

CYP Matters

Every child and young person counts!

Respect & listening

A home away from home - Children's stories about foster care

This picture book was developed for children entering foster care to help them understand what it might be like and includes a section where children can put in their own pictures and write their stories with carers. [More >](#)

9 tips teachers can use when talking about racism

Many of us have been motivated by recent world events to learn more about racism and talk to our students and children in ways that can facilitate change. Education is a powerful tool for creating change so its important teachers don't shy away from difficult conversations in the classroom, even if they may feel daunting. [More >](#)

Coronavirus and children's rights

As the world faces up to the challenges of dealing with the Coronavirus Covid-19 pandemic, Child Rights International Network (CRIN) is producing a series of features exploring how the pandemic and the measures to prevent its spread impact the human rights of under-18s. [More >](#)

Children should not be victims in the welfare wars

It's clear now, as it was before COVID-19 hit, that low unemployment benefits don't create jobs for families. But analysis conducted by the Australian Research Alliance for Children and Youth suggests that they do have a profound and potentially life-long impact on children. [More >](#)

Working and walking alongside First Nations children and young people

This resource is designed to provide information, concepts, practical skills and suggestions to guide non-Aboriginal professionals working with First Nations children, young people and their families/communities. It uses stories to highlight both children's capacity for resilience under painful circumstances and their capacity for compassion beyond what they have experienced from some adults and professional workers. [More >](#)

Children and young people's experience of disaster 2020

Children and young people are resilient and this report demonstrates that they have strong thoughts and feelings about how they can support and guide us through disasters. [More >](#)

Social work practice: promoting an anti-racist culture

This article discusses ways in which social work leaders can tackle racism within their organisations and the social work profession and suggests ways in which anti-racist practice can be implemented in the workplace. [More >](#)

What makes children happy?

This research found that material items are not the most important things for children's happiness. When asked to choose between items on their lists, they consistently removed hobbies, sports, achievements and material items in order to keep people and pets on their lists. [More >](#)

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Health & wellbeing

After COVID-19, a future for the world's children?

The COVID-19 pandemic is exacerbating many threats faced by children—from climate change and related crises of poverty, migration, and malnutrition; commercial marketing of harmful substances; and across all sectors, from unsafe roads and hazardous housing to inadequate education and social protection. Yet recovery and adaptation to COVID-19 can be used to build a better world for children and future generations. [More >](#)

Body Mass Index From Early to Late Childhood and Cardiometabolic Measurements at 11 to 12 Years

By examining overweight and obesity at five time points and overall BMI growth patterns throughout childhood, this study shows that early-life overweight and obesity and high BMI growth patterns are already silently associated with the development of cardiometabolic risk at 11 to 12 years. [More >](#)

Families in Australia: Life During COVID-19 Report no. 1: Early findings

This is the first in a series of reports that will be used to inform service providers and the government on how best to support Australian families as they recover from this pandemic. [More >](#)

Closing the Gap measures need to be changed to improve outcomes. Here's how

As there is no single Aboriginal and Torres Strait Islander (ATSI) population in Australia, comparing how the outcomes vary between these populations would be much more informative than comparing them with the non-Indigenous population. When we look at the data on ATSI populations, almost all the outcomes have improved. However, those in the non-ATSI group have improved more, so the gap remains. [More >](#)

Strategic frames, unusual bedfellows and forum shopping: Insights into the barriers to and strategies for advancing a health equity agenda from social, trade and welfare policy analysis

This webinar podcast discusses: How do policy actors advance prioritisation for health and health equity in policy domains outside the traditional health sector? What are the barriers to advancing the health equity agenda and how do policy actors navigate these? [More >](#)

New app helps parents to support children's brain development

The free Bright Tomorrows app has been designed to help parents and carers to support children's brain development. Developed by the Telethon Kids Institute and Minderoo Foundation, the app translates ground-breaking early years research into tailored tips for parents and carers of children under five. [More >](#)

Why parenting matters for children in the 21st century: An evidence-based framework for understanding parenting and its impact on child development

This paper provides a structured overview of the existing parenting literature with the aim of developing an evidence-based and culture-sensitive framework of parenting and its influence on child development. [More >](#)

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Why systemic change requires a different approach to collaboration

The intent of the Systemic Impact Network is to bring together different people from across the housing system to align their influence, resources, capital, know-how and passion to create better outcomes at scale. [More >](#)

Coronavirus: supporting pupils' mental health and wellbeing

This UK guidance aims to help school leaders and staff support children and young people with their mental health and wellbeing. Topics covered include: the impact of coronavirus on children and young peoples' mental health and wellbeing; how these experiences might affect pupils when they return to school; how schools can support pupils to readjust, recover and move forwards; responding to pupils' fear, anxiety and uncertainty; and transitions. [More >](#)

