</li> </ul>

	<p>and weekend camp opportunities for the next three years for teenagers with a disability.</p> <ul style="list-style-type: none"> <li>• <b>Regional Programs:</b> School holiday programs are conducted for a range of ages throughout NSW by the network of regional offices.</li> </ul>
<p><b>15:</b> The Committee recommends that the Minister for Community Services develop and evaluate school holiday/vacation care programs for 9-14 year olds specifically designed as an early intervention strategy in disadvantaged communities.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on the proposed development and evaluation of school holiday/vacation care programs for 9-14 year olds.</p>	<p>Priority of access criteria for Vacation Care services (funded under the Community Services Children’s Services Program) are currently:</p> <ul style="list-style-type: none"> <li>• Children who are at risk of harm;</li> <li>• Children from low income families (i.e. those with Health Care Cards);</li> <li>• Aboriginal and Torres Strait Islander children;</li> <li>• Children from culturally and linguistically diverse backgrounds;</li> <li>• Children with disabilities.</li> </ul> <p>In targeting these groups, there is a focus on early intervention and prevention.</p>
<p><b>16:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Department of Education and Training to ensure schools are providing adequate safety education for middle years students in the use of internet and other technology.</p>	<p>Regular meetings will be scheduled with the Commissioner for Children and Young People and relevant senior officers in key central office Directorates of the NSW Department of Education and Training.</p> <p>The media, internet and other communication technologies are a primary influence on the behaviour and values of children between the ages of 9 and 14 years. Concerns have been raised regarding safety issues arising from exposure to inappropriate content on the internet and the possible impact that these may have upon children’s behaviour and sexual development.</p> <p>As the majority of children who access computers do so at their school or at home, it is recommended that the NSW Department of Education and Training ensure schools are providing adequate safety education for middle years’ students in the use of the internet.</p> <p>The Department of Education and Training’s Safety and Security Directorate supports schools to prevent and manage serious incidents relating to cybercrime and assists them in effectively dealing with issues arising with technology in schools.</p> <p>The Safety and Security Directorate, has developed <i>Crime Prevention Workshops</i> in conjunction with NSW Police. Module 18, <i>Cyber crime</i>, is aimed at safety education of middle school students in the use of the internet. This program is delivered in conjunction with NSW Police, along with the <i>Wise Up To IT</i> cybersafety program and schools implement this program in collaboration with the School Police Liaison Officer or Youth Liaison Officer in their area.</p> <p>All students receive general safety education as part of the Personal Development,</p>

Health and Physical Education (PDHPE) key learning area, students learn about ways to keep themselves safe. Resources have been developed to support teachers who are teaching about bullying and harassment as part of the PDHPE curriculum. PDHPE is mandatory for students from Kindergarten to Year 10.

In primary school, students learn about concepts supporting safe relationships as part of the 'Interpersonal Relationships and Safe Living' strands of the PDHPE K-6 syllabus.

In Stage 3 and 4 (Years 5, 6, 7 and 8), students learn about safe/unsafe situations, recognising and assessing risk, responding to risk, reducing risk, assertiveness and accessing help.

Support for teachers is provided through the Curriculum Support website:

<http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/safe/cpe.htm> and [http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/pdhpe7\\_10/health\\_education/cpe\\_001.htm](http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/pdhpe7_10/health_education/cpe_001.htm).

Links to the national program *Cybersmart Kids Online* is provided on the Child Protection Education intranet site.

The PDHPE Unit in the Curriculum Support K-12 Directorate is currently exploring opportunities to develop materials supporting cybersafety.

The *Online Communication Services: Acceptable Usage for School Students* defines the policy for school students of the Department of Education and Training for the appropriate and acceptable use of internet and online communication services provided by the Department.

By accepting the conditions of the policy, students accept that they will be held responsible for their actions while using internet and online communication services and that misuse may result in disciplinary action in line with the school's discipline policy.

The Department of Education and Training conducted a *Cybersafety Forum* on 4 November 2009 to bring together Australian educators, students, researchers and industry experts to explore recommendations for addressing cyberbullying through education campaigns, curriculum and policy. Over 160 participants have formed important networks and will continue discussions through the forum blog which can be accessed at [www.cyberbullyingforum.org](http://www.cyberbullyingforum.org).

The Department provides *Click - A technology guide for parents*. The guide provides parents, teachers and children, including middle years aged children, with up-to-date comprehensive and age-appropriate online cyber-safety resources and assistance.

The Board of Studies has advised that:

- The NSW curriculum meets the Information and Communication Technology (ICT)

	<p>related aspects of the <i>Melbourne Declaration on Educational Goals for Young Australians (2008)</i>.</p> <ul style="list-style-type: none"> <li>• Every NSW student is expected to gain skills about the safe and responsible use of the internet and technology, including ICT, in the course of learning from Kindergarten to Year 12, including the middle years of schooling.</li> <li>• The NSW curriculum provides students with opportunities to select and use the internet and technology as a tool for learning. Students are provided with opportunities to be productive, creative, responsible, ethical and confident in the use of technology, and to understand the impact of technology on society including potential risks to health and safety.</li> <li>• Opportunities for students to learn about the safe use of the internet and technology are embedded in the content of NSW syllabuses and are consistent with the National Statements of Learning for ICT (2006) in Years 3, 5, 7 and 9.</li> <li>• Technology is the focus of a number of courses in NSW from Kindergarten to Year 12. In Kindergarten to Year 6, children study technology including ICT in the Science and Technology syllabus, developing skills in how to assess, select and use a range of technologies. These skills are further developed in Years 7–10 where ICT is embedded in the content of every NSW Years 7–10 syllabus. Students in Years 7–10 are also required to study the Technology (Mandatory) course, including the safe and responsible use of a range of ICT applications.</li> <li>• ICT is an area of cross curriculum content being included in the Australian Curriculum through the general capabilities. The Board of Studies NSW is working with ACARA to provide advice on matters relating to curriculum development.</li> </ul>
<p><b>17:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Transport about changing the conditions of use of the school bus pass system to allow children and young people to use their bus pass to travel free of charge to out of school hours care.</p>	<p>The Government presently has no plans to review the basis of travel entitlements available under the School Student Transport Scheme (SSTS).</p> <p>New South Wales has the most generous arrangements for free school travel of any State in Australia. In this regard, the estimated spending in 2009/2010 for the SSTS is around \$537 million.</p> <p>The SSTS provides eligible students with subsidised travel between their home and school only. The SSTS does not extend benefits to students wishing to travel to or from other locations such as before and after school care centres, a parent’s work place or a nominated carer’s residence. School students are entitled to a half fare concession when travelling on public transport to locations other than between their home and school. Some bus companies also provide periodical ticket products at a discounted rate.</p>

