

# 2025 Review of the Outcomes Framework

for Children and Young People

## Final Report

November 2025



## Acknowledgment of Country

Aboriginal peoples<sup>1</sup> have made and continue to make a unique and irreplaceable contribution to South Australia. The Child Development Council acknowledges and respects Aboriginal peoples of South Australia as the Traditional Owners and occupants of the lands and waters. We honour their rich cultural, spiritual and historical knowledge.

The work undertaken to develop the Outcomes Framework took place on the traditional lands of the Kurna people.

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<sup>1</sup> Where the term Aboriginal children and young people is used, it also includes Torres Strait Islander children and young people.

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# Introduction

## South Australia's Outcomes Framework

The development of South Australia's Outcomes Framework for Children and Young People (Outcomes Framework) is guided by the provisions of the *Children and Young People (Oversight and Advocacy Bodies) Act 2016* and the *Children and Young People (Oversight and Advocacy Bodies) Regulations 2017*<sup>2</sup> (Regulations).

The Child Development Council (CDC) is a legislated body that maintains the Outcomes Framework, using data and insights to advise and report to the government, helping policymakers make evidence-based decisions that improve the lives of young South Australians.

The Outcomes Framework places young South Australians, birth to 18, at the centre of 5 key Areas:

- Wellbeing
- Health
- Safety
- Education
- Preparing for adulthood.

Each key Area includes:

- Outcomes, that are the quality of life wanted for young South Australians
- Indicators, that are the experiences needed to reach the outcomes
- Measures, that are the data points used to track progress.

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<sup>2</sup> [Regulation 12, Children and Young People \(Oversight and Advocacy Bodies\) Regulations 2017](#)

The Outcomes Framework provides a shared goal to guide state authorities to develop strategies, objectives, policies and programs.

- ✓ The Charter for Children and Young People (Charter) outlines 20 aspirational conditions, aligning with the 5 key Areas. The Charter is an integral component of the Outcomes Framework and was informed by the voices of young South Australians.
  - The Charter Ambassador Program enables young South Australians to engage in civics, build connections beyond their communities, promote the Charter, initiate positive change and engage in experiences that provide inspiration for their future.
- ✓ South Australia's Report Card for Children and Young People uses population-level data to track the Measures in the Outcomes Framework, to reveal current trends and areas for improvement. Where possible, we disaggregate the data into relevant groups of interest.

## The 2025 Review

The Regulations state that the Outcomes Framework must be reviewed at least once in every three years. The last review occurred in 2022.

In May 2025, the CDC commenced a review of the Outcomes Framework. The focus of this Review was to improve the relevance, appropriateness, and usability of the current Indicators and Measures in the Outcomes Framework.

Targeted consultation was undertaken between July and August 2025. The CDC invited feedback via a survey, written submissions and/or meetings.

Stakeholders<sup>3</sup> we consulted included:

- Government agencies
- Aboriginal Community Controlled Organisations (ACCOs)
- Other Oversight and Advocacy Bodies
- Data agencies
- Not-for-profit and non-government, research and community advocacy groups

Stakeholder feedback was collated and analysed to guide the review of the Indicators and Measures.

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<sup>3</sup> The list of the stakeholders invited to participate is at [Appendix 3](#).

## Executive summary

Overall, the stakeholders who responded to the Review consultation demonstrated strong engagement, providing detailed feedback that informed the proposed updates to the Outcomes Framework.

### Our actions

In response to stakeholder feedback, the CDC made amendments to the Indicators and Measures. The number of actions across the 5 Areas are summarised in the table below.

*Summary of actions*

Area/Action	New Indicator <sup>4</sup>	Altered wording of Indicators <sup>5</sup>	New Measures <sup>6</sup>	Altered wording of Measures <sup>7</sup>	Moved Measures	Removed Measures	Combined Measures
<a href="#">Wellbeing</a>	0	1	6	2	0	0	1
<a href="#">Health</a>	0	1	6	4	0	0	1
<a href="#">Safety</a>	0	2	1	10	0	1	2
<a href="#">Education</a>	1	0	6	7	4	0	1
<a href="#">Preparing for adulthood</a>	0	0	2	6	0	2	0
Total (67)	1	4	21	29	4	3	5

The review resulted in an increase of the total number of Measures to 89. This report provides a rationale for the actions taken for each Area, emphasising stakeholder input, identified issues, research findings, and how this evidence supports the updates to the Indicators and Measures.

<sup>4</sup> New Indicators in green in [Appendix 1](#): Indicators and Measures

<sup>5</sup> Altered wording of Indicators in red in [Appendix 1](#): Indicators and Measures

<sup>6</sup> New Measures in blue in [Appendix 1](#): Indicators and Measures

<sup>7</sup> Altered wording of Measures in red in [Appendix 1](#): Indicators and Measures

## **Additional reporting under existing Measures**

Where appropriate, suggested changes were incorporated under existing Measures. Minor alterations to the wording of existing Indicators and Measures were primarily aimed at improving clarity, capturing a broader thematic scope, enhancing flexibility to incorporate new data as it becomes available, and improving readability and consistency.

## **New Measures**

New Measures are discussed under each Area. They are grouped by common themes identified through stakeholder feedback. Each theme was evaluated to ensure alignment with the aspirational conditions in the Charter and their connection to the Outcomes, Indicators, and Measures.

## **One-size 'does not' fit all**

Stakeholders emphasised that a 'one-size-fits-all' approach is not sufficient. While Measures are already disaggregated by age, gender, cultural background, and other relevant factors, feedback highlighted the need to better capture the experiences of specific cohorts, including Aboriginal, refugee and migrant, neurodivergent, and LGBTIQ+ children and young people. Where possible, further disaggregation will be undertaken to reflect this diversity.

