

# Queensland Care Services Outcomes Framework

Vision : Children and young people in care are safe and healthy, have a sense of belonging and wellbeing, and achieve to their potential

Domains	 <p><b>Safe &amp; Nurtured</b></p>	 <p><b>Connected</b></p>	 <p><b>Achieving</b></p>	 <p><b>Healthy</b></p>	 <p><b>Resilient</b></p>
Aspirations	<p><i>Children and young people feel cared for and nurtured in stable environments, safe from abuse, neglect, violence and threat</i></p>	<p><i>Children and young people feel a strong sense of identity and belonging, have stable and long lasting relationships with family and friends and are connected to culture and community</i></p>	<p><i>Children and young people learn and develop to their full potential</i></p>	<p><i>Children and young people make healthy lifestyle choices and access health care services</i></p>	<p><i>Children and young people have strong social and interpersonal skills and feel confident to pursue life goals and manage challenges</i></p>

## Principle of cultural integrity in care

Culturally responsive and safe care is about being part of a family, community and extended network and knowing where you belong.  
 Culture and identity as a concept is dynamic and to be prioritised as part of every child's day to day life (SNAICC 2011)

Outcomes	<ul style="list-style-type: none"> <li>Protected from abuse, neglect and exposure to violence</li> <li>Nurtured and cared for</li> <li>Living in stable and predictable environments</li> </ul>	<ul style="list-style-type: none"> <li>Positively connected to family, culture and community</li> <li>Feel a sense of identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>Attend and engage in education</li> <li>Meeting developmental milestones</li> <li>Engage in, and benefit from, recreational activities</li> <li>Developing independence and life skills</li> </ul>	<ul style="list-style-type: none"> <li>Physically healthy</li> <li>Emotionally and mentally healthy</li> <li>Leading an active and healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Feel confident and have social skills</li> <li>Possess coping skills and an ability to manage adversity</li> <li>Display positive and appropriate behaviour</li> </ul>
Critical Success Indicators	<p>Children and young people will live in homes where:</p> <ul style="list-style-type: none"> <li>They are not being harmed and they are physically safe</li> <li>Their material needs are met</li> <li>They feel cared for, nurtured and valued</li> <li>Their dignity and rights are respected</li> <li>They lead a violence free life</li> </ul>	<p>Children and young people will:</p> <ul style="list-style-type: none"> <li>Have quality relationships with family, friends and other significant people</li> <li>Know their life history and have a sense of identity</li> <li>Feel connected and have a sense of cultural and spiritual belonging to their community</li> <li>Have opportunities to engage in social, cultural and community events and activities</li> </ul>	<p>Children and young people:</p> <ul style="list-style-type: none"> <li>Are ready for school at entry age</li> <li>Attend and engage in schooling</li> <li>Achieve national educational standards</li> <li>Have age and developmentally appropriate life skills</li> <li>Develop and progress personally, socially and educationally</li> <li>Have career aspirations</li> </ul>	<p>Children and young people:</p> <ul style="list-style-type: none"> <li>Access services and treatment that meet their physical, dental, sexual and mental health needs</li> <li>Access services and treatment that meet needs related to a disability or their development</li> <li>Experience improvements to their health and wellbeing</li> <li>Do not misuse drugs and alcohol</li> <li>Learn to independently make healthy lifestyle choices</li> </ul>	<p>Children and young people:</p> <ul style="list-style-type: none"> <li>Access services and treatment that meet their therapeutic needs</li> <li>Have positive relationships and treat other people with respect</li> <li>Pursue recreational and extra-curricular activities</li> <li>Engage in decision-making about their lives</li> <li>Contribute to and support the community and others</li> <li>Engage in positive and law-abiding behaviour</li> <li>Have confidence and are able to successfully deal with life challenges</li> <li>Have goals and feel optimistic about their future</li> </ul>

