





Care & Cultural Plan:



Content of Information 'Icon' Buttons



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Family Details Section


Child	Practice Notes: provided by clicking on the  icon
Child's Full Name	Enter the child's full name as it appears on the birth certificate.
Child's Date of Birth	Enter the child's date of birth as it appears on the birth certificate
Cultural Identity	<p>Practice Notes:</p> <p>Where a child or young person is identified as Aboriginal, Torres Strait Islander or Aboriginal and Torres Strait Islander, a cultural plan will be created. This plan must be completed for all Aboriginal and Torres Strait Islander children and young people.</p> <p>Where a child or young person is identified as a culture other than Aboriginal and Torres Strait Islander, a multicultural plan will be created. This plan must be completed for all multicultural children and young people.</p> <p>Where a child or young person is identified as Aboriginal, Torres Strait Islander or Aboriginal and Torres Strait Islander and another culture, a cultural plan and multicultural plan will be created. These plans must be completed for all Aboriginal, Torres Strait Islander and multicultural children and young people.</p>
Any known disabilities and/or medical diagnoses for [child]	Provide information about any diagnosis, including when the diagnosis was made and by whom. If relevant, attach reports.
Current Address (if appropriate to provide)	<p>Consider any safety issues when providing the child's address. If unable to record, please write 'Known to FACS'. For further information on placement disclosure, refer to Sec149 B-K of the Care Act.</p> <p>The Care Act: http://www.austlii.edu.au/au/legis/nsw/consol_act/caypapa1998442/</p>


Parent - Mother	Practice Notes: provided by clicking on the  icon
Cultural Identity	Refer to AbSec's Aboriginal Consultation Guide. http://www.absec.org.au/services/oohc-early-intervention/87-aboriginal-consultation-guide.html
Any known disabilities and/or medical diagnoses for [child]	Provide information about any diagnosis, including when the diagnosis was made and by whom. If relevant, attach reports.
Current Address (if appropriate to provide)	Consider any safety issues when providing the child's address.
Parent - Father	Practice Notes: provided by clicking on the  icon
Cultural Identity	Refer to AbSec's Aboriginal Consultation Guide. http://www.absec.org.au/services/oohc-early-intervention/87-aboriginal-consultation-guide.html
Any known disabilities and/or medical diagnoses for [child]	Provide information about any diagnosis, including when the diagnosis was made and by whom. If relevant, attach reports.
Current Address (if appropriate to provide)	Consider any safety issues when providing the child's address.
Sibling	Practice Notes: provided by clicking on the  icon
Sibling - Title	Section 9 (2) (f) of the Care Act states that if a child is placed in OOHC the child or young person is entitled to retain relationships with people significant to the child or young person, including birth or adoptive parents, siblings, extended family, peers, family friends and community unless contrary to their best interests. Please note only two relationships for the child can be selected to be populated in the summary page under the heading 'Other significant persons involved'. Please select the two most important people for the child from Siblings, Family and kin, Carer, Other Significant Relationship and Professional Relationship.
Cultural Identity	Refer to AbSec's Aboriginal Consultation Guide. http://www.absec.org.au/services/oohc-early-intervention/87-aboriginal-consultation-guide.html

Any known disabilities and/or medical diagnoses for [child]	Provide information about any diagnosis, including when the diagnosis was made and by whom. If relevant, attach reports.
Current Address (if appropriate to provide)	Consider any safety issues when providing the child's address.
Family and Kin	Practice Notes: provided by clicking on the  icon
Family and Kin -Title	Section 9 (2) (f) of the Care Act states that if a child is placed in OOHC the child or young person is entitled to retain relationships with people significant to the child or young person, including birth or adoptive parents, siblings, extended family, peers, family friends and community unless contrary to their best interests. Please note only two relationships for the child can be selected to be populated in the summary page under the heading 'Other significant persons involved'. Please select the two most important people for the child from Siblings, Family and kin, Carer, Other Significant Relationship and Professional Relationship.
Cultural Identity	Refer to AbSec's Aboriginal Consultation Guide. http://www.absec.org.au/services/oohc-early-intervention/87-aboriginal-consultation-guide.html
Current Address (if appropriate to provide)	Consider any safety issues when providing the child's address.
Carer	Practice Notes: provided by clicking on the  icon
Carer - Title	Section 9 (2) (f) of the Care Act states that if a child is placed in OOHC the child or young person is entitled to retain relationships with people significant to the child or young person, including birth or adoptive parents, siblings, extended family, peers, family friends and community unless contrary to their best interests. Please note only two relationships for the child can be selected to be populated in the summary page under the heading 'Other significant persons involved'. Please select the two most important people for the child from Siblings, Family and kin, Carer, Other Significant Relationship and Professional Relationship.
Relationship to Child	Provide details of the Carer's relationship to the child, including information about the length of their relationship.
Cultural Identity	Refer to AbSec's Aboriginal Consultation Guide. http://www.absec.org.au/services/oohc-early-intervention/87-aboriginal-consultation-guide.html