A new early childhood development system for Australia

Around 90% of brain development occurs in the first five years and a more effective early childhood development system impacts the trajectory of many important areas of policy: education, health, workforce participation and economic productivity. Reimagining this system is uniquely suited to the post COVID nation build. [More >](#)

How young people are experiencing the social and economic impacts of COVID-19

This webinar discussed the disproportionate impacts that COVID-19 is having on young people, looking at both the immediate and long term, with references to survey data from YACVic and other national data. The panel presented case studies to help understand the impacts on young people. [More >](#)

National Youth Settlement Framework (2020 edition)

Australia is home to a significant number of young refugees and migrants. For young people, the challenges of settlement are compounded by the developmental tasks of adolescence. Their settlement needs are distinct and they commonly face additional and more complex transitions than their Australian-born counterparts. [More >](#)

We must not let more than a million children fall off the cliff into poverty in September

The Coronavirus Supplement of \$550 per fortnight is helping lift many thousands of families out of poverty, but at least one million children will suffer if their parents lose this support when it is due to cease in September. [More >](#)

Making it harder to import e-cigarettes is good news for our health, especially young people's

From 2021, e-cigarettes and related products containing liquid nicotine will require a doctor's prescription. This is to ensure liquid nicotine is handled as a poisonous, addictive substance and is not promoted to young people. [More >](#)

Remote mental health interventions for young people: A rapid review of the evidence

Findings from analysis of evidence from 50 academic studies involving young people aged 11-25 carried out across 9 countries including the UK include: remote forms of support can lead to positive outcomes amongst young people; remote interventions improved accessibility for those who struggle to access face-to-face services; remote interventions are not suitable for all young people, and should not replace face-to-face services. [More >](#)

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Poverty in the age of coronavirus

Economic modelling in this report indicates that removing the coronavirus supplement in September will push over 600,000 people into poverty, including 120,000 children. This will have a profound impact on many children for the rest of their lives and significantly impact housing and banking in Australia. [More >](#)

EndeavorRX: The video game doctors can prescribe to help children with ADHD

This new game is designed for use by children aged from eight to 12 who have either inattentive or combined-type ADHD. The game, which can be played on iPhones and iPads, went through six years of clinical trials and studies with more than 600 children to find out whether a game could actually make a difference. [More >](#)

Building Children's Potential – A Capability Investment Strategy (July 2020)

This policy brief was developed on the cusp of the COVID-19 crisis, and in the wake of drought, flood, and fire disasters. These have increased disruption for Australian children, young people, and their families, magnifying existing inequalities and made the need to act on and further develop this science more urgent. [More >](#)

Think of the children - UK Statistics Authority

The Covid-19 pandemic is having a profound impact on all parts of society. More than ever it is important that statistics about children and young people reflect their lived experiences. Statisticians play a key role in ensuring that the data collected and published about children and young people accurately reflects their needs. [More >](#)

Responding to the coronavirus pandemic

The following resources have been developed by the AIFS Expert Panel Project team, in response to COVID-19: Conducting a needs assessment in a time of rapid change; Documentation tips for monitoring and evaluation; Assessing rapid service changes. [More >](#)

Food ministers agree to a visible pregnancy health warning on alcohol products

Australian and New Zealand food safety Ministers have agreed to the introduction of a red, black and white pregnancy warning on alcohol products as recommended by Food Standards Australia New Zealand. [More >](#)

Staying home A Youth Survey report on young people's experience of homelessness

One in six (17.1%) of young people aged 15 to 19 who responded to Mission Australia's Youth Survey 2019 have been homeless including those who had experienced homelessness with or without their families, experienced time without a fixed address, lived in a refuge or transitional accommodation and/or had spent time couch surfing. [More >](#)

Safe & nurtured

Thriving Families Project Interim Evaluation

The Thriving Families Project aims to create sustainable change for families experiencing homelessness so that they can create stable homes and nurturing family environments where all family members can flourish. [More >](#)

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Practice Guide: Care Teams - Collaborative processes for creating healing and change

The complexity of care and support for young people who have experienced developmental trauma and have complex needs is now well recognised. Young people in care have multiple, overlapping needs; a need for safety and protection; a need for stability; educational needs; developmental and relational needs; cultural needs. This guide has been developed to support the practice of collaboration and participation through Care Team processes. [More >](#)

No wrong door: bringing services together to meet children's needs

The Children's Commissioner for Wales has published a report looking at how children, young people and families who seek support for a range of needs often find that they have to navigate a complex system. The report focusses on children and young people with complex emotional wellbeing or mental health needs and young people with learning disabilities who are transitioning to adult services. [More >](#)