# MEASURES OF SUCCESS

Domains	Safe & Nurtured 	Connected 	Achieving 	Healthy 	Resilient 
Child Measures	<ul style="list-style-type: none"> <li>✓ Length of time in placement</li> <li>✓ Permanent placement</li> <li>✓ Number of placements to date</li> <li>✓ Substantiated standards of care matters</li> <li>✓ Do not experience violence or trauma</li> </ul>	<ul style="list-style-type: none"> <li>✓ Positive and supportive relationships</li> <li>✓ Lives with their siblings</li> <li>✓ Lives with kinship carer</li> <li>✓ Regular family contact</li> <li>✓ Regular engagement in community activity</li> <li>✓ Regular visit to community</li> <li>✓ Has a cultural support plan including information from the individual, family and community perspective</li> <li>✓ Lives with a carer from the same cultural background</li> <li>✓ Has a comprehensive record of their family through genogram and ecomap including parents, mob, ancestors, family, community, and country</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attachment to school</li> <li>✓ Attends school, Kindergarten or early childhood education regularly or is engaged in training or employment</li> <li>✓ Most recent overall NAPLAN score at or above national minimum standard</li> <li>✓ Academic performance steady or improving</li> <li>✓ Transition to independence planning</li> <li>✓ Identifies possible career or future hopes and the necessary steps to achieve these</li> <li>✓ Has access to resources for adulthood, including safe accommodation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Overall health</li> <li>✓ Immunisation schedule up to date and in accordance with the National Immunisation Program</li> <li>✓ Has a comprehensive health and development assessment</li> <li>✓ Has a child health passport</li> <li>✓ Physical activity and nutritional consumption meets national recommendations</li> <li>✓ Has had a dental check-up within 12 months</li> <li>✓ Has access to health care including general, mental, dental, sexual and allied health care</li> <li>✓ Alcohol and drug use has minor impact</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-regulation and prosocial behaviour</li> <li>✓ Social and emotional confidence</li> <li>✓ Has access to therapeutic services</li> <li>✓ Participated in the development/review of their current case plan</li> <li>✓ Regular social/recreation activities</li> <li>✓ No escalation in behavioural issues at school or child care</li> <li>✓ Participated in transition to independence planning and have plans for adulthood</li> <li>✓ No or reduced involvement in illegal activities</li> </ul>
Service Measures	<ul style="list-style-type: none"> <li>✓ Children are stable in placements</li> <li>✓ Children in permanent homes</li> <li>✓ Number of placements to date</li> <li>✓ Substantiated standards of care matters</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children have positive and supportive relationships</li> <li>✓ Children living with siblings</li> <li>✓ Children living with kinship carers</li> <li>✓ Children having regular family contact</li> <li>✓ Children living with carer from same cultural background</li> <li>✓ Children engaged in community activities</li> <li>✓ Children with cultural support plan including information from the individual, family and community perspective</li> <li>✓ Children visiting their community</li> <li>✓ Children who have information about land, totem, language, history, stories and custom</li> <li>✓ Length of time in placements</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children have attachment to school</li> <li>✓ Children are attending school Kindergarten or early childhood education regularly or is engaged in training or employment</li> <li>✓ Children are at or above the NAPLAN minimum standard</li> <li>✓ School exclusions</li> <li>✓ Transition to independence planning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children fully immunised</li> <li>✓ Children with comprehensive health and development assessments</li> <li>✓ Children with a child health passport</li> <li>✓ Children meeting recommended physical activity and nutritional consumption</li> <li>✓ Children are engaging in sport regularly</li> <li>✓ Children with a dental check-up within 12 months</li> <li>✓ Children have access to health care including general, mental, dental, sexual and allied health</li> <li>✓ Young people using alcohol and drugs with minor impact</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children's social and emotional confidence</li> <li>✓ Children accessing therapeutic services</li> <li>✓ Children's participation in the development and review of their case plan</li> <li>✓ Children engaged in social and recreational activities</li> <li>✓ Young people's participation in their transition to independence planning</li> <li>✓ No or reduced involvement in illegal activities</li> </ul>
Organisational Measures	<ul style="list-style-type: none"> <li>✓ Children are stable in their placement</li> <li>✓ Children in permanent homes</li> <li>✓ Substantiated standards of care matters</li> <li>✓ Length of time in placements</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children have positive and supportive relationships</li> <li>✓ Children living with siblings</li> <li>✓ Children living with kinship carers</li> <li>✓ Children having regular family contact</li> <li>✓ Children living with carer from same cultural background</li> <li>✓ Children engaged in community activities</li> <li>✓ Children with cultural support plan including information from the individual, family and community perspective</li> <li>✓ Children visiting their community</li> <li>✓ Children who have information about land, totem, language, history, stories and custom</li> <li>✓ Length of time in placements</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children have attachment to school</li> <li>✓ Children are attending school Kindergarten or early childhood education regularly or is engaged in training or employment</li> <li>✓ Children are at or above the NAPLAN minimum standard</li> <li>✓ School exclusions</li> <li>✓ Transition to independence planning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children are fully immunised</li> <li>✓ Children have comprehensive health and development assessments</li> <li>✓ Children with a child health passport</li> <li>✓ Children meeting recommended physical activity and nutritional consumption</li> <li>✓ Children with a dental check-up within 12 months</li> <li>✓ Children have access to health care including general, mental, dental, sexual, allied health</li> <li>✓ Young people using alcohol and drugs with minor impact</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children's social and emotional confidence</li> <li>✓ Children accessing therapeutic services</li> <li>✓ Children's participation in development and review of case plan</li> <li>✓ Children engaged in social and recreational activities</li> <li>✓ Young people's participation in their transition to independence planning</li> <li>✓ No or reduced involvement in illegal activities</li> </ul>