	<p>Recommendation 17 is not supported as:</p> <ul style="list-style-type: none"> <li>• Significant additional funding would be required;</li> <li>• The proposed additional travel benefits could not be restricted to those students only aged between 9 and 14. Travel benefits allowable under the SSTS would be accessible by all eligible students attending any registered infants, primary or secondary school;</li> <li>• The additional travel would impact on the capacity of existing public transport services, therefore requiring significant additional state capital investment; and</li> <li>• Restricting travel to after school care to the exclusion of other locations such as sport and other after school activities is administratively infeasible.</li> </ul>
<p><b>18:</b> The Committee recommends that the NSW Government expand the <i>Kids' Adventure Passport</i> scheme to include children up to the age of 15 and offer greater public transport concessions and greater access to discounted activities in school holiday periods.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on any proposed expansion of the <i>Kids' Adventure Passport</i> scheme.</p>	<p>The introduction of the Family Funday Sunday ticket by the NSW Government in January 2009 complemented the <i>Kids Adventure Passport</i> scheme and has provided opportunities for families to travel together on Sundays to explore the range of tourism facilities available across the Greater Sydney Metropolitan Area.</p> <p>This ticket allows an adult or adults to travel with their child/children at a flat fare of \$2.50 per individual in the group. This is in addition to the existing Family fare deal in which the second and subsequent children in a family gains free travel. NSW also provides the most generous school student transport scheme in Australia.</p> <p>In 2009, the government responded to the success of the CountryLink 'Train your Kids for a dollar' promotional offer, by extending its availability beyond holiday times to provide all year coverage. This fare enables an adult family member to travel with children all year round at minimal cost to destinations they might not otherwise have the opportunity to visit.</p> <p>As children already benefit from the ability to travel at half fare at all times, and from further discounts on fare products such as CityRail child off-peak fare, family fares, concession travelens and concession weeklies, there are no plans to introduce an additional junior ticket at this stage.</p>
<p><b>19:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Ageing and Disability Services about reviewing policies to allow community transport buses under the <i>Home and Community Care</i> program to be available for</p>	<p>As a joint program funded by the NSW and Australian Governments, the Home and Community Care (HACC) Program has a target population of frail older people, people with a disability and their carers. However, the HACC Program Guidelines do make provision for the use of HACC community transport buses to transport disadvantaged groups such as those identified for Aboriginal communities.</p> <p>The National HACC Program Guidelines allow providers to provide services outside the scope of the Program on the basis of full cost recovery and on the proviso that this does</p>

<p>youth transport initiatives on weekends and other low use times.</p>	<p>not disadvantage existing or potential HACC clients. These Guidelines have been enhanced with the Utilisation of Spare Capacity Policy, jointly agreed between ADHC, Department of Human Services NSW and NSW Transport and Infrastructure (NSWTI), which manages the HACC Community Transport Program on ADHC's behalf, permits the use of community transport resources to assist transport disadvantaged groups that are outside the HACC target group.</p> <p>Spare capacity can include underutilised seating on normal trips or use of underutilised vehicles and or drivers. Spare capacity can be utilised by non HACC groups if any additional costs are recouped to ensure cross subsidisation from the HACC Program does not occur, and the utilisation of spare capacity does not disadvantage existing or potential HACC clients.</p> <p>The full version of the Community Transport Spare Capacity Policy is available at: <a href="http://www.transport.nsw.gov.au/lact/spare-capacity.html">http://www.transport.nsw.gov.au/lact/spare-capacity.html</a> .</p>
<p><b>20.</b> The Committee recommends, that pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Transport about making provision for:</p> <ul style="list-style-type: none"> <li>• additional innovative youth transport programs across New South Wales;</li> <li>• adequate long-term funding for existing youth transport programs;</li> <li>• allowing existing youth transport programs to be extended to include a younger age group where appropriate; and</li> <li>• Aboriginal Transport Development Officers in all Community Transport Organisations based in areas with Aboriginal communities.</li> </ul>	<p>NSW Transport and Infrastructure will continue to work with other stakeholders to develop additional innovative youth transport programs across NSW, and is very willing to work with the Commission for Children and Young People.</p> <p>There is limited funding available through the Regional Transport Coordination Program to trial projects which address youth transport issues. Whilst recurrent funding is not available for long-term projects, NSW Transport and Infrastructure staff actively develop partnerships with other organisations to help ensure that projects become self-sustaining.</p> <p>Within the Regional Transport Coordination Program, there is no limit on the age of the target group and projects for young people in the 9 to 14 age group are eligible for this funding.</p>
<p><b>21.</b> The Committee recommends that the Ministry of Transport work with other government departments to ensure a whole-of-government approach to youth transport, in consultation with relevant non-government organisations.</p> <p>The Committee further recommends that the Commissioner for Children and Young people be</p>	<p>NSW Transport and Infrastructure is happy to continue to work with other departments to ensure a whole-of-government approach.</p> <p>NSW Transport and Infrastructure actively works with other government departments and other organisations such as local councils, community organisations and other stakeholders to ensure a whole-of-government approach to youth transport.</p> <p>In particular, NSW Transport and Infrastructure advocates to other government departments that, when funding programs within their portfolios, consideration should be</p>

<p>consulted on the proposed whole-of-government approach to youth transport.</p>	<p>given to ensuring that adequate transport is provided or funded as part of the program area. This approach would include programs targeted at young people aged 9 to 14 years.</p> <p>In addition, NSW Transport and Infrastructure is involved in the Regional Managers Network meetings (formerly the Regional Managers Coordination Group) organised by the Department of Premier and Cabinet. These network meetings provide an avenue to pursue a whole-of-government approach on many issues identified in the regions including transport for young people.</p>
<p><b>22:</b> The Committee recommends that NSW Health expand the provision of counselling services and mental health early intervention programs for children and young people, with services for Aboriginal children and young people as a priority.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on any proposed expansion.</p>	<p>The 2008/2009 NSW budget included an additional \$2.6 million for the expansion of the child and adolescent mental health program in NSW.</p> <p>In the NSW Government's <i>Keep them Safe, a shared approach to child wellbeing</i> report, an enhancement of \$18 million over five years, beginning in 2009/10, supports the mental health component of 4 new pilot Whole Family Teams that are being established to address the needs of families where carers have mental health and/or drug and alcohol problems as well as parenting difficulties.</p> <p>An additional \$10 million over 5 years funds the drug and alcohol component of the Whole Family Team initiative.</p> <p>The Mental Health and Drug &amp; Alcohol Office is currently recruiting an Aboriginal Child and Adolescent Mental Health and Wellbeing Manager. This new position in MH-Kids will lead the development of a statewide Child and Adolescent Mental Health Services (CAMHS) plan for the social and emotional wellbeing of Aboriginal children, young people and their families.</p> <p>The membership of the Child and Adolescent Mental Health Subcommittee of the Mental Health Program Council includes a nominated representative of the Commissioner for Children and Young People.</p> <p>The needs of children and young people, including a need for social support and counselling-type intervention, have also been noted in the development of the new NSW Youth Health policy, which has recently been released as a public draft for comment. More information is available at <a href="http://www.caah.chw.edu.au/policy/policy.htm">http://www.caah.chw.edu.au/policy/policy.htm</a></p> <p>The Commission for Children and Young People was consulted in the development of this policy.</p> <p>The expansion of counselling services for children and young people in NSW Health is addressed in the <i>Interagency Plan to Tackle Child Sexual Assault in Aboriginal Communities 2006-2011</i> and <i>Keep Them Safe: a shared approach to child wellbeing</i>. Under these strategies:</p> <ol style="list-style-type: none"> <li>1. NSW Health has created 6 additional dedicated Aboriginal child sexual assault</li> </ol>