Current Address (if appropriate to provide)	Consider any safety issues when providing the child's address.
Other Significant Relationships	Practice Notes: provided by clicking on the  icon
Other Significant Relationships - Title	<p>Section 9 (2) (f) of the Care Act states that if a child is placed in OOHC the child or young person is entitled to retain relationships with people significant to the child or young person, including birth or adoptive parents, siblings, extended family, peers, family friends and community unless contrary to their best interests.</p> <p>Please note only two relationships for the child can be selected to be populated in the summary page under the heading 'Other significant persons involved'. Please select the two most important people for the child from Siblings, Family and kin, Carer, Other Significant Relationship and Professional Relationship.</p>
Cultural Identity	<p>Refer to AbSec's Aboriginal Consultation Guide. http://www.absec.org.au/services/oohc-early-intervention/87-aboriginal-consultation-guide.html</p>
Current Address (if appropriate to provide)	Consider any safety issues when providing the child's address.
Professional Relationships	Practice Notes: provided by clicking on the  icon
Professional Relationships - Title	Views of NGOs and their contribution to the development of the Care Plan should be documented here.
Professional Relationships - Title	<p>Where a guardian ad litem (GAL) is appointed for a parent, or child, or young person, you must consult with the GAL on all issues that relate to the legal proceedings, instead of directly dealing with the person represented. You must not seek the views of the person represented by the GAL about the court proceeding without the GAL also being present.</p> <p>Once a GAL is appointed they stand in the shoes of the person for which they have been appointed with respect to the legal proceedings for which they have been appointed. They are a 'best interests' appointment.</p> <p>A GAL will be appointed for a parent under s.101 of the Care Act in cases where a parent lacks the capacity to instruct a solicitor. This can occur where, {but is not limited to the following} for example, a person has a mental illness or an intellectual disability. The decision to appoint a GAL relates only to the person's capacity to instruct a legal representative and is not a decision about the person's parental capacity. The court can also appoint a GAL for a child or young person under s. 100 of the Care Act in special circumstances.</p>

	<p>The GAL must safeguard and represent the interests of the parent and instruct the legal representative of the parent. The GAL is therefore the decision maker for the parent with respect to the court proceedings and the GAL must be included in all Care Plan meetings, negotiations or other discussions where the views of that person should be included. If a GAL is appointed for a parent and the GAL is not present at case plan meetings, negotiations or other discussions that include the parent FACS may not be able include the details to rely on any agreement or statement made by the parent.</p> <p>Include the details of the GAL under Professional Relationships in this template.</p>
<p>Professional Relationships - Title</p>	<p>Section 9 (2) (f) of the Care Act states that if a child is placed in OOHC the child or young person is entitled to retain relationships with people significant to the child or young person, including birth or adoptive parents, siblings, extended family, peers, family friends and community unless contrary to their best interests.</p> <p>Please note only two relationships for the child can be selected to be populated in the summary page under the heading 'Other significant persons involved'. Please select the two most important people for the child from Siblings, Family and kin, Carer, Other Significant Relationship and Professional Relationship.</p>
<p>Attachments</p>	<p>Practice Notes: provided by clicking on the  icon</p>
<p>Please list any attachments relevant to this section of the Care Plan</p>	<p>List any reports or assessments relevant to this section that have not been previously submitted to the Children's Court. A list of attachments will populate before the FACS sign off in the views section. Examples of attachments for this section could include:</p> <ul style="list-style-type: none"> • Family genogram • Birth certificate • Copy of passport or visa • Confirmation of Aboriginality • Medical assessments/reports

Background information relevant to developing this Care Plan	Practice Notes: Information provided by clicking on the  icon
Summary of the child protection concerns considered fundamental in developing this Care Plan	Include a brief summary outlining the child protection concerns reported to FACS in relation to the child or young person.
Development, experience and impact of the child protection concerns on [child]	Consider including: <ul style="list-style-type: none"> • The child's age and stage of development and functioning • Vulnerability of the child or young person • Type of abuse or harm • Severity of the harm how this may have impacted on the child • History and pattern of harm • Any strengths or protective factors.
Parents' childhood history, their experience of being parented and how this may impact on their capacity to parent	If the parent(s) were born overseas, or a migrants, or refugees, include information on whether they experienced trauma before, during or after migration, and how this impacts their capacity to parent.
Parents' ability to understand and address the child protection concerns affecting their family	Consider including: <ul style="list-style-type: none"> • The parents' awareness and beliefs about impact of risk and harm for their child • Whether the parents' demonstrates a capacity for insight • The parents' attitudes and beliefs relating to the specific issues that lead to the child or young person entering care • The parents' ability and willingness to change their behaviour.