## **Future considerations**

Some proposals require further exploration by the CDC and collaboration with stakeholders and data custodians before implementation, particularly where data sources are unavailable or need further development to ensure consistent and reliable reporting.

## **What we will continue to do**

The CDC will continue to engage with state authorities and non-government data custodians to strengthen collection and availability of data on child development across South Australia.

## Area 1: Wellbeing

Aspirational conditions: Young South Australians can play, be creative and enjoy free time; know adults they can trust; make and enjoy friendships; have a say in things that affect them.

**Outcome: Young South Australians are happy, inspired and engaged.**

The Indicators for this Area were:

- Children have early experiences that enhance their development
- Children and young people are connected to family, friends and culture
- Children and young people play and participate in recreational activities
- Children and young people are leading satisfied lives

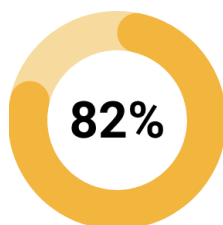
Details of the Measures prior to this review are provided in [Appendix 2](#).

### Rationale for proposed changes

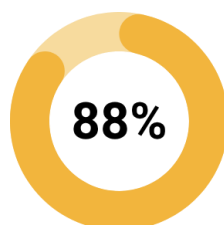
#### Indicators

Most survey respondents agreed that the existing Indicators for this Area accurately reflect the Wellbeing outcomes for children and young people.

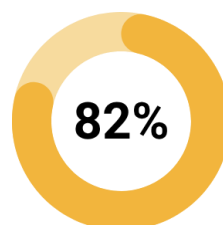
#### Summary of General Feedback Across Indicators (percentage of stakeholders that agreed)



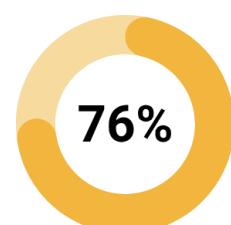
Children have early experiences that enhance their development



Children and young people are connected to family, friends and culture



Children and young people play and participate in recreational activities



Children and young people are leading satisfied lives

## Altered wording of Indicators

While there was strong support for these Indicators, some stakeholders considered that the wording could be more precise. Specific feedback included:

- *Children and young people are connected to family, friends and culture:*  
Some concerns were raised that the term 'culture' is too broad and subjective, and may be difficult for children and young people to interpret. It was suggested that the Indicator be broadened to include community activities and connections with adults in the community.

## Measures

### New Measures

Consultation identified gaps in the existing Measures, with stakeholders recommending new ones to better reflect the Indicators.

Feedback highlighted several key themes:

### *Access to childcare services, and blue and green spaces*

- Restricted access to childcare, or limited capacity, may affect parents' workforce participation, particularly for women, and limits opportunities for children's learning and development during the critical early years. Adequate childcare provision enables the government to plan and allocate resources effectively to meet community needs.
- Access to recreational spaces, including green spaces (parks, natural areas) and blue spaces (oceans, rivers, lakes), supports children and young people's physical health, mental wellbeing, and social connections, and helps prevent childhood obesity. [South Australia's Youth Action Plan 2025–2028](#) includes as a key theme, recreation, community spaces, and activities, emphasising the importance of accessible spaces to be active, make friends, and feel connected. This new Measure aligns with the aspirational condition that children and young people can play, be creative, and enjoy free time.

### *Experiences of racism and discrimination*

Stakeholders emphasised the importance of including Measures that address experiences of racism and discrimination, and capture the unique experiences of other diverse groups, including refugee and migrant children and young people, to better reflect their overall wellbeing. The Outcomes Framework references Aboriginal children and young people, however, the current Wellbeing Measures are written in 'one-size-fits-all' terms that do not reflect their specific realities or wellbeing determinants.

The 2024 Everyday Racism Report<sup>8</sup> by the SA Commissioner for Children and Young People found that young people frequently experience racism at school, work, and in community settings, however, it is rarely discussed openly. The report identified racism as a major barrier to belonging, identity, relationships, education, and employment, and as a driver of social exclusion. It also highlighted strong links between racism and bullying, both of which undermine wellbeing and social engagement.

### *Access to a support network*

While current Measures capture children's and young people's general connections to adults, they do not fully reflect the quality or reliability of those relationships. Feedback emphasised the need for a more specific Measure to assess whether children and young people have someone they can rely on in times of need or when seeking support.

Research<sup>9</sup> findings reinforce this perspective, showing that relationships of trust with supportive adults are critical for children's and young people's emotional security, resilience, and wellbeing. This new Measure aligns with the aspirational conditions that children and young people know adults they can trust, and have a say in matters that affect them.

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<sup>8</sup> [South Australian Commissioner for Children and Young People, \*Everyday Racism: The views and experiences of South Australian young people from refugee and migrant backgrounds\*](#)

<sup>9</sup> [MacDonald, J. B., Dobud, W. & Muir, S., \*Building resilience in children and young people\*, Policy & Practice Paper, Australian Institute of Family Studies \(Feb 2025\)](#)

### *Family's financial security*

While current Measures capture household-level financial hardship, they do not reflect the lived experiences of children and young people themselves. Financial worry is a significant source of psychological and emotional distress, directly undermining their sense of security, mental health, and overall wellbeing.

Including this new Measure ensures that children's and young people's voices and experiences are visible and reinforces the outcome of keeping them happy, inspired, and engaged.

### *Emotional development and resilience*

The ability to manage emotions is a core foundation of wellbeing, resilience, and social functioning. Measures should move beyond narrow assessments of life satisfaction to include children's and young people's strengths, such as coping skills, resilience, stress management, and the capacity to handle both positive and negative emotions. These abilities are fundamental to their long-term wellbeing, relationships, and life outcomes.