	<p>counselling and support positions in priority locations.</p> <ol style="list-style-type: none"> <li>2. In 2008, NSW Health established an additional specialist community based therapeutic program for children and young people aged 10-17 years who have sexually offended. Under <i>Keep Them Safe</i>, an additional regional program is being established and the two current services have been enhanced. Access for Aboriginal children is prioritised.</li> <li>3. NSW Health engaged an external consultant to scope a full review of NSW Health Sexual Assault Counselling Services. This scoping exercise has a particular focus on Aboriginal child sexual assault. NSW Health has now allocated funding for the full review of counselling services, of which this will be one component. Proposals will be invited to conduct a review of counselling services in NSW incorporating an evaluation of the Child Protection Counselling Services and the Sexual Assault Counselling Services. The Review will include examination of the child protection, sexual assault and domestic and family violence counselling services and structures, identification of gaps in services, and will propose a range of recommendations for revitalised and cost-effective counselling services.</li> </ol>
<p><b>23:</b> The Committee recommends, that pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Health and the Minister for Education and Training, about increasing the availability of age-appropriate sexual health programs that encompass the 9-14 age group, particularly in disadvantaged communities.</p>	<p>The Minister for Education and Training will convene a meeting with the Commissioner and Minister for Health during 2010 to discuss current and planned actions.</p> <p>Sexual health is taught as part of the mandatory Personal Development, Health and Physical Education (PDHPE) learning area.</p> <p>In Stage 3 (Years 5 and 6) students explore the emotional, social and physical changes that occur in the human body through the different stages of development.</p> <p>In Stage 4 (Years 7 and 8) students learn about sexual feelings, expectations of males and females, rights and responsibilities and sexually transmitted infections.</p> <p>Individual schools develop their teaching and learning programs in consultation with their school community, based on the needs of students at their school.</p> <p>The Department of Education and Training is currently working in partnership with Family Planning NSW to update resources to support teachers in the delivery of sexual health education in primary schools.</p> <p>Training for teachers of Stage 4 PDHPE is available through the Department's Phase 1 <i>Teaching Sexual Health (Sexually transmitted infections and blood born viruses) Update</i> workshops. Ten workshops will be offered in Semester 1, 2010.</p> <p>The NSW Personal Development, Health and Physical Education (PDHPE) K-10 curriculum currently includes age-appropriate sexual health education presented within the context of positive relationships.</p>

	<p>Sexual health education is mandatory for all students in Years 7–10. While the content students learn is organised into Stages to assist with age-appropriate delivery, schools have the flexibility to teach the content earlier or later should it best meet the needs of their students.</p> <p>Schools are encouraged to work in collaboration with their community, including parents/guardians, to design sexual health programs that best meet the needs of their students.</p> <p>Schools have the flexibility to place additional emphasis on specific aspects of the PDHPE curriculum. Schools with students from disadvantaged communities may choose to provide additional programs in sexual health that build upon the mandated curriculum.</p> <p>In Years 5–6 all schools in NSW must have programs in PDHPE, which includes study from the Growth and Development strand. Content in this strand includes human sexuality. Due to the sensitive nature of study in this area and the variation in student need and readiness for sexual health education, primary schools have more flexibility in regard to the specific content they include in their programs.</p> <p>In Years 7–8 all students in NSW learn about rights and responsibilities in sexual relationships, sexually transmitted infections, blood-borne viruses and HIV/AIDS. They learn to explain how gender expectations may influence sexual choices, evaluate appropriate standards of sexual behaviour and identify how to prevent sexually transmitted infections, blood-borne viruses and HIV/AIDS.</p> <p>In Years 9–10 all students learn about sexual choices and their consequences and planning and managing sexual health. They learn to identify and evaluate safe sexual health practices, including methods of contraception.</p> <p>Self Management and Social Competence are areas within the cross curriculum general capabilities being included in the Australian Curriculum. These general capabilities will be embedded within curriculum as they are developed. The Board of Studies NSW is working with ACARA to provide advice on matters relating to curriculum development.</p> <p>NSW Health would welcome further discussions with the Commission regarding opportunities to strengthen the range and availability of age-appropriate sexual health programs for young people in NSW.</p> <p>Under the National Partnership Agreement on Indigenous Early Childhood Development, NSW Health will invest approximately \$5 million over five years commencing 2009/2010 on a new Sexual and Reproductive Health Program for young Aboriginal people aged 12-19 years. The program aims to improve young people's sexual health literacy, confidence and access to care.</p> <p>Additionally, NSW Health works closely with the NSW Department of Education and</p>
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	<p>Training to support the implementation of sexual health education in schools. Age-appropriate sexual health education is embedded within a broader health framework addressing all aspects of personal relationships, including personal safety, sexual identity, rights and responsibilities in sexual relationships, decision making, negotiation and communication. NSW Health will provide \$50,000 to the Department of Education and Training in 2009/2010 to provide sexual health training for teachers.</p> <p>In 2008/09, Family Planning NSW received \$6.3 million from NSW Health for a range of statewide sexual and reproductive health programs, including initiatives for young people in school, clinical and other settings.</p> <p>NSW sexual health services do not routinely work with children. In circumstances where children under 14 present for sexual health services, services are required to work with a Department of Human Services - Community Services case manager whose role is to coordinate the development of a protection plan, using the interagency approach, as per the 'NSW Interagency Guidelines for Child Protection Interventions 2000' and 'NSW Interagency Guidelines for Child Protection Interventions 2006'.</p> <p>Young people's sexual health needs have been considered in the development of the new Youth Health Policy.</p>
<p><b>24:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Health about funding for non-government organisations providing support services for young people with sexuality/gender issues and young people with a disability.</p>	<p>NSW Health works in partnership with stakeholders, including the Commission for Children and Young People, in the development of new policies, plans and services that have an impact on children and young people.</p> <p>The NGO Grant Program in NSW Health is currently under review. Decisions about future funding priorities will be made once the review process is complete.</p>
<p><b>25:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Health about expanding innovative strategies to provide oral health prevention and treatment for disadvantaged children and young people.</p>	<p>NSW Health would welcome consultation and input from the Commissioner for Children and Young People in improving public oral health services in NSW.</p> <p>NSW Health strongly supports an early intervention and preventive approach to oral health care, particularly for children and young people living in situations of disadvantage, and has a number of initiatives that take such an approach.</p> <p>Prevention of dental disease needs to begin early. Therefore, the NSW Early Childhood Oral Health Program is a major priority program that encourages parents, GPs and Child and Family Nurses to take an active role in the prevention of dental disease and the early identification and treatment of oral health problems. Further initiatives to ensure the prevention of dental disease are also being trialled in NSW.</p>

<p><b>26:</b> The Committee recommends that the Department of Health establish additional youth health services across New South Wales and enhances the capacity of existing youth health services, with priority given to areas with a substantial Indigenous population.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on any proposed expansion of youth health services.</p>	<p><i>A New Direction for Mental Health</i> in 2006 provided \$28.6 million over five years to develop new models of service for young people with mental health issues. The Youth Mental Health Service Model is aimed at providing youth mental health services for young people 14-24 years of age in youth-friendly settings, co-located with primary health, drug and alcohol and other services, where possible.</p> <p>The roll-out of Youth Mental Health Service Models in each of the Area Health Services has commenced. As at 31 December 2009 more than 40 new workers had been recruited around the State.</p> <p>In 2007, NSW Health funded the Brain and Mind Research Institute to construct a purpose built Youth Mental Health Facility at Camperdown in Sydney to provide clinical services and research. The facility was opened in September 2009. A total of \$16 million has been provided for this initiative by the NSW Government.</p> <p>The draft new NSW Youth Health Policy explores issues associated with young people's access to health information and health services. While the capacity of existing services and the establishment of new services is limited by the availability of new resources, during the life of the policy NSW Health will also explore alternative models of enhancing young people's access to services. Young people, in the course of consultations for the policy, particularly indicated the importance of new communication technologies in their lives, and the necessity that service providers find new ways to make services accessible in formats that are meaningful and attractive to young people.</p>
<p><b>27:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Health about the feasibility of establishing youth health coordinator positions in each Area Health Service in New South Wales.</p>	<p>NSW Health has a network of youth health contacts across Area Health Services. In addition, under <i>Keep Them Safe</i> the Government has committed to establishing OOHC coordinators in each Area Health Service, including a state-wide coordinator for the delivery of multidisciplinary health and development assessments and facilitating access to health treatments for children entering OOHC. This will include the 9-14 age group.</p>
<p><b>28.</b> The Committee recommends that pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Community Services, the Minister for Housing and the relevant Commonwealth Ministers about strategies to address the need for appropriate accommodation and support for children and young people under fifteen years who are currently accessing SAAP services.</p>	<p>The Commissioner for Children and Young People will consult with the relevant State and Commonwealth Ministers about strategies to address the need for appropriate accommodation and support for children under 15 years who are currently accessing SAAP services. This consultation will occur in 2010.</p>