Describe the relationship between [child] and parents	Consider including: <ul style="list-style-type: none"> • Parents feeling about being a parent • What the experience of parenting has been like • Expectations of their relationship with the child/young person • Knowledge the parent has about the child's likes and dislikes • Any observations of physical and verbal interactions with the parent and child • Whether the parent's expectations of their child are appropriate to age and development.
Describe the relationship between [child] and siblings	Consider the relationship between the child and their siblings, including whether they lived together and how this relationship will be maintained.
Describe the relationship between [child] and extended family and significant others	Consider the connections that the child has with extended family and significant others and how this relationship will be maintained.
Any other relevant information related to [child] and family	Record any other relevant information not already recorded in the Care Plan.
Attachments	Practice Notes: provided by clicking on the  icon
Please list any attachments relevant to this section of the Care Plan	List any reports or assessments relevant to this section that have not been previously submitted to the Children's Court. A list of attachments will populate before the FACS sign off in the views section. Examples of attachments for this section could include: <ul style="list-style-type: none"> • Assessments/reports from professionals • Parenting capacity assessment • Birth family contact reports.

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Legal Status and Placement Section



Is this Care Plan an:	Practice Notes: provided by clicking on the  icon
Amendment to a previously filed Care Plan	An amendment refers to the making of minor changes to a previously filed Care Plan.
Addendum to a previously filed Care Plan	An addendum refers to an addition or supplement to a previously filed Care Plan.
Care Plan Dates	Practice Notes: provided by clicking on the  icon
Care Plan - Title	The Care Plan start and end date will depend on the length of the Order being sought from the Children's Court.
Current legal status	Practice Notes: provided by clicking on the  icon
Current legal orders (including the interim order for PR)	Provide information about all current Children's Court Orders, including commencement and expiry dates.
Date of Establishment	The date of Establishment refers to a finding that a child or young person is in need of care and protection.
Court Proceedings/Orders from other jurisdictions eg AVOs, Family Law etc	Provide details about any current Court Orders, including: <ul style="list-style-type: none"> • details of the Order in place or being sought • commencement and expiry date • provide details of any other relevant legal circumstances of the child or young person, including any history that could assist the Court.
Proposed Final orders	Practice Notes: provided by clicking on the  icon
Proposed Final orders - Title	Prepare Draft Minute of Care Order to reflect Orders proposed in this section.

<p>What final order is being proposed?</p> <p>Answer: Allocation of parental responsibility by Guardianship Order</p> <p>Section 79A</p>	<p>Section 79A (3) states that the Court must not make a Guardianship Order unless it is satisfied that:</p> <ul style="list-style-type: none"> (a) there is no realistic possibility of restoration of the child or young person to his or her parents, and (b) that the prospective guardian will provide a safe, nurturing, stable and secure environment for the child or young person and will continue to do so in the future, and (c) if the child or young person is an Aboriginal or Torres Strait Islander child or young person - permanent placement of the child or young person under the Guardianship Order is in accordance with the Aboriginal and Torres Strait Islander Child or Young Person Placement Principles that apply to the placement of such a child or young person in statutory out-of-home-care under Section 13, and (d) if the child or young person is more than 12 years of age and capable of giving consent - the consent of the child or young person is given in the form and manner prescribed by the regulations.
<p>What final order is being proposed?</p> <p>Answer: Consecutive care orders</p> <p>Section 67A</p>	<p>Allows the Court to make consecutive orders at the same time, such that a short term order for parental responsibility to the Minister might be followed by a supervision order and undertakings to commence at the conclusion of the first order - without the need to apply for a rescission or variation of the first set of orders under section 90.</p>
<p>What final order is being proposed?</p> <p>Answer: Contact Order</p> <p>Section 86</p>	<p>The Court is entitled to make contact orders under section 86, indicating with whom the contact should occur, its duration and frequency, and whether there is a need for the contact to be supervised. While one can obtain a contact order with a Guardianship Order, the Act stipulates that the Court cannot require the Department to supervise contact where there is a Guardianship situation.</p>
<p>What final order is being proposed?</p> <p>Answer: Order to attend therapeutic treatment</p> <p>Section 75</p>	<p>Under section 75, the Court can require a child under 14 years of age who has been exhibiting sexually abusive behaviours but are not convicted of such crimes, to attend a therapeutic program relating to sexually abusive behaviours.</p> <p>This section was amended to allow the Court to make orders for a parent who has not been convicted of such crimes to attend such a therapeutic program. Orders under this section can be made alongside a section 79 parental responsibility order, but not with a Guardianship Order.</p>
<p>What final order is being proposed?</p> <p>Answer: Orders</p>	<p>Section 73 enables the Court to make an order accepting undertakings, if it is satisfied that the child or young person is in need of care and protection.</p> <p>There is virtually no limit as to the range of undertakings the Court can accept, if the Court finds there is a need for care and protection, from a child or young person, or a “responsible person”.</p>