### **Altered wording of Measures**

To broaden the scope and improve clarity of the Measures, minor wording alterations have been made.

### **Combined Measures**

The Measure '*Proportion of children and young people with one or more friends, in whom they can confide*', has been incorporated into a broader Measure on having a trusted individual under the 'Access to a Support Network' theme. This change reflects the intent to capture a wider range of trusted relationships, beyond peers, to include supportive adults and other significant individuals who contribute to children's and young people's sense of security, belonging, and wellbeing.

### **Recommended changes by Indicator and Measure**

Please refer to [Appendix 1](#), Indicators and Measures chart with changes highlighted.

## Area 2: Health

Aspirational conditions: Young South Australians are born healthy, are loved and cared for; have food, water, clothing and shelter; can get help to make choices about their health and happiness; are physically and mentally healthy and can access health care.

**Outcome: Young South Australians are physically, mentally and emotionally healthy.**

The Indicators for this Area were

- Babies are born healthy
- Children have a healthy early life
- Children and young people have health-promoting behaviour
- Children and young people are thriving

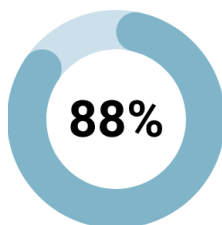
Details of the Measures prior to this review are provided in [Appendix 2](#).

### *Rationale for proposed changes*

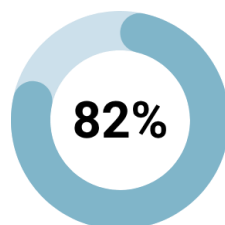
#### **Indicators**

Most survey respondents agreed that the existing Indicators for this Area accurately reflect the Health outcomes for children and young people.

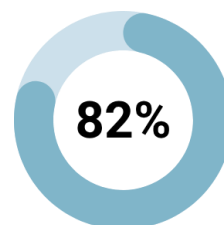
#### **Summary of General Feedback Across Indicators (percentage of stakeholders that agreed)**



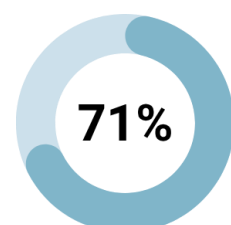
Babies are born healthy



Children have a healthy early life



Children and young people have health-promoting behaviours



Children and young people are thriving

## Altered wording of Indicators

While there was strong support for these Indicators, some stakeholders considered that the wording could be more precise. Specific feedback included:

- *Children and young people are thriving:*

Many stakeholders expressed concern that the term 'thriving' is difficult to define and measure consistently, noting that it is 'hard to quantify', 'ambiguous', and could be interpreted in various ways by different users of the Outcomes Framework. They recommended replacing or refining the Indicator to more clearly capture emotional and mental wellbeing measures.

## Measures

### New Measures

Consultation identified gaps in the existing Measures, with stakeholders recommending new ones to better reflect the Indicators.

Feedback highlighted several key themes:

### *Maternal behaviours and early infant health*

The early months of life, beginning before birth, are critical for shaping an infant's physical, cognitive, and emotional development, and form the foundation for lifelong wellbeing. Monitoring Measures such as babies that are large for gestational age, alcohol consumption during pregnancy, and breastfeeding, provide valuable insights into the health of both mothers and infants. Tracking maternal health and behaviours during this period is essential for supporting optimal infant development.

- Trends in babies born large for gestational age, underline emerging maternal health challenges, including rising rates of obesity and gestational diabetes, which can influence both pregnancy and long-term outcomes for children and young people.
- Tracking alcohol use during pregnancy provides an important Measure of prenatal health. Even low levels of exposure can have lasting developmental impacts, contributing to Fetal Alcohol Spectrum Disorders (FASD) and

negatively affecting fetal development. When considered alongside smoking rates, these Measures create a broader picture of the prenatal environment, supporting targeted prevention and early intervention strategies.

- Breastfeeding is a foundation of early health, with strong evidence linking it to reduced risks of obesity, infections, and hospitalisations in infancy and beyond. Monitoring breastfeeding initiation and continuation rates reflects how effectively health and support services are assisting families in maintaining this health-promoting practice.

### *Excessive screen use*

Monitoring children' and young people's screen time provides insight into their daily routines and lifestyle patterns, informing policies such as age restrictions for social media use under 16. Excessive screen time may be linked to poorer mental health, making it an important contextual Measure. These behaviours are formed early and continue to influence development across adolescence and adulthood, making them crucial to monitor.

### *Sleep quality*

Adequate sleep is critical for children's and young people's growth, learning, and emotional regulation. Increasing evidence highlights that sleep quality is often compromised by high screen use and other lifestyle pressures. Tracking average sleep duration or quality helps us better understand how it affects mental health and development.

### *Use of health services*

A broad Measure of health service use, such as having visited a GP in the past 12 months, provides more meaningful insights into service demand and supports effective planning. Unlike access, which is often difficult to measure consistently, service use reflects actual engagement with the health system. While Measures exist for mental health service use, this new Measure ensures a more comprehensive view of general health service utilisation among children and young people.

### **Altered wording of Measures**

To broaden the scope and improve clarity of the Measures, minor wording alterations have been made.

### **Combined Measures**

Measures that shared the same intent but were previously applied to different disaggregation groups or priority cohorts, have now been combined. The overarching Measures continue to be disaggregated wherever data is available and appropriate.

### ***Recommended changes by Indicator and Measure***

Please refer to [Appendix 1](#), Indicators and Measures chart with changes highlighted.

## Area 3: Safety

Aspirational conditions: Young South Australians have a home where they feel safe; live in a safe and caring community; can use technology safely; are able to make safe choices.