<p><b>29:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with key stakeholders to assess the appropriateness of extending early intervention programs for young people at risk of homelessness to a younger age group.</p>	<p>The Commissioner for Children and Young People will consult with key stakeholders to assess the appropriateness of extending early intervention programs for young people at risk of homelessness to a younger age group.</p> <p>This recommendation will also be considered in relation to the Keep Them Safe commitment to progressively extend Brighter Futures services to children aged 9-14 years, with priority of access to services for Aboriginal children and their families. Community Services has commenced work scoping and consulting for this project. This initiative will be developed on fully costed evidence based service models supported by evaluation focussing on outcomes for the children, young people and their families.</p>
<p><b>30:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Community Services about conducting a review of parenting programs/interventions for parents of teenagers, with a view to identifying and making available a range of programs for parents and carers of 9-14 year olds.</p>	<p>It is envisaged that parenting programs would be a component of the Keep Them Safe commitment to progressively extend Brighter Futures services to children aged 9-14 years, with priority of access to services for Aboriginal children and their families. Community Services has commenced work scoping and consulting for this project. This initiative will be developed on fully costed evidence based service models supported by evaluation focussing on outcomes for the children, young people and their families.</p>
<p><b>31:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Community Services about the possibility of including parenting programs as a core component of a <i>Brighter Futures</i>-type program for children and young people 9-14 years.</p>	<p>It is envisaged that parenting programs would be a component of the Keep Them Safe commitment to progressively extend Brighter Futures services to children aged 9-14 years, with priority of access to services for Aboriginal children and their families. Community Services has commenced work scoping and consulting for this project. This initiative will be developed on fully costed evidence based service models supported by evaluation focussing on outcomes for the children, young people and their families.</p>
<p><b>32:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Ageing, Disability and Homecare on evaluating its demonstration projects establishing peer support networks for children and young people with a disability.</p>	<p>The Demonstration Support Network Program is currently being evaluated by the Social Policy Research Centre, University of NSW. The evaluation commenced in July 2009 and will be completed by December 2010.</p>
<p><b>33:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young</i></p>	<p>Funding for Better Futures projects has been extended for a further twelve months to</p>

<p><i>People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Community Services about conducting a comprehensive publicly available evaluation of the <i>Better Futures</i> program.</p>	<p>June 2011.</p> <p>In 2010, <i>Better Futures</i> will be reviewed in consultation with interested parties, including the Commission for Children and Young People.</p>
<p><b>34:</b> The Committee recommends that the Minister for Community Services facilitate the development of a <i>Brighter Futures</i>-type model to be extended progressively to provide services to children aged 9-14 years, with priority of access to services for Aboriginal children and their families.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on the development of the proposed <i>Brighter Futures</i>-type model.</p>	<p>This recommendation corresponds with <i>Keep Them Safe</i> commitment to progressively extend Brighter Futures services to children aged 9-14 years, with priority of access to services for Aboriginal children and their families. Community Services has commenced work scoping and consulting for this project. This initiative will be developed on fully costed evidence based service models supported by evaluation focussing on outcomes for the children, young people and their families.</p>
<p><b>35:</b> The Committee recommends that the Department of Premier and Cabinet ensure that strategies to address the needs of children and young people exposed to domestic violence are included in the <i>NSW Domestic and Family Violence Framework</i>.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted on the development of any such strategies.</p>	<p>The <i>NSW Domestic and Family Violence Framework</i> is currently being considered by the Government.</p>
<p><b>36:</b> The Committee recommends that pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Community Services about including a range of services for children and young people 9-14 years in the proposed integrated, multi-disciplinary and co-located services (one stop shops).</p>	<p>Integrated service delivery will be considered as a component of the <i>Keep Them Safe</i> commitment to progressively extend Brighter Futures services to children aged 9-14 years, with priority of access to services for Aboriginal children and their families. Community Services has commenced work scoping and consulting for this project. This initiative will be developed on fully costed evidence based service models supported by evaluation which focuses on outcomes for the children, young people and their families.</p>
<p><b>37:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Health and the Minister for Community Services about the</p>	<p>NSW Health is working in collaboration with the NSW Department of Human Services – Community Services and other key stakeholders to implement health assessments for children and young people entering out of home care. This is an initiative arising from <i>Keep Them Safe, A shared approach to child wellbeing</i>. The health assessments will be based on a model pathway focusing on assessment, development of a Health</p>

<p>feasibility of establishing a mechanism for reviewing and assessing access of children and young people in out-of-home care to health services.</p>	<p>Management Plan, targeted intervention and review.</p> <p>Under <i>Keep Them Safe</i> the Government has committed to establishing OOHC coordinators in each Area Health Service, including a state-wide coordinator for the delivery of multidisciplinary health and development assessments and facilitating access to health treatments for children entering OOHC.</p> <p>NSW Health is also continuing to work with the Department of Human Services – Community Services on updating the Memorandum of Understanding which prioritises health services for children and young people residing in out of home care.</p> <p>Additionally, NSW Health is working collaboratively with the Office of the Children’s Guardian to determine the extent of current access to health services for children and young people in out of home care. It is intended that this information will be gathered as part of the Children’s Guardian ‘Case File Audits’ and will be used to inform health service planning.</p>
<p><b>38:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Community Services about strengthening provisions for children and young people in out-of-home care to participate in social and recreational activities and in tutoring.</p>	<p>The NSW Out-of-Home Care Standards are the minimum standards for accreditation for organisations providing out-of-home care services in NSW. Specific standards relate to education, and emotional and social development. The Children’s Guardian assesses practice in these areas to determine that organisations have systems in place to address these needs.</p> <p>The Children’s Guardian intends to target education and connectedness as priority areas for future Case File Audits. These audits will provide the opportunity to explore in further detail how agencies support:</p> <ul style="list-style-type: none"> <li>▪ engagement and achievement in education, including the use of support services such as tutoring,</li> <li>▪ connection to family and community, including participation in hobbies, sports, extra curricular activities and peer relationships.</li> </ul> <p>This recommendation will be considered as part of the Keep Them Safe commitment to progressively extend Brighter Futures services to children aged 9-14 years, with priority of access to services for Aboriginal children and their families. Community Services has commenced work scoping and consulting for this project. This initiative will be developed on fully costed evidence based service models supported by evaluation which focuses on outcomes for the children, young people and their families.</p>
<p><b>39:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education</p>	<p>The Commissioner for Children and Young People will consult with the Minister for Education and Training about expanding positively evaluated programs such as the <i>Schools in Partnership Program</i> and the <i>Priority Action Schools Program</i>.</p> <p><i>Schools in Partnership</i> (SiP) is an initiative to assist schools to improve the literacy,</p>

and Training about expanding positively evaluated programs such as the *Schools in Partnership Program*, and the *Priority Action Schools Program*.

numeracy and participation outcomes for all students, while specifically aiming to improve outcomes for Aboriginal students with a key focus on community participation and parent engagement. Schools are provided with funding to support the implementation of strategies and programs to ensure that educational outcomes are maximised for each student.

The Minister has recently approved an expansion of SiP so that more students can benefit from the shared learning from Phase 1 and Phase 2 schools. An expansion to include 89 schools in 2010 means that SiP will have an influential role in many more communities. Of the 89 schools participating in SiP Phase 3 there are five 'communities of schools'. Where schools are linking together as 'communities of schools', there are particular potential benefits for young people in the middle years.

The Department of Education and Training is also committed to providing resources to schools serving low socio-economic status (SES) communities through a range of programs.