Vulnerable Aussie families invisible to the homelessness system

Families experience unique challenges when it comes to homelessness and are often more invisible in the system as parents will do whatever they can to not be sleeping rough with children, even if that means being in overcrowded housing, couch surfing, or staying in unsuitable or unsafe accommodation. [More >](#)

No systems in place to protect at least 100,000 children who have a parent arrested each year

Many children confront the experience of parents being arrested on a daily basis. Around 50% of these parents will end up in prison with Indigenous parents and their children being over-represented in this group. Despite the frequency of parents being arrested, we know very little about what happens to their children. [More >](#)

Calming the body before calming the mind: Sensory strategies for children affected by trauma

Children who have experienced trauma may find it more difficult to regulate their emotions and behaviours than other children. Understanding the impact trauma can have on brain development can help inform practical responses to these children's needs. [More >](#)

Understanding the role of Law and Culture in Aboriginal and Torres Strait Islander communities in responding to and preventing family violence

This research project looked at family violence experienced within Aboriginal and Torres Strait Islander communities which is shaped by the specific and historical context of colonialism, systemic disadvantage, cultural dislocation, forced removal of children and the intergenerational impacts of trauma. As a result, a distinct and tailored set of responses are required across multiple fronts, led by Aboriginal communities and nested in Aboriginal and Torres Strait Islander cultural values and worldviews. [More >](#)

Violence prevention and early intervention for mothers and children with disability

This report presents the findings from a research study that aimed to provide new knowledge on the impact of early intervention violence prevention support, with a specific focus on the experiences and voices of women and children with disability (8–18 years) who are at risk of domestic and family violence. [More >](#)

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Online surveillance and children's digital privacy

The Covid-19 pandemic has forced many people to move their lives almost exclusively online, as adults began working from home and schools moved to online learning. Such big changes, however, raise basic questions about proper safeguards being put in place. Does studying online ensure school children's privacy? What are the concerns around the collection of children's data and their surveillance? And now in post-lockdown, how are surveillance tools shaping our children's lives, from parental use of spyware to the collection and monitoring of health data? [More >](#)

Definitions and signs of child abuse

This updated factsheet sets out the different types of child abuse including: physical; neglect; sexual; child sexual exploitation; harmful sexual behaviour; emotional; domestic; bullying and cyberbullying; child trafficking; female genital mutilation. It also describes potential signs that can indicate a child is being abused. [More >](#)

Building a Multi-System Trauma Informed Collaborative

Trauma is a widespread, harmful, and costly public health problem, and its effects are particularly detrimental to children and adolescents. Although many youth who come in contact with education, health care, first responder, child welfare, and juvenile justice systems have experienced significant psychological trauma, these sectors often lack systematic approaches to address the impact of trauma on the children they serve. [More >](#)

OECD Working Paper: Delivering evidence based services for all vulnerable families

This paper provides a summary on the role of family services in promoting child wellbeing and reviews policy issues at all levels of family service delivery systems. It emphasizes the need to foster collaboration between different government bodies, and to ensure adequate funding for early intervention and preventative services. [More >](#)

System reform for children and young people in statutory child protection exposed to domestic and family violence

Children and young people's exposure to domestic and family violence (DFV) is a prominent policy issue across Australia. According to many practitioners working in statutory child protection systems, we need to understand more deeply how the service system is responding to children and young people with experience of DFV. [More >](#)

Great Responsibility: Report on the 2019 Pilot Inspection of the Adelaide Youth Training Centre

This report of the first official inspection of the Adelaide Youth Training Centre (Kurlana Tapa Youth Justice Centre) represents the culmination of two years of work in setting up the Training Centre Visitor program. The voices of young people and the centre's staff make for an honest account of life in the centre. [More >](#)

Ten-year-olds do not belong in detention. Why Australia must raise the age of criminal responsibility

There are many well-founded and compelling reasons for increasing the minimum age of criminal responsibility in Australia to 14. If we really believed 10 year olds have the knowledge and developmental capacity to make life-changing decisions about what is right and wrong to a standard of criminal responsibility, then we would also treat them differently in other aspects of life. [More >](#)

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Child-centred Complaints Handling Best Practice Guide

How organisations and systems receive and respond to complaints is a key element of the National Principles for Child Safe Organisations. Create Foundation's Best Practice Guide, broken down into eight key principles, encapsulates the way forward in the sector when it comes to making sure young people in care feel safe, comfortable and heard when voicing their concerns. [More >](#)

Enjoying & achieving

Overview of changes to the *Education and Children's Services Act 2019*

This new legislation better supports the safety and wellbeing of students by making it easier to share information between schools, preschools, non-government school sectors, state authorities and prescribed health professionals and supports a vision of a world-class education system. [More >](#)