**Outcome: Young South Australians are safe and nurtured.**

The Indicators for this Area were

- Children and young people live in safe housing
- Children and young people are safe from preventable injury
- Children and young people are safe from abuse and neglect
- Children and young people are safe from crime

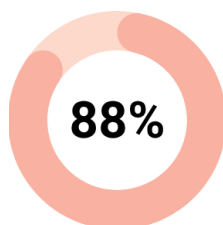
Details of the Measures prior to this review are provided in [Appendix 2](#).

### Rationale for proposed changes

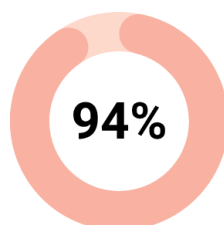
#### Indicators

Most survey respondents agreed that the existing Indicators for this Area accurately reflect the Safety outcomes for children and young people.

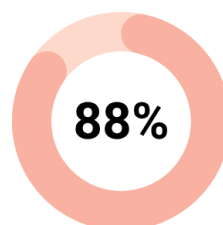
#### Summary of General Feedback Across Indicators (percentage of stakeholders that agreed)



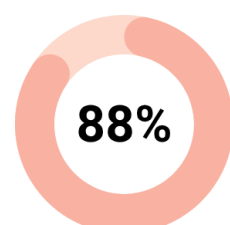
Children and young people live in safe housing



Children and young people are safe from preventable injury



Children and young people are safe from abuse and neglect



Children and young people are safe from crime

## Altered wording of Indicators

While there was strong support for these Indicators, some stakeholders considered that the wording could be more precise. Specific feedback included:

- *Children and young people live in safe housing:*  
It was recommended changing the wording from 'housing' to 'homes' to better reflect the personal and family environment in which children and young people live.
- *Children and young people are protected from abuse and neglect:*  
Stakeholders proposed replacing 'safe from abuse and neglect' with 'protected from abuse and neglect.' The term 'protected' highlights the proactive role of families, communities, services, and systems in preventing harm, rather than merely describing a state of safety.

## Measures

### New Measures

Consultation identified gaps in the existing Measures, with stakeholders recommending new ones to better reflect the Indicators.

Feedback highlighted several key themes:

### *Protection from online harm*

The current Outcomes Framework has gaps in tracking specific incidents of online harm. Monitoring online experiences such as child sexual abuse and peer-to-peer cyber abuse is critical, due to the serious risks they pose. Collecting this data helps identify emerging trends, informs targeted interventions, and enhances online safety for all children and young people.

This new Measure supports the aspirational conditions by evaluating how effectively children and young people can navigate online spaces safely, acknowledging that a large part of their social interaction occurs online. Alongside other Safety Measures, it provides a holistic view of children's and young people's safety across home, community, and digital environments.

### Altered wording of Measures

To broaden the scope and improve clarity of the Measures, minor wording alterations have been made.

### Removed Measures

The Measure '*Number of children and young people 5-13 years attending a swimming safety program*' was removed because it reflects a protective factor rather than a measurable outcome.

### Combined Measures

Measures that shared the same intent but were previously applied to different disaggregation groups or priority cohorts, have now been combined. The overarching Measures continue to be disaggregated wherever data is available and appropriate.

### Recommended changes by Indicator and Measure

Please refer to [Appendix 1](#), Indicators and Measures chart with changes highlighted.

## Area 4: Education

Aspirational conditions: Young South Australians are able to have a good education; are supported to learn and be the best they can be; have choices to take part and become independent; are helped to learn skills to get a job.

**Outcome: Young South Australians are successful learners.**

The Indicators for this Area were:

- Children enter the school system ready to take advantage of the learning environment
- Children and young people's experience of learning is positive
- Children and young people are engaged in school, further education, training or work

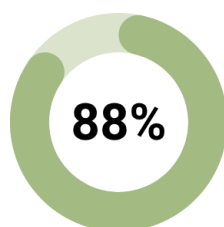
Details of the Measures prior to this review are provided in [Appendix 2](#).

### *Rationale for proposed changes*

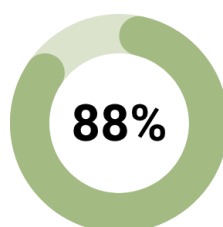
#### **Indicators**

Most survey respondents agreed that the existing Indicators for this Area accurately reflect the Education outcomes for children and young people.

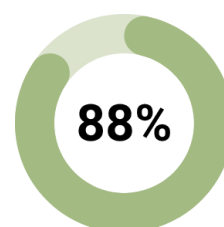
#### **Summary of General Feedback Across Indicators (percentage of stakeholders that agreed)**



Children enter the school system ready to take advantage of the learning environment



Children and young people's experience of learning is positive



Children and young people are engaged in school, further education, training or work

## New Indicator

While there was strong support for these Indicators, some stakeholders noted that the existing Measures did not adequately reflect the intent of the Indicator. Specific feedback included:

- *Children and young people's experience of learning is positive:*

Currently, the Measures focus primarily on academic achievement, such as NAPLAN scores, rather than capturing students' overall learning experience. Positive learning goes beyond academic performance and encompasses students' sense of belonging and the quality of their school environment.

To address this gap, a new Indicator, *Children and young people have advanced literacy and numeracy skills*, is proposed to separate academic achievement from positive learning experiences, ensuring the Outcomes Framework captures both educational outcomes and students' lived experiences of learning.

## Measures

### New Measures

Consultation identified gaps in the existing Measures, with stakeholders recommending new ones to better reflect the Indicators.

Feedback highlighted several key themes:

### *Positive Australian Early Development Census (AEDC) outcomes*

The AEDC Measures currently employed by the CDC, focus on children who are developmentally vulnerable, capturing only areas of developmental concern. This new Measure tracks children who are developmentally on track across all five AEDC domains. This ensures the Outcomes Framework captures both areas of concern, and positive outcomes, promoting a balanced, strengths-based view of child development.