The NSW Priority Schools Program, for example, supports public schools serving the highest concentrations of students from low SES families. The purpose of the Priority Schools Funding Program and the Priority Action Schools Program is to improve the literacy, numeracy and participation outcomes of students.

Since 2002, \$16 million per year has been committed by the NSW Government to the Priority Action Schools Program. An additional \$6.7 million was made available in the November 2008 mini-budget to expand the program to include an additional 47 Priority Schools.

The Low SES School Communities National Partnership is a further example of the ways in which the NSW Government is working closely with the Commonwealth to implement programs to support low SES school communities.

The Commonwealth will provide \$594 million over seven years for the implementation of the Low SES School Communities National Partnership and the NSW Government will provide an additional \$237 million over the seven year life of the Partnership.

The NSW Government has since committed an additional \$175m of new State funding over the next five years to expand the reach of this National Partnership in NSW.

The extended list of schools includes schools identified according to State criteria. The additional 106 government schools added to the list include Priority Action Schools not already identified by the Commonwealth Government, the 30 next most disadvantaged schools identified by the Priority Action Schools process and any school not covered by the above criteria that had a greater than 25 percent enrolment of Aboriginal students averaged over a three year period.

<p><b>40:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education and Training about evaluating the <i>Links to Learning</i> Program and making the results publicly available.</p>	<p>The <i>Links to Learning</i> Program is a community grants program administered by the Department of Education and Training through its Early Childhood and Interagency Programs Directorate.</p> <p>The program provides grants to non-government community organisations to develop and support young people, who have left school early or are at risk of leaving school without completing Year 12 or its equivalent. The program assists young people to remain engaged with education or training or move into employment. In 2009, there are 86 Links to Learning projects operating across NSW.</p> <p>The program was internally evaluated in its previous form in 2000. The Department has plans to evaluate the current <i>Links to Learning</i> Program during the next funding period which commences in January 2010. The outcome of the evaluation will be made publicly available.</p>
<p><b>41:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education and Training about the feasibility of reviewing the provision of tutoring and homework assistance particularly to disadvantaged students.</p>	<p>The Low SES School Communities National Partnership supports a range of reforms that are aimed at transforming the way schooling takes place in our most disadvantaged school communities, recognising that entrenched social and educational disadvantage can be major barriers for children and young people.</p> <p>Schools participating in the National Partnership on Low SES School Communities in NSW will have opportunities to implement a range of evidence based strategies to improve student engagement and attainment. Tutoring support and homework assistance may be strategies that schools implement as enrichment or extension opportunities to improve student outcomes. These strategies, if selected, would be grounded within Reforms 3 and 6 of the Low SES School Communities National Partnership.</p> <p>As the result of new Commonwealth-State financial arrangements in 2009, funding support for Aboriginal students changed. Commonwealth programs for Aboriginal students and all other targeted funding as well as general recurrent grants and capital grants were 'rolled into' one funding arrangement under the National Education Agreement. The Indigenous Tutorial Assistance Scheme previously administered by the Department of Education, Employment and Workplace Relations ceased to exist from the end of 2008.</p> <p>In response to these changes, the Department of Education and Training developed the <i>Norta Norta</i> Program to provide targeted support for Aboriginal students.</p> <p>The <i>Norta Norta</i> Program commenced in Term 2, 2009. The program provides funding for schools to accelerate progress in Aboriginal student achievement through the provision of tutorial support.</p> <p>The program has the following four elements:</p>

	<ul style="list-style-type: none"> <li>• Learning assistance for Aboriginal students in Years 4, 6, 8 and 10;</li> <li>• Independent Learning Hubs for Aboriginal students from Kindergarten to Year 12;</li> <li>• Tutoring/mentoring/leadership programs that provide support for Aboriginal students in the middle and senior years; and</li> <li>• Individual sponsorships for Aboriginal students in Years 11 and 12 (This element is obviously not directly relevant to the middle years).</li> </ul> <p>The NSW Aboriginal Education Consultative Group Inc. has been consulted in the development and implementation of the <i>Norta Norta</i> Program and is supportive of the program being continued in 2010. The 2010 budget for the <i>Norta Norta</i> Program is \$16 million.</p> <p>As in 2009, schools will be provided with two funding allocations. One element of funding is based on the number of Aboriginal students requiring tutorial assistance in Years 11 and 12. Schools will apply directly to the Aboriginal Education and Training Directorate to access funding for eligible students.</p> <p>The other funding allocation (which is more directly relevant to the middle years) is based on the number of Aboriginal students identified at, or below, the national minimum standards for five strands for literacy and numeracy in 2009 NAPLAN results for Years 3, 5, 7 and 9.</p> <p>Funding will be provided directly to schools to provide three hours per week tutorial assistance for each student for up to 25 weeks in 2010. Funds can be used to assist other Aboriginal students identified as being educationally ‘at risk’ at the school’s discretion.</p> <p>Schools are responsible for employing unqualified or qualified tutors as outlined in the <i>Norta Norta</i> Program guidelines. Schools are advised that it is preferable to employ qualified tutors for secondary school students.</p>
<p><b>42:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education and Training about strengthening the Department’s current scheme on quality teaching in the middle years of schooling.</p>	<p>During 2006–09 over 1,000 government schools have been supported in implementing the NSW Department of Education and Training’s Quality Teaching model with children and young people aged 9 to 14 years through their participation in Commonwealth Government funded projects such as:</p> <ul style="list-style-type: none"> <li>• <i>Quality Teaching in the Middle Years</i>, focusing on literacy; numeracy; science and technology; and personal development, health and physical education;</li> <li>• <i>Quality Teaching, Action Learning</i>, focusing on a variety of key learning areas; gifted and talented students; and students with special needs;</li> <li>• <i>Quality Teaching Indigenous Project</i>, focusing on literacy and numeracy in schools</li> </ul>

	<p>with 10% to 20% Aboriginal students;</p> <ul style="list-style-type: none"> <li>• <i>Literacy Online</i>, focusing on online learning and mentoring to support literacy learning through Quality Teaching;</li> <li>• <i>Safe Schools: Making the Links</i>, focusing on using the Quality Teaching model to support the National Safe Schools Framework; and</li> <li>• <i>Contemporary Learning</i>, focusing on implementing the Quality Teaching model through workplace learning, online learning and mentoring.</li> </ul> <p>Schools receiving Commonwealth Government funding through the National Partnership programs during 2009-12 have the opportunity to further their implementation of the Quality Teaching model across the middle years of schooling.</p> <p>As well, in October 2006 the NSW Government education strategy for Years 5 to 9: <i>Our Middle Years Learners – Engaged, Resilient, Successful</i>, was launched. In support of this strategy three successful Middle Years Conferences were held in 2005, 2006 and 2008 and a comprehensive information package, including a <i>School Self-Assessment Tool</i>, a <i>Professional Learning</i> booklet, an annotated <i>Bibliography</i> and a <i>Discussion Paper</i>, was supplied to schools. This strategy, which focuses on the implementation of effective primary-secondary transition programs, is currently being refreshed. The Quality Teaching model supports primary-secondary transition programs by providing primary and secondary teachers with a common language for developing and implementing teaching units which span Stages 3 and 4.</p>
<p><b>43:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Australian Curriculum, Assessment and Reporting Authority and the NSW Board of Studies about incorporating career guidance and financial literacy into the curriculum for all Year 7 and 8 students.</p>	<p>In the development of the K–12 syllabuses, the Board of Studies NSW has addressed financial literacy in a range of mandatory and elective syllabuses. The Human Society and Its Environment (HSIE) and Mathematics syllabuses in particular offer significant opportunities for students to learn about financial management, including financial literacy and financial planning.</p> <p>The new NSW Years 7–10 Commerce syllabus includes learning about financial literacy and aspects of financial management in relation to the individual. Areas covered include: consumer choice, personal finance, employment issues, investing and towards independence.</p> <p>The NSW Mathematics K–10 syllabuses provide students with a range of opportunities to develop aspects of financial literacy and financial planning, Mathematics Years 7–10, implemented with Years 7 and 8 from 2004, provides opportunities to develop financial literacy skills within the Number strand.</p> <p>In 2008 the Board of Studies NSW worked with the Financial Literacy Foundation Advisory Board to develop a professional learning package National Consumer and</p>