<p>accepting undertakings</p> <p>Section 73</p>	<p>Undertakings can be given for a specified period of time, up until the child or young person reaches 18 years of age. Undertakings can be given as stand-alone orders, or accompanying parental responsibility orders under section 79, supervision orders, or other orders that the Court might make. However, undertakings cannot be made alongside Guardianship Orders.</p>
<p>What final order is being proposed?</p> <p>Answer: Parent capacity order</p> <p>Section 91E</p>	<p>Provides the Court to make orders that require a parent or primary care-giver to undergo programs to improve his/her parenting capacity. The Court can also make a parenting capacity order where a person has breached a section 90A prohibition.</p>
<p>What final order is being proposed?</p> <p>Answer: Parental responsibility order solely to the Minister</p> <p>Section 79(1)(b)</p>	<p>Section 79 allows for the allocation of the whole of parental responsibility, or discrete aspects of it, to one or more individuals. Under section 79, such orders can be made for a specific period of time or until the child or young person reaches a certain age, up until the child or young person reaches 18 years of age. Guardianship Orders can only be made until the child or young person reaches 18 years of age, and not for any shorter period.</p>
<p>What final order is being proposed?</p> <p>Answer: Parental responsibility order to a suitable person or persons jointly</p> <p>Section 79(1)(f)</p>	<p>Section 79 allows for the allocation of the whole of parental responsibility, or discrete aspects of it, to one or more individuals. Under section 79, such orders can be made for a specific period of time or until the child or young person reaches a certain age, up until the child or young person reaches 18 years of age. Guardianship Orders can only be made until the child or young person reaches 18 years of age, and not for any shorter period.</p>
<p>What final order is being proposed?</p> <p>Answer: Parental responsibility order to one or both parents and to another person or</p>	<p>Section 79 allows for the allocation of the whole of parental responsibility, or discrete aspects of it, to one or more individuals. Under section 79, such orders can be made for a specific period of time or until the child or young person reaches a certain age, up until the child or young person reaches 18 years of age. Guardianship Orders can only be made until the child or young person reaches 18 years of age, and not for any shorter period.</p>



<p>persons jointly</p> <p>Section 79(1)(d)</p>	
<p>What final order is being proposed?</p> <p>Answer: Parental responsibility order to one or both parents and to the Minister jointly</p> <p>Section 79(1)(c)</p>	<p>Section 79 allows for the allocation of the whole of parental responsibility, or discrete aspects of it, to one or more individuals. Under section 79, such orders can be made for a specific period of time or until the child or young person reaches a certain age, up until the child or young person reaches 18 years of age. Guardianship Orders can only be made until the child or young person reaches 18 years of age, and not for any shorter period.</p>
<p>What final order is being proposed?</p> <p>Answer: Parental responsibility order to one parent to the exclusion of the other, or to both parents jointly</p> <p>Section 79(1)(a)</p>	<p>Section 79 allows for the allocation of the whole of parental responsibility, or discrete aspects of it, to one or more individuals. Under section 79, such orders can be made for a specific period of time or until the child or young person reaches a certain age, up until the child or young person reaches 18 years of age. Guardianship Orders can only be made until the child or young person reaches 18 years of age, and not for any shorter period.</p>
<p>What final order is being proposed?</p> <p>Answer: Parental responsibility order to the Minister and another suitable person or persons jointly</p> <p>Section 79(1)(e)</p>	<p>Section 79 allows for the allocation of the whole of parental responsibility, or discrete aspects of it, to one or more individuals. Under section 79, such orders can be made for a specific period of time or until the child or young person reaches a certain age, up until the child or young person reaches 18 years of age. Guardianship Orders can only be made until the child or young person reaches 18 years of age, and not for any shorter period.</p>
<p>What final order is</p>	<p>Allows the Court to prohibit a person from doing anything that a parent could do in exercising parental responsibility. Such an</p>