### *NAPLAN scores*

Year 9 NAPLAN performance is now included alongside existing Measures for Years 3 to 7. While literacy and numeracy for 14–15-year-olds are already measured under the Preparing for adulthood Area, this specific Measure was not previously included under Education. Linking the Year 9 NAPLAN score to these existing Measures provides a complete view of student achievement from Years 3 to 9, offering policymakers a consolidated picture of progression in literacy and numeracy proficiency.

The following key themes further address the gap in capturing students' lived experiences of learning under the Indicator *Children and young people's experience of learning is positive*:

### *Sense of belonging*

This new Measure assesses the extent to which students feel valued, engaged, and included. A positive sense of belonging supports ongoing participation and engagement in both academic and extracurricular activities.

### *Positive school environment*

This new Measure assesses perceptions of school climate, including the overall tone of the school environment, the quality of teacher–student relationships and peer interactions.

### *Experiences of bullying in school*

Bullying affects students' sense of belonging, safety, and engagement, which are central to a supportive learning environment. Including this new Measure highlights the important role schools play in creating safe and inclusive learning spaces, and also aligns with the Department for Education's<sup>10</sup> Wellbeing Impact Area, recognising that preventing bullying is essential for ensuring learners feel they belong, and can learn without fear or threat.

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<sup>10</sup> [Department for Education South Australia. \*Our Strategy for Public Education in South Australia: Strategy for Public Education, Plan on a page\*. Adelaide: Department for Education, 2023.](#)

### *School disciplinary outcomes*

Capturing disciplinary outcomes alongside attendance provides a better understanding of student engagement. Research<sup>11</sup> indicates that suspension, exclusion, and expulsion can negatively affect students' wellbeing and opportunities, including higher risks of disengagement, lower post-school academic achievement, reduced employment prospects, and increased likelihood of involvement with the youth justice system. Including this new Measure fills a critical gap in monitoring school engagement and educational experiences of children and young people.

### **Altered wording of Measures**

To broaden the scope and improve clarity of the Measures, minor wording alterations have been made.

### **Moved Measures**

Measures on attendance at playgroups, childcare services, and preschool education were moved from the Wellbeing to the Education Area to align with the Indicator on school readiness. They more accurately reflect children's preparation for formal learning rather than general early development.

Additionally, some Measures were relocated within the Education Area to better reflect the updated Indicators.

### **Combined Measures**

Measures that shared the same intent but were previously applied to different disaggregation groups or priority cohorts, have now been combined. The overarching Measures continue to be disaggregated wherever data are available and appropriate.

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<sup>11</sup> [Graham, L., et al. \(2020\). \*Report of an Independent Inquiry into Suspensions, Exclusions and Expulsions in South Australian Government Schools\*. Queensland University of Technology.](#)

## *Recommended changes by Indicator and Measure*

Please refer to [Appendix 1](#), Indicators and Measures chart with changes highlighted.

## Area 5: Preparing for adulthood

Aspirational conditions: Young South Australians respect and celebrate their cultures and communities; are shown in a positive way; can take part in their communities; can help to make a difference in the world.

**Outcome: Young South Australians participate actively in society.**

The Indicators for this Area were

- Children and young people development skills for independent life
- Children and young people participate in decisions that affect them directly and the wider society
- Children and young people are engaged in community activities

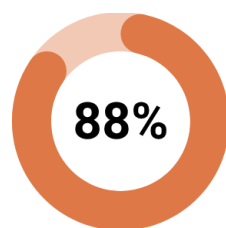
Details of the Measures prior to this review are provided in [Appendix 2](#).

### *Rationale for proposed changes*

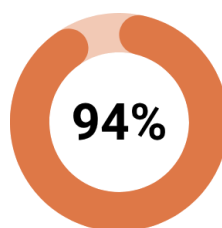
#### **Indicators**

Most survey respondents agreed that the existing Indicators for this Area accurately reflect the Preparing for adulthood outcomes for children and young people.

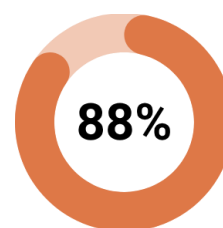
#### **Summary of General Feedback Across Indicators (percentage of stakeholders that agreed)**



Children and young people development skills for independent life



Children and young people participate in decisions that affect them directly and the wider society



Children and young people are engaged in community activities

## Measures

### New Measures

Consultation identified gaps in the existing Measures, with stakeholders recommending new ones to better reflect the Indicators.

Feedback highlighted several key themes:

#### *Public transport use*

While obtaining a driver's licence is one Measure of independence, stakeholders considered that it does not fully capture the diverse ways young people travel. Including public transport use and other active modes of travel, provides a broader understanding of young people's mobility, autonomy, and access to education, employment, and social opportunities. This addition reflects a more inclusive view of the independence of young people.

#### *Perceived motivation to achieve goals*

Motivation to learn and achieve goals is a critical determinant of student engagement, academic success, and readiness for adult life. Including this new Measure provides insight into students' internal drive and preparedness for further education, training, and employment, linking directly to the Indicator on developing skills for independent living.

### Altered wording of Measures

To broaden the scope and improve clarity of the Measures, minor wording alterations have been made.

### Removed Measures

- The Measure '*Proportion of young people 15-19 years not currently living with their parents*' has been removed because it is a weak indicator of independence and is influenced by factors such as cost of living and education, and may instead reflect vulnerability, especially for those under 18.
- The Measure '*Proportion of children and young people feeling able to have a say on important issues*' has been removed, as it is a self-reported perception

rather than a demonstrable outcome. It is unclear to whom young people are expressing their views or what outcomes follow, meaning it primarily reflects an input (feeling able to speak) rather than actual empowerment. While structured opportunities for participation or formal decision-making could serve as meaningful Measures, no reliable data sources exist to support this. Participation in civics or related activities could form the basis for a future Measure.