	<p>Financial Literacy Learning Package for teachers.</p> <p>Ethical Behaviour, Thinking Skills and Teamwork are areas within the cross curriculum general capabilities being included in the Australian Curriculum. These general capabilities will be embedded within curriculum as they are developed. The Board of Studies NSW is working with ACARA to provide advice on matters relating to curriculum development.</p>
<p><b>44:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education and Training about providing additional careers advisors in schools and expanding the provision of career advice to students in Years 7 and 8.</p>	<p>The Stages of Learning Strategies are currently under review and provisions for career support and planning will be considered in light of the existing actions within these strategies which state that:</p> <p>“Career support will be redefined and strengthened to enable students to plan more effectively for their careers. Students and parents will have access to information and programs that will facilitate career decisions.”</p> <p>The Commission's recommendation that the provision of careers advice be expanded to students in Years 7 and 8 is in line with the Vocational Education in Schools Directorate's stated objective to see the implementation of a K-12 Career Development approach adopted in schools, as indicated in "School to Work Program: Looking Forward 2006-2010" (<a href="https://detwww.det.nsw.edu.au/directorates/vet_schools/school-to-Work/reports.html">https://detwww.det.nsw.edu.au/directorates/vet_schools/school-to-Work/reports.html</a> see pages 6-7) and demonstrated in the Department of Education, Employment, and Workplace Relations funded, and Directorate supported, 2009 Kurri Learning Community Career Education Lighthouse project - see <a href="https://www.det.nsw.edu.au/vetinschools/schooltowork/teachers/index.html">https://www.det.nsw.edu.au/vetinschools/schooltowork/teachers/index.html</a>.</p> <p>A small number of schools already recognise the urgency for some students in Stage 4 to understand how their studies at school are relevant to employment options and training opportunities as evidenced by schools that report they have expanded the use of the Schools to Work Employment Related Skills Logbook to Year 8 and then Year 7 students; a small number of schools are offering Board of Studies Work Education in Years 7 and 8 to help scaffold a careers perspective and some schools in the Department's small scale Career Search initiative encourage students in Years 9 and 10 to present their career investigations to younger students. Schools To Work Reporting for 2009, not yet complete, indicates that 1,800 Year 7 students and 2,089 Year 8 students participated in career education classes in 2009. This compares with 18,700 in Year 9 and 35,000 in Year 10.</p>
<p><b>45:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education and Training about implementing targeted evidence-</p>	<p>Mentoring programs can help build resilience and work when a trusting relationship is established so that the mentored student feels safe to try out new skills and ideas. Examples of evidence-based mentoring programs in NSW public schools include:</p> <ul style="list-style-type: none"> <li>• <i>Learning Assistance Mentoring Program (LAMP)</i> which supports children at risk of</li> </ul>

based resilience programs.

not making a successful transition from Year 2 to Year 3 at school; and

- *Law Firms Encouraging and Assisting Promising Students (LEAPS)*, a workplace learning program involving Year 9 students at risk of leaving school early.

Schools use initiatives such as *MindMatters* for secondary schools and *KidsMatter* for primary schools to enhance a whole school approach to mental health promotion.

*MindMatters* is a national mental health initiative for secondary schools funded by the Commonwealth Government to promote the psychosocial health of young Australians. It is an evidence-based program that supports the development of resilience and connectedness in school communities. Over 88% of the Department of Education and Training's secondary schools have accessed *MindMatters* training since 2000. Information on the *MindMatters* initiative can be found at [www.mindmatters.edu.au](http://www.mindmatters.edu.au).

*Creating Connections: Student to Student* is a resilience and wellbeing resource with activities for student leaders to use in secondary schools. This resource was developed as a successful collaboration between members of the Department's NSW Student Representative Council (NSW SRC), *MindMatters* and the Student Welfare Directorate. Over 1,600 copies of the resource have been distributed to staff and student leaders in NSW government secondary schools.

An online evaluation of *Creating Connections: Student to Student* was undertaken in September 2009. There were 40 responses from all educational regions including 17 responses from students. The survey results showed that the resource is valued by staff and students and that it is effective in enhancing resilience and wellbeing.

*KidsMatter Primary* is an Australian national primary school mental health initiative. It provides schools with a framework, an implementation process and key resources to develop and implement evidence-based mental health promotion, prevention and early intervention strategies.

A pilot phase of *KidsMatter Primary* was trialled in 100 schools across Australia during 2007-2008. Flinders University of South Australia undertook the evaluation of the trial. The Executive Summary provides an overview of the findings that show *KidsMatter Primary* had a positive impact on schools, children, parents and carers. Plans are currently underway to implement *KidsMatter* in more NSW primary schools. A copy of the Executive Summary can be downloaded from [www.kidsmatter.edu.au/evaluation/](http://www.kidsmatter.edu.au/evaluation/).

Over 50 targeted primary schools in NSW involved in the Australian Government Quality Teaching Program (AGQTP) *Safe Schools: Making the Links* Program since 2007 have been using the *Friendly Schools and Families Kit* to promote student wellbeing and resilience. The kit was developed by the Child Health Promotion Research Unit of Edith Cowan University in Western Australia.

This resource strongly promotes evidenced-based practice and was developed after

	<p>comprehensive research in Australian schools. Feedback from schools involved in the project has been very positive.</p> <p>The NSW PDHPE K–10 curriculum currently includes the sequential development of a range of skills which are fundamental to building resilience. These skills include problem - solving, communicating and decision making.</p> <p>Schools have the flexibility to select resources which support the delivery of their PDHPE programs relating to resilience. The Mind Matters mental health resource is a commonly used program in NSW schools.</p> <p>In Years 5–6 NSW students develop problem-solving skills by: gathering relevant information by observing, questioning and researching; generating alternative ways of resolving problems; using a range of problem-solving strategies; selecting the most appropriate solution and identifying people who can assist.</p> <p>In Years 7–8 the NSW PDHPE syllabus requires students to identify and select strategies that enhance their ability to cope and feel supported. This includes learning about changes and challenges, connectedness, interpersonal communication and how to seek help.</p> <p>The NSW PDHPE curriculum builds upon these concepts and explicitly addresses resilience in Years 9–10. This includes the mandatory study of the characteristics of resiliency and the skills that enhance resilience. Schools have the flexibility to teach this content in earlier Years should they feel this is more appropriate to the developmental needs of their students.</p> <p>Ethical Behaviour, Social Competence and Teamwork are areas within the cross curriculum capabilities being included in the Australian Curriculum. These general capabilities will be embedded within curriculum as they are developed. The NSW Board of Studies is working with ACARA to provide advice on matters relating to curriculum development.</p>
<p><b>46:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education and Training about monitoring compliance with its <i>Good Practice Guide</i> to ensure the appropriate implementation of its <i>Suspension and Expulsion of School Students – Procedures</i>.</p>	<p>The <i>Good Practice Guide</i> and <i>Suspension and Expulsion of School Students – Procedures</i> are to be reviewed during 2010. The Commissioner for Children and Young People will be consulted by the Department of Education and Training during this review.</p> <p>The <i>Good Practice Guide</i> provides advice and guidance for principals in implementing the <i>Suspension and Expulsion of School Students – Procedures</i>. While implementation of the Procedures is mandatory, implementation of the Guide is not.</p> <p>The <i>Good Practice Guide</i> provides flexibility for schools in implementing models of good practice. Schools often have particular strategies suit and work well in their local context.</p>

