

Tasmania's Child and Youth Wellbeing Strategy: It takes a Tasmanian Village

Note that this is a population level outcomes framework and population outcomes and indices are used to measure it. We have adapted it here where to assist community services where they are required to align outcomes to this.

| Tasmania's Child and Youth Wellbeing Strategy | Community Services Outcomes Tree |
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| <p><i>Being loved and safe</i></p> <ul style="list-style-type: none"> • have a safe, stable and supportive home environment • have positive, trusted relationships with other people • feel safe, secure and protected at home, in the community and online • feel valued and respected by teachers and other adults in their life and know that they are important to others • have a voice and the ability to raise concerns and have these concerns addressed • feel safe about their future, the environment and climate | <p><i>Family, Safety, Social Inclusion, Choice and Empowerment</i></p> <ul style="list-style-type: none"> • Child/young person: living in a stable and supportive home (Family) • Relationships: parents/caregivers & children (Family) • Relationships: parents/caregivers & children (Family) • Relationships: family members (Family) • Child/young person: relationship with peers (Family) • Safe where live and sleep (Safety) • Safe relationships (Safety) • Safe environments (Safety) • Cyber safety (Safety) • Feeling valued and belonging (Social inclusion) • Safely speak up and act (Safety) • Able to self advocate (Choice and Empowerment) |
| <p><i>Having material basics</i></p> <ul style="list-style-type: none"> • have access to suitable, secure stable housing with adequate heating and cooling • have access to appropriate clothing and footwear • have access to nutritious food and clean water • have access to transport, required local services and materials to support participation in activities • have access to education and training materials • have access to the outdoors and green space | <p><i>Housing, Daily Life, Learning Skills and Development</i></p> <ul style="list-style-type: none"> • Suitable housing (Housing) • Stable housing (Housing) • Heating and cooling (Daily life) • Clothing and bedding (Daily life) • Nutritious food and clean water (Daily Life) • Materials and equipment to support participation (Daily life) • Materials and equipment to support participation (Daily life) • Reasonable accommodation and related supports (Learning, Skills and Development) |
| <p><i>Being healthy</i></p> <ul style="list-style-type: none"> • are mentally and physically healthy • are health literate and have access to appropriate health and care services • are emotionally well, happy and supported • are immunised • are as physically active as they can be • are supported to engage in regular outdoor activities and nature-based play | <p><i>Health, Family, Services and Govt Benefits, Social inclusion</i></p> <ul style="list-style-type: none"> • Physical health (Health) • Mental health (Health) • Self management: health and wellbeing (Health) • Access to and use of services (Services and Govt benefits) • Social and emotional health (Health) • Child/young person: living in a stable and supportive home (Family) • Physical health (Health) • Physical health (Health) • Participation in community and social activities (Social inclusion) |

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| <p>Learning</p> <ul style="list-style-type: none"> • are attending and engaging in education, training or employment • are supported to learn by their caregiver and education providers • are participating in early childhood education • have their individual learning needs addressed to allow them to realise their learning potential • are developing literacy and numeracy skills appropriate to age • are supported to learn about their world through connection to nature and the outdoors | <p>Learning, Skills and Development, Family</p> <ul style="list-style-type: none"> • Attending education and training (Learning, Skills and Development) • Participating and engaging in education and training (Learning, Skills and Development) • Parental/caregiver & family engagement in supporting individual's learning (Learning, Skills and Development) • Participating and engaging in education and training (Learning, Skills and Development) • Reasonable accommodation and related supports (Learning, Skills and Development) • Child/young person: meeting developmental milestones (Family) • Achieving learning outcomes and qualifications (Learning, Skills and Development) |
| <p>Participating</p> <ul style="list-style-type: none"> • are engaging with peers and community groups • are an active participant in their own life; including being able to have a say and have their opinion heard and valued • are taking part in organised activities, including sport • have access to and use technology and social media • can share experiences in nature and express their environmental views | <p>Family, Social Inclusion, Choice and Empowerment, Daily Life</p> <ul style="list-style-type: none"> • Child/young person: relationship with peers (Family) • Social connections and relationships (Social Inclusion) • Able to self-advocate (Choice and Empowerment) • Choice and control in daily life (Choice and Empowerment) • Feeling valued and belonging (Social Inclusion) • Participation in community and social activities (Social Inclusion) • Telecommunications (Daily life) • Participation in community and social activities (Social Inclusion) • Have a say in community (Social inclusion) |
| <p>Having a positive sense of culture and identity</p> <ul style="list-style-type: none"> • can find out about family and personal history and are supported to connect positively with their culture • have a positive sense of self-identity and self-esteem • feel like they belong • are in touch with cultural or spiritual practices and have these practices valued and respected • can connect to nature and are supported to identify their core values about the environment as part of their culture and identity | <p>Family, Social Inclusion, Health</p> <ul style="list-style-type: none"> • Child/ young person: sense of culture and identity (Family) • Connection to culture (Social Inclusion) • Child/ young person: sense of culture and identity (Family) • Social and emotional health (Health) • Feeling values and belonging (Social Inclusion) • Child/ young person: sense of culture and identity (Family) • Child/ young person: sense of culture and identity (Family) • Connection to culture (Social Inclusion) • Participation in community and social activities (Social Inclusion) • Child/ young person: sense of culture and identity (Family) |

https://hdp-au-prod-app-tas-shapewellbeing-files.s3.ap-southeast-2.amazonaws.com/7616/2968/9040/210301_Child_and_Youth_Wellbeing_Strategy_2021_wcag_FINAL.pdf

https://strongfamiliesafekids.tas.gov.au/_data/assets/pdf_file/0023/5549/1-Tasmanian-Child-and-Youth-Wellbeing-Framework-Web.pdf