### ***Recommended changes by Indicator and Measure***

Please refer to [Appendix 1](#), Indicators and Measures chart with changes highlighted.

## General feedback on the Outcomes Framework

The following comments were received to guide ongoing improvement of the Outcomes Framework and strengthen the alignment of recommendations from stakeholders. These enhancements cannot be achieved through a single update or 'one-off' policy action but require a sustained process of review and refinement. All specific feedback provided through consultation has been translated into new or broadened Measures to ensure the Outcomes Framework continues to reflect emerging priorities and diverse experiences.

### *Data disaggregation and priority cohorts*

Disaggregation across Measures should be expanded to better capture the diversity and unique experiences of all children and young people. These include those from refugee/migrant/asylum-seeking backgrounds, those who identify as LGBTIQ+, or those affected by family and sexual violence. Current Measures do not adequately capture the lived experiences of these children and young people, or the barriers they face.

### *Aboriginal children and young people*

Aboriginal Community Controlled Organisations (ACCOs) and the Department of Human Services recommended stronger alignment of the Outcomes Framework with Closing the Gap targets, greater emphasis on culturally safe Measures, and consideration of data sovereignty. The current Outcomes Framework demonstrates alignment with several Closing the Gap targets, particularly in areas such as early childhood development, preschool enrolment, healthy birthweight, maternal and early childhood health, and housing stability. The Aboriginal Health Council of South Australia (AHCSA) specifically highlighted that further alignment can be strengthened by embedding Measures of cultural safety, systemic racism (already reflected in the updated Outcomes Framework), structural determinants, and Aboriginal-led definitions of wellbeing. ACCOs highlighted the opportunity to move beyond reporting Aboriginal children and young people as a disaggregation group

only, and instead develop specific Measures that centre around their unique experiences and strengths.

A strengths-based approach to measurement was encouraged, focusing on positive outcomes rather than deficits. The Aboriginal Health section within the Department for Health and Wellbeing suggested including additional variables from the Australian Bureau of Statistics (ABS), [National Aboriginal and Torres Strait Islander Health Survey](#), such as pride in culture, cultural recognition, and satisfaction with cultural knowledge, to capture holistic wellbeing more accurately.

Ongoing dialogue between the CDC and Aboriginal community representatives was seen as essential to co-design culturally relevant Indicators and Measures that reflect the lived experiences and aspirations of Aboriginal children and young people.

### ***LGBTIQA+ inclusion***

The ABS [Standard for Sex, Gender, Variations of Sex Characteristics and Sexual Orientation Variables \(2020\)](#) is recommended by Shine SA, to ensure consistent and inclusive data collection. Inclusion of specific Measures to support gender-diverse young people is important, as they often face higher levels of psychological distress, bullying, and risks to their wellbeing due to discrimination and limited access to inclusive sexual and reproductive health education and services.

# Appendix 1: Indicators and Measures chart with changes highlighted



Child Development Council



Government of South Australia

### Wellbeing

Children have early experiences that enhance their development | Measures:

- Proportion of children who can be accommodated in available childcare places

Children and young people are connected to family, friends and communities | Measures:

- Proportion of children and young people having someone to ask for any type of support
- Proportion of children and young people participating in cultural and/or creative activities
- Proportion of children and young people attending cultural venues and events
- Proportion of children and young people feeling connected to adults in their home
- Proportion of children and young people feeling connected to adults in their school
- Proportion of children and young people feeling connected to adults in their community

Children and young people play and participate in recreational activities | Measures:

- Area and accessibility of green and blue space for children and young people
- Proportion of children and young people participating in organised activities outside of school hours
- Proportion of children and young people participating in sport or recreational physical activities outside of school hours

Children and young people are leading satisfied lives | Measures:

- Proportion of children and young people who report past experiences of discrimination, racism, bullying, or exclusion
- Proportion of children and young people who report being worried about their family's financial situation
- Proportion of children and young people having the ability to manage the experience of positive and negative feelings
- Proportion of children and young people feeling optimistic about life
- Proportion of children and young people reporting a medium to high level of satisfaction with life
- Rate of suicide for children and young people

### Health

Babies are born healthy | Measures:

- Proportion of babies born large for gestational age during pregnancy
- Proportion of pregnant mothers consuming alcohol milestones (2, 4 and 6 months)
- Proportion of infants seeking breastmilk at key early milestones
- Proportion of low birthweight babies
- Proportion of preterm births
- Proportion of pregnant mothers smoking in the first 20 weeks of pregnancy
- Proportion of mothers under 20 years when giving birth
- Proportion of women attending antenatal visits during pregnancy

Children have a healthy early life | Measures:

- Rate of infant mortality per 1,000 live births
- Proportion of children fully immunised at 1, 2 and 5 years milestones at 2, and 4 years

Children and young people have health-promoting behaviours | Measures:

- Proportion of children and young people engaging in excess screen time
- Proportion of children and young people reporting they usually get a good night's sleep
- Proportion of children and young people being reported as underweight, overweight or obese
- Proportion of young people vaping
- Proportion of young people consuming alcohol
- Proportion of young people with potentially unsafe or binge-drinking behaviour
- Proportion of young people taking illicit drugs
- Proportion of young people with sexually transmissible infections

Children and young people are developing well across physical and emotional outcomes | Measures:

- Proportion of children and young people reporting use of health services in the previous 12 months
- Proportion of children and young people with access to healthy food
- Proportion of children and young people with both decay have an emotional, mental health or behavioural problem
- Number of presentations to hospital emergency departments involving children and young people with suicidal ideation or self-harming incidents, or mental health concerns
- Proportion of children and young people with chronic disease
- Proportion of children and young people who had a free Indigenous health screen/assessment under the Closing the Gap health program/scheme
- Proportion of children and young people considering themselves to be in good or excellent health