	<p>These may be a combination of, or a variation to, those suggested in the <i>Good Practice Guide</i>, however, the requirements set out in the Procedures must be met. School Education Directors are responsible for reviewing schools' implementation of policies and procedures, as appropriate.</p>
<p><b>47:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education and Training about identifying best practice models with respect to reducing suspensions and improving outcomes for suspended students.</p>	<p>The Commissioner for Children and Young People will consult with the Minister for Education and Training about identifying best practice models in relation to suspensions.</p> <p>Monitoring of the implementation of procedures in relation to suspensions occurs in the Department of Education and Training's regions, where personnel provide a return of data and annual updates to the Student Welfare Directorate on good practice regional initiatives.</p> <p>These initiatives include suspension centres, the use of personalised learning plans, initiatives such as <i>Positive Behaviour for Learning</i>, programs such as <i>Steps2Success</i>, and professional learning for teachers such as <i>Non Violent Crisis Intervention Training</i>.</p>
<p><b>48:</b> The Committee recommends that the Minister for Education and Training conduct a review of the provision of school counselling, with a view to ensuring the availability of appropriate levels of school counselling services in NSW public schools.</p> <p>The Committee further recommends that the Commissioner for Children and Young People be consulted about the provision of school counselling.</p>	<p>A review of the provision of the school counselling service will be established in 2010. Terms of reference for the review and the establishment of an advisory group to oversee the review will be considered by the Minister by early 2010. Along with other stakeholders consultation with the Commissioner for Children and Young People will be sought in this review of the school counselling provision.</p> <p>The school counselling service provides a counselling and psychological assessment service to students with specific support needs in NSW government schools. School counsellors are appointed to schools and work through the school welfare and learning support teams to improve student welfare and learning outcomes.</p> <p>All school students from pre-school to Year 12 in the NSW government school system are able to access the service. There are currently 790.8 full time equivalent school counsellor positions.</p> <p>School counsellor positions are allocated to regions on the basis of need. Models for allocation of these positions are developed by continuously reviewing research on current trends in needs analysis. Several models were considered by regional directors prior to implementation of the current model. This model takes into account current student enrolments, numbers of students with a disability who have significant support needs, and socio-economic disadvantage indicators.</p> <p>A regional committee, chaired by school education directors with responsibility for student service personnel and including secondary and primary principal representation, allocates school counsellor time to individual schools. This committee may distribute the</p>

	<p>counsellors assigned to the region annually to adjust for local needs.</p> <p>School counsellors are annually required to develop a negotiated work plan for each of their schools in consultation with each principal and the district guidance officer. The work plan sets out how school counsellors plan to address current departmental priorities and the individual needs of the school.</p> <p>The criteria used for allocation are regularly reviewed by the Director, Student Welfare. Consultation occurs with member stakeholders, for example, the NSW Primary Principals' Association and the Secondary Principals' Council, about allocation of school counsellors.</p> <p>Along with other stakeholders, consultation with the Commissioner for Children and Young People will be sought in the development of future models for the provision of school counselling.</p>
<p><b>49:</b> The Committee recommends that, pursuant to s 11(d) of the <i>Commission for Children and Young People Act 1998</i>, the Commissioner for Children and Young People consult with the Minister for Education and Training about expanding the <i>Schools as Community Centres</i> program to include late primary students in disadvantaged schools, and trialling and evaluating the program in high schools.</p>	<p>This recommendation is not supported, as extending the target group from birth to twelve years would risk weakening the existing and necessary focus on early intervention and prevention for young children and their families.</p> <p>The Schools as Community Centres (known as SaCC) program is a prevention and early intervention service model funded through the NSW Government's Families NSW strategy. In 2009 there are 48 SaCC projects operating from government schools across NSW.</p> <p>They are located in communities experiencing marked challenges of disadvantage and focus on providing a range of supports and initiatives for families raising children birth to eight years. Each project has a local facilitator who works with interagency partners to implement core initiatives including transition to school, parenting programs, early literacy, health and nutrition and adult learning initiatives. Other local initiatives supporting the target group are determined and implemented based on local needs.</p>
<p><b>50:</b> The Committee recommends that the Department of Education and Training develop an overarching strategy to support public schools to further implement and evaluate school-community partnerships in all disadvantaged areas in New South Wales.</p>	<p>The Department of Education and Training provides support to schools in disadvantaged communities through the Low SES School Communities National Partnership and the Priority Schools Programs.</p> <p>The Priority Schools Programs provide additional funding to 583 school communities to improve the learning outcomes of students in schools with high concentrations of students from low socio-economic status backgrounds. The focus of Reform 6 within the Low SES School Communities National Partnership provides renewed impetus for schools to work more closely with communities.</p> <p>Strong partnerships between the school, the home and community lead to raised expectations and increased mutual trust, respect and understanding. They enhance the</p>

	<p>development of shared goals and responsibilities among all members of the school community. Strong partnerships have direct impacts on the quality of students' learning.</p> <p>Key ways schools can develop strong partnerships to improve the quality of students' learning include:</p> <ul style="list-style-type: none"> <li>• developing two-way communication strategies that encourage parents to contribute to a range of school issues and activities;</li> <li>• providing support for teachers and parents to work together in classrooms with time set aside for information sharing and training sessions;</li> <li>• promoting and valuing the role of volunteers in the classroom;</li> <li>• ensuring advice, resources and training are available to support parents to assist their children's learning at home; and</li> <li>• identifying and collaborating with a range of community agencies to support students to engage in learning and school life.</li> </ul> <p>At a State level, the Equity Coordination Unit has based the development of a range of resources and materials to support whole school communities, on well evaluated work implemented in a range of contexts across NSW. These resources are available at <a href="http://www.lowsesschools.nsw.edu.au">www.lowsesschools.nsw.edu.au</a> and include planning tools, case studies and community capacity building strategies that support parents' understanding of literacy, numeracy and financial literacy issues.</p> <p>As well, the <i>Turning Policy into Action</i> package, developed by the Aboriginal Education and Training Directorate, provides a range of strategies to fully engage parents, caregivers and the local Aboriginal community in the life and work of schools.</p> <p>The Department recognises the need for human and other resources to be strategically located to meet the needs of schools in their local contexts. The provision of regionally based Partnership and Community Information Officers has been a feature of equity programming in NSW since 1996.</p> <p>The Department continues to support the focus of the Department of Education, Employment, and Workplace Relations (DEEWR) through the work of the National Family-School and Community Partnerships Bureau established by DEEWR, initially for a period of four years, to work with school communities across the country to assist them in establishing closer relations and achieving the proven benefits of working in partnership.</p>
<p><b>51:</b> The Committee recommends that the <i>Occupation Health and Safety Act 1990</i> be amended to include specific reference to children's safety in the</p>	<p>Occupational health and safety legislation in New South Wales provides a suitable level of protection to all workers, regardless of age. The <i>Occupational Health and Safety Act 2000</i> and <i>Occupational Health and Safety Regulation 2001</i> applies to all workers and</p>