UANP Review: Final Review Report

This independent review of the Universal Access National Partnership (UANP) finds the UANP is considered a major success across the sector and as intended, has precipitated a significant increase in participation in quality preschool by children in the year before full-time school. However, despite significant gains, some children are still missing out and Indigenous children and vulnerable and disadvantaged children are overrepresented in this group. [More >](#)

COVID-19 and Social Mobility Impact Brief #4: Early Years

Early education and childcare play a vital role in children's early development and family wellbeing. This brief looks at the impacts of Covid-19 on the social and emotional development and wellbeing of young children in the UK. [More >](#)

Getting the balance right

While increasing access to childcare is crucial for working parents, particularly mothers, it is vital that it is the development of the child that is paramount in the early years. As important as increasing access is ensuring the quality of childcare as it can promote better outcomes throughout the educational journey of each child. [More >](#)

Latest data shows unacceptable trend continues for young people at school

Despite children and young people in care making up just over 1% of the overall government school population in South Australia, these students consistently register higher absence rates, significantly lower NAPLAN participation rates, and are more likely to have a learning disability than the overall government school population. [More >](#)

How to listen and learn from Indigenous children in order to help them

Indigenous children struggle to learn in a Western education system. A big challenge they face is a system that doesn't speak their language or culture and doesn't see their strengths. The system sees them through a deficit lens rather than a lens of cultural strength, resilience and knowledge. The National Indigenous Youth Education Coalition believe one way to change this is to listen to our young Aboriginal and Torres Strait Islander people. [More >](#)

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Best Beginnings

Analysis of data on all children in England who had not met the expected level on half of their early learning goals at age 5 found they were: five times as likely to end up being excluded by age 10; twice as likely to have had contact with children's social care by age 11; and three times more likely to be struggling with reading at age 11. On average, 40% of the overall development gap between disadvantaged 16-year-olds and their peers had already emerged by the age of five. [More >](#)

Kids' physical activity before the age of five matters so much because of the developing brain

Physical literacy is defined as 'the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life' and researchers have reported that time spent focusing on physical development through physical activity and active play has many benefits. [More >](#)

School's out for 'invisible' girls: Vulnerable girls missing from formal school exclusion figures

Findings from this UK report include: girls are more likely to experience informal exclusions, which means they are 'invisible' in official exclusions data; and 15% of pupils, all of whom had experiences of social care or social emotional mental health needs, accounted for 58% of multiple fixed term exclusions. [More >](#)

Driving change: A roadmap for achieving inclusive education in Australia

All Australian children deserve to be welcomed and supported at their local school and provided with a high quality inclusive education. Sadly, for too many children and young people with disability, this is not the case. They continue to experience violence, abuse, neglect and exploitation. They are also discriminated against, segregated from their peers, and ultimately denied the kind of inclusive education that best prepares them for life and success. [More >](#)

Not even remotely fair - Experiences of students with disability during COVID-19

National survey results of the COVID-19 experiences of over 700 parents and carers of students with disability found: more than 50% of students did not receive curriculum and learning materials in accessible formats; 44 % of students lost access to learning support staff or hours; almost 72 per cent of students felt more socially isolated for reasons such as being excluded from working with others or not being invited to virtual classroom sessions. [More >](#)

Participation

Enabling young people's participation in residential care decision-making

Because young people in residential care have experienced an extreme intervention in their freedoms and rights, participation should necessarily involve more than having a say in individual matters and include expressing views and being taken seriously in matters relating to policies and systemic decisions that affect their lives. [More >](#)

News and young Australians in 2020

Between February 28 and March 16, 2020, a nationally representative sample of 1,069 young Australians aged 8-16 years was surveyed to understand their news engagement practices and experiences. The analysis shows that in the three years since 2017 there have been some significant changes. [More >](#)

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Young carer research project: summary of findings

A number of recent studies have highlighted the challenges facing young people as a result of the COVID-19 pandemic. Like their peers, young people aged 16 to 25 who are caring for a family member or friend have experienced significant change and instability during this unprecedented period. [More >](#)

Prepared for adult life

Finding that spark: What works to achieve effective employment services for young people?

This evaluation explores the value of the Transition to Work Community of Practice, in which member organisations deliver a common, evidence informed model that can be adapted in place to offer quality services for young people that improve their education, training and employment outcomes. The model seeks to empower and equip young people with the skills and opportunities to engage in work that they have reason to value. [More >](#)

Looking to the future - Review of senior secondary pathways into work, further education and training

Young people are increasingly anxious about the uncertainty of their futures. The profound disruptions of COVID-19 have heightened that unease. They sense that normal life is unlikely to be fully restored and economic recovery is likely to be slow and patchy. Working remotely, from homes or hubs, has shown the potential benefits and weaknesses embedded in how administrative and professional staff undertake their work. [More >](#)