### Safety

Children and young people live in safe homes | Measures:

- Proportion of children and young people feeling safe and secure at home
- Proportion of children and young people living in households with financial hardship
- Proportion of children and young people experiencing homelessness

Children and young people are safe from preventable injury | Measures:

- Number and proportion of hospitalisations of children and young people that were potentially preventable
- Proportion of deaths of children and young people being attributed to preventable/unintentional injury
- Number of police cautions or fines issued for failing to safely restrain children and young people who are passengers

Children and young people are protected from abuse and neglect, including domestic, family and sexual violence | Measures:

- Proportion and number of children and young people admitted to, and, out-of-home care
- Proportion of children and young people in home-based care
- Proportion of children and young people being notified to the child protection system

Children and young people are safe from crime | Measures:

- Proportion of children and young people reporting experiences of online harm
- Proportion of children and young people feeling unsafe in their local area at night
- Proportion of children and young people who were victims of offences reported to police
- Proportion of children and young people apprehended (arrested/reported) by police
- Proportion and number of police diversions involving children and young people

### Education

Children enter the school system ready to take advantage of the learning environment | Measures:

- Proportion of children developmentally vulnerable in 1 or more of 5 domains under the Australian Early Development Census (AEDC) when they enter school
- Proportion of children on track across the Australian Early Development Census (AEDC) domains when they enter school
- Proportion of children attending playgroups before entering full-time school
- Proportion of children by selected equity groups, attending approved childcare services
- Proportion and number of 3-year-old and 4-year-old children enrolled in a quality preschool program
- Proportion of children enrolled in a quality preschool program in the year before attending full-time school
- Number of children receiving early childhood early intervention supports through the National Disability Insurance Scheme (NDIS) or with an approved NDIS plan before entering school

Children and young people have advanced literacy and numeracy skills | Measures:

- Proportion of Year 1 students reading at an age appropriate level or better
- Proportion of Year 3 students achieving the strong or exceeding proficiency levels in reading, writing or numeracy
- Proportion of Year 5 students achieving the strong or exceeding proficiency levels in reading, writing or numeracy
- Proportion of Year 7 students achieving the strong or exceeding proficiency levels in reading, writing or numeracy
- Proportion of Year 9 students achieving the strong or exceeding proficiency levels in reading, writing or numeracy

Children and young people's experience of learning is positive | Measures:

- Proportion of children and young people reporting medium to high levels of school belonging
- Proportion of children and young people reporting a positive school climate
- Proportion of children and young people who report experiences of bullying in school

Children and young people are engaged in school, further education, training or work | Measures:

- Proportion of children and young people who have been suspended, excluded, or expelled in the last year
- Proportion of young people fully engaged in school, work or further education and training
- Rate of attendance for children and young people enrolled in school
- Proportion of young people completing a senior secondary certificate of education qualification or equivalent

### Preparing for adulthood

Children and young people develop skills for an independent life | Measures:

- Proportion of children and young people participating in active travel, including the use of public transport
- Proportion of Year 10-12 students reporting a medium to high motivation to achieve their goals
- Proportion of young people that are literate
- Proportion of young people that are numerate
- Proportion of young people that are financially literate
- Proportion of young people with a driver's licence
- Proportion of young people satisfied with their level of independence
- Average hours of paid employment for young people
- Proportion of Year 10 students achieving at or above proficient standard in the Australian curriculum civics and citizenship assessment

Children and young people participate in decisions that affect them directly and the wider society | Measures:

- Proportion of young people 18 years enrolled to vote

Children and young people are engaged in community activities | Measures:

- Proportion of children and young people participating in volunteering
- Proportion of children and young people participating in community support groups

For access to population-level data on the measures, find out more in the Report Card.

cdtwbrc.childrens.sa.gov.au



**Key**

Green text: 1 New Indicator

Blue text: 21 New Measures

Red text: Altered wording of 4 indicators and 29 Measures

Page 2 outlines the remaining actions, bringing the total number of changes to 67.



Child Development Council

# Moved, Removed and Combined Measures

## Moved 4 Measures



### Wellbeing

- Children have early experiences that enhance their development. | Measures:
- Proportion of children attending playgroups before entering full-time school
  - Proportion of children by selected equity groups, attending approved childcare services
  - Proportion and number of 3-year-old and 4-year-old children enrolled in a quality preschool program
  - Proportion of children enrolled in a quality pre-school program in the year before attending full-time school



### Education

- Children enter the school system ready to take advantage of the learning environment. | Measures:
- Proportion of children attending playgroups before entering full-time school
  - Proportion of children by selected equity groups, attending approved childcare services
  - Proportion and number of 3-year-old and 4-year-old children enrolled in a quality preschool program
  - Proportion of children enrolled in a quality pre-school program in the year before attending full-time school

## Removed 3 Measures



### Safety

- Children and young people are safe from preventable injury. | Removed measure:
- Number of children and young people 5-13 years attending a swimming safety program



### Preparing for adulthood

- Children and young people develop skills for an independent life. | Removed measures:
- Proportion of young people 15-19 years not currently living with their parents
- Children and young people participate in decisions that affect them directly and the wider society. | Removed measures:
- Proportion of children and young people feeling able to have a say on important issues

## Combined 5 Measures



### Wellbeing

- Children and young people are connected to family, friends and communities. | Combined measure:
- Proportion of children and young people having more friends, in whom they can confide
- Proportion of children and young people having someone to ask for any type of support