<p>workplace and that a Code of Practice be developed and implemented.</p>	<p>takes a risk management approach. The legislation states an employer must ensure the health, safety and welfare at work of all employees. This duty includes providing information, instruction, training and supervision as may be necessary to ensure the employee's health and safety at work.</p> <p>The New South Wales Government is committed to working with the Commonwealth and other jurisdictions to develop and implement uniform model occupational health and safety legislation by the end of 2011. The signing of the <i>Intergovernmental Agreement for Regulatory and Operational Reform in Occupational Health and Safety</i> on 3 July 2008 formalises this commitment. The Safe Work Australia Council is leading the development of national model occupational health and safety legislation. The inclusion and development of specific legislation or codes of practice regarding children's safety will be considered as part of this process.</p>
<p><b>52:</b> The Committee recommends that the NSW Commission for Children and Young People liaise with the NSW Board Of Studies about including workplace and employment education in the Personal Development, Health and Physical Education syllabus for Year 7 students.</p>	<p>The NSW PDHPE K–10 curriculum currently includes developmental sequences in a range of skills that build in students the capacity to function effectively in the workplace. These include communication, interacting, planning and problem-solving.</p> <p>Workplace and employment education is not directly addressed in the NSW PDHPE content for Year 7 students. The key issues addressed are those that have been identified through research as having the most potential to impact on the wellbeing of students of this age e.g. healthy food habits, drug use, sexual health, mental health. Including additional study in PDHPE in workplace and employment education may reduce the classroom time available for education in these key health and wellbeing areas.</p> <p>Cross-curriculum content relating to Work, Employment and Enterprise is currently embedded into all NSW syllabuses for Years 7–10, including PDHPE.</p> <p>Courses based on the Board of Studies NSW Years 7–10 Work Education syllabus may be offered. In addition students have increasing levels of access to VET courses in the junior secondary years.</p> <p>Ethical Behaviour, Social Competence and Teamwork are areas within the cross curriculum capabilities being included in the Australian Curriculum. These general capabilities will be embedded within curriculum as they are developed. The NSW Board of Studies is working with ACARA to provide advice on matters relating to curriculum development.</p>
<p><b>53:</b> The Committee recommends that the NSW Commission for Children and Young People liaise with the NSW Board Of Studies about including information about 'light work' and/or odd jobs and employment-related matters such as safety and</p>	<p>Personal Development, Health and Physical Education (PDHPE) is one of the six key learning areas in the NSW primary curriculum. The aim of this syllabus is to develop in each student the knowledge and understanding, skills and values and attitudes needed to lead healthy, active, fulfilling lives. This area of the curriculum helps to prepare</p>

<p>conditions at work in the Personal Development, Health and Physical Education syllabus for Years 5 and 6.</p>	<p>students for safe living within a work or personal context.</p> <p>In Years 5–6 all schools in NSW must have programs in PDHPE which includes study from the Safe Living strand. Content in this strand includes: assessing personal safety, home and rural safety, school and play safety, road safety, water safety and emergency procedures.</p> <p>Home and Rural Safety for example, includes safe and unsafe places, using machines/appliances/substances, safety near animals and responsibility for younger children.</p> <p>A key outcome for Year 5 and 6 students is that they “describe safe practices that are appropriate to a range of situations and environments”. This provides students with an opportunity to identify factors that may cause accidents, use safety devices and protective equipment in relevant situations, demonstrate ways to improve unsafe environments, practise emergency response procedures, plan how to take responsibility for their own safety and that of others and describe the consequences of accidents for the individual and the community.</p> <p>Self Management, Thinking Skills and Teamwork are areas within the cross curriculum capabilities being included in the Australian Curriculum. These general capabilities will be embedded within curriculum as they are developed. The Board of Studies NSW is working with ACARA to provide advice on matters relating to curriculum development.</p>
<p><b>54:</b> The Committee recommends that the Department of Premier and Cabinet, in its review of the State Plan, consult with the Commission for Children and Young People to ensure participation by young people is explicitly acknowledged in the State Plan and embedded in the policy development process.</p>	<p>The 2009 State Plan identifies children and young people as a priority group and explicitly acknowledges their contribution to the policy development process. The <i>NSW Youth Advisory Council</i> and the Commission for Children and Young People’s <i>Young People’s Reference Group</i> participated in the consultations for the State Plan, assisting with the identification and understanding of key priorities for children and young people.</p>
<p><b>55:</b> The Committee recommends that the Commission for Children and Young People work with relevant NSW Government departments to develop individual plans to increase the consultation and participation of children and young people across these departments.</p>	<p>The Commission for Children and Young People has developed a body of knowledge and expertise around the participation needs of young people in decisions appropriate to their own age and will work with NSW government agencies to develop individual plans.</p>
<p><b>56:</b> The Committee recommends that the Commission for Children and Young People continue to work with local councils to increase the consultation and participation in council processes of children and young people, including children in the</p>	<p>The Commission for Children and Young People will continue to work with local councils to increase the participation of children and young people in council processes. Supporting local councils is particularly important because of the direct impact local facilities have on the day-to-day lives of children and young people.</p>

9-14 age group.	
<p><b>57:</b> The Committee recommends that the NSW Government develop a model of child impact statements that would be required for all decisions which may affect children and young people.</p>	<p>The Government established the Commission for Children and Young People (CCYP) to ensure that the needs and interests of children, including the 9-14 year old age group, are fully taken into account in Government decision making. The Commission reports to the Minister for Youth, who represents the interests of children and young people in formal decision-making processes, including the Cabinet. The Government, through the CCYP will keep under review the matter of whether there is a need to complement existing mechanisms for assessing impacts on children with formal child impact statements.</p>
<p><b>58:</b> The Committee recommends that the Premier, through the NSW Department of Premier and Cabinet, facilitate a cross-government planning process, involving all relevant government departments, to develop a stronger whole-of-government approach to supporting the care, development and wellbeing of children and young people 0-18 years.</p> <p>The resulting whole-of-government plan should:</p> <ul style="list-style-type: none"> <li>• identify priority key programs/approaches that are likely to impact on multiple outcomes for different age groups of children and young people;</li> <li>• have a significant focus on providing programs and services to disadvantaged children and young people;</li> <li>• include a focus on programs and services for children and young people in the middle years.</li> </ul> <p>The Committee further recommends that the Commission for Children and Young People be consulted on the proposed whole-of-government plan.</p>	<p>Families NSW is the NSW Government's overarching strategy to enhance the health and wellbeing of children aged 0 - 8 years and their families. Families NSW is the joint responsibility of five Government agencies, working together to make a positive difference for children and families. These agencies are NSW Health, NSW Department of Education and Training (DET), Community Services, Housing NSW and Ageing, Disability and Home Care.</p> <p>As part of the <i>Keep Them Safe</i> commitment, Brighter Futures will be progressively extended to children aged 9-14 years, with priority of access to services for Aboriginal children and their families. Community Services has commenced work scoping and consulting for this project. This initiative will be developed on fully costed evidence based service models supported by evaluation focussing on outcomes for the children, young people and their families.</p> <p>Better Futures is a prevention and early intervention program which aims to improve results for young people aged 9 – 18 years. Better Futures is a state-wide, whole-of government program administered by the Commission for Children and Young People.</p> <p>In addition to these initiatives, there are a larger range of programs and activities underway for this target group, including:</p> <ul style="list-style-type: none"> <li>• after-school activities (see response to recommendation 3);</li> <li>• vacation care services (see response to recommendation 14); and</li> <li>• Arts activities (see response to recommendations 1 and 2).</li> </ul>
<p><b>59:</b> The Committee recommends that the NSW Government provide a state-wide funding stream for programs and services for 9-14 year olds and their families with a major focus on those programs and services identified as a priority in a whole-of-</p>	<p>The NSW Government currently administers Better Futures, a state-wide funding stream for programs and services for 9-18 year olds, which includes the middle years.</p> <p>Better Futures is a prevention and early intervention program which aims to improve results for young people.</p>

government plan for children and young people.

The Committee further recommends that the Commission for Children and Young People be consulted on any proposed state-wide funding stream for programs and services for 9-14 year olds.