### Health

- Children and young people are developing well across physical and emotional outcomes. | Combined measures:
- Proportion of 12 year olds considering themselves to be in good or excellent health
- Proportion of 16 year olds considering themselves to be in good or excellent health
- Proportion of children and young people considering themselves to be in good or excellent health



### Safety

- Children and young people are protected from abuse and neglect, including domestic, family and sexual violence. | Combined measures:
- Number of children and young people with disability in out-of-home care
- Proportion of children twelve months old or under being notified to the child protection system
- Proportion of children and young people being notified to the child protection system
- Proportion of children five years being notified to the child protection system



### Education

- Children and young people are engaged in school, further education, training or work. | Combined measure:
- Proportion of young people with disability, partially or fully engaged in school, work or further education and training
- Proportion of young people fully engaged in school, work or further education and training

# Appendix 2: Indicators and Measures prior to review



## Appendix 3: Stakeholders contacted

### Ministers, Shadow Ministers and Members of Parliament

1. Premier of South Australia
2. Deputy Premier of South Australia
3. Treasurer of South Australia
4. Minister for Education, Training and Skills
5. Minister for Child Protection
6. Minister for Health and Wellbeing
7. Minister for Human Services
8. Minister for Infrastructure and Transport
9. Minister for Recreation, Sport and Racing
10. Leader of the Opposition
11. Deputy Leader of the Opposition, Shadow Attorney-General and Shadow Minister for Child Protection
12. Shadow Treasurer of South Australia
13. Shadow Minister for Education
14. Shadow Minister for Health
15. Shadow Minister for Human Services
16. Shadow Minister for Road Safety
17. Shadow Minister for Mental Health and Suicide Prevention
18. Shadow Minister for Training and Skills, Shadow Minister for Sport
19. Hon Connie Bonaros MLC

### Government agencies

20. Department for Education (DfE)
21. Office for Early Childhood Development (OECD)
22. Department for Child Protection (DCP)

23. Department for Health and Wellbeing (DHW)
24. Department of Human Services (DHS)
25. Department for Infrastructure and Transport (DIT)
26. Department of Treasury and Finance (DTF)
27. Attorney-General's Department (AGD)
28. Department of the Premier and Cabinet (DPC)
29. South Australian Police (SAPOL)
30. City of Port Adelaide and Enfield Council (PAE)
31. Local Government Association of SA (LGA of SA)
32. SACE Board of SA
33. TAFE SA

#### **Aboriginal Community Controlled Organisations (ACCOs)**

34. Nunkuwarrin Yunti
35. South Australian Aboriginal Community Controlled Organisation Network (SAACCON)
36. Kornar Winmil Yunti
37. Aboriginal Family Support Services (AFFS)
38. InComPro
39. Tiraapendi Wodli
40. SA Aboriginal Education and Training Consultative Council (SAETCC)
41. Aboriginal Health Council SA (AHCSA)
42. Wakwakurna Kanyini for Aboriginal Children and Families

#### **Oversight and Advocacy Bodies**

43. Guardian for Children and Young People (GCYP)
44. Acting Commissioner for Children and Young People (CCYP)
45. Commissioner for Aboriginal Children and Young People (CACYP)

46. Chair, Child Death & Serious Injury Review Committee (CDSIRC)

**Data agencies**

47. Australian Curriculum, Assessment and Reporting Authority (ACARA)

48. Medicare

49. Household, Income and Labour Dynamics in Australia (HILDA)

50. Longitudinal Surveys of Australian Youth (LSAY)

51. Australian Bureau of Statistics (ABS)

52. Australian Institute of Health and Welfare (AIHW)

53. Australian Sports Commission (ASC)

54. Australian School Students' Alcohol and Drugs Survey (ASSAD)

**Not-for-profit and non-government, research and community advocacy groups**

55. Australian Institute of Family Studies (AIFS)

56. Australian Centre for Child Protection (ACCP)

57. Australian Council for Educational Research (ACER)

58. Carings Future Institute

59. Sport, Health, Activity, Performance and Exercise Research Centre (SHAPE)

60. SAHMRI Women and Kids

61. The Kids Research Institute Australia

62. Australian Research Alliance on Children and Youth (ARACY)

63. Australia Research Centre in Sex, Health and Society (ARCSHS)

64. Healthy Development Adelaide (HDA)

65. BetterStart

66. Robinson Research Institute

67. UniSA Education Futures

68. The University of Adelaide - Waite Campus Children's Centre

69. Playgroup SA

70. SHINE SA
71. Headspace
72. Mission Australia
73. The Smith Family
74. Settlement Services International (SSI)
75. Australian Red Cross
76. Carers SA
77. Association of Independent Schools of South Australia (AISSA)
78. Catholic Education South Australia (CESA)
79. Carclew
80. Early Childhood Australia (ECA)
81. Don Dunstan Foundation
82. Uniting Country SA
83. Australian Refugee Association (ARA)
84. Arts Industry Council of South Australia (AICSA)
85. Educators SA
86. Conservation Council of South Australia
87. SA Rainbow Advocacy Alliance (SARAA)
88. Multicultural Communities Council of SA (MCCSA)
89. Multicultural Youth SA (MYSA)
90. South Australian Council of Social Services (SACOSS)
91. Children and Young People with Disability Australia (CYDA)
92. Disability Advocacy and Complaints Service of South Australia (DACSSA)
93. Adolescents' and Youth Advisory Group (AYAG)
94. SAHMRI Aboriginal Research Unit
95. SAHMRI Women and Kids - Aboriginal Communities and Families Health Research Alliance

# Child Development Council

**Web**  
[childrensa.sa.gov.au](http://childrensa.sa.gov.au)

**Report Card**  
[cdcwbrc.childrensa.sa.gov.au](http://cdcwbrc.childrensa.sa.gov.au)

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