<p>being proposed?</p> <p>Answer: Prohibition order</p> <p>Section 90A</p>	<p>order can be stipulated in a Care Plan, and it can also be made alongside a Guardianship Order. The 2014 amendments provide for a party to notify the Court of a breach of the order, and for the Court to make orders that it considers appropriate if the breach is proven.</p>
<p>What final order is being proposed?</p> <p>Answer: Provision of support services</p> <p>Section 74</p>	<p>Section 74 provides the Court to the ability to make an order requiring a person or organisation to provide support services for up to 12 months, so long as the Court, in accordance with subsection (2):</p> <ul style="list-style-type: none"> (a) gives notice of its intention to consider making the order to the person or organisation who would be required to provide support pursuant to such an order, and (b) the person or organisation is given an opportunity to appear and be heard by the Children’s Court before the Children’s Court makes such an order, and (c) the person or organisation consent to the making of the order, and (d) the views of the child or young person in relation to the proposed order have been taken into account, and <p>Subsection (3) provides that “The Secretary may be required to provide support pursuant to an order made under this section”. An order under this section may be made alongside a section 79 parental responsibility order, but cannot be made with a Guardianship Order.</p>
<p>What final order is being proposed?</p> <p>Answer: Report on suitability of arrangements</p> <p>Section 82</p>	<p>When making final order allocating parental responsibility to anyone other than the parent, section 82 allows the Court to order a report with 12 months of the making of the order concerning the suitability of arrangements for the care and protection of the child or young person. If the Court is concerned with the circumstances as reported, it can invite the parties to consider initiating an application for the rescission or variation of the orders pursuant to section 90. Section 82 reports are not available alongside Guardianship Orders.</p>
<p>What final order is being proposed?</p> <p>Answer: Services to support restoration</p> <p>Section 85</p>	<p>Where the Court has determined that there is a possibility of restoration of a child or young person, it can request, pursuant to a section 85, that a government or non-government agency provide assistance to the child or young person and his/her family to facilitate restoration. Clearly this is not a provision that can go with a Guardianship Order, since the Court would have made a finding that there was no realistic possibility of restoration before considering Guardianship.</p>
<p>What final order is being proposed?</p>	<p>Pursuant to a section 76, the court can make orders for the supervision of a child or young person who is in need of care and protection, generally for up to 12 months, but up to a maximum of 24 months if the Court considers that circumstances warrant</p>




<p>Answer: Supervision order</p> <p>Section 76</p>	<p>it to do so. Generally, supervision orders are made where children or young persons have remained with or restored to their parents.</p> <p>Section 76(4) authorises the Court to require one or more reports concerning the progress of Supervision, to determine whether to extend the supervision order (up to a maximum of 24 months). Where the Secretary brings a notice of breach of supervision and the Court determines that a breach has occurred, pursuant to section 77(3), the Court can make “such orders as it considers appropriate in all the circumstances”.</p> <p>A Supervision Order cannot be made alongside a Guardianship Order.</p>
<p>Placement</p>	<p>Practice Notes: provided by clicking on the  icon</p>
<p>Brief history of who Jane Amelia Smith has lived with including previous placements.</p>	<p>Include history of child’s previous placements, including dates of placement and reasons that the placement has ended.</p>
<p>What is the current placement arrangement for Jane Amelia Smith?</p>	<p>Include whether this placement is permanent.</p>
<p>What is the proposed permanent placement for Jane Amelia Smith?</p>	<p>Only provide information if the current placement will not be the permanent placement.</p>
<p>Attachments</p>	<p>Practice Notes: provided by clicking on the  icon</p>
<p>Please list any attachments relevant to this section of the Care Plan</p>	<p>List any reports or assessments relevant to this section that have not been previously submitted to the Children’s Court. A list of attachments will populate before the FACS sign off in the views section. Examples of attachments for this section could include:</p> <ul style="list-style-type: none"> • Copy of Orders from other jurisdictions • Placement assessment/s.


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Permanency Planning Section


Restoration	Practice Notes: provided by clicking on the  icon
<u>Restoration YES, to Restoration</u>	
Reason for restoration being considered	Consider including: <ul style="list-style-type: none"> • What outcomes are to be achieved by the parents before the child or young person is restored • The severity and frequency of the issues identified in the risk of harm assessment • Any previous interventions attempted and their outcome • The strengths of protection and supports available to the child or young person in their current environment.
Who will [child] be restored to?	Consider including: <ul style="list-style-type: none"> • An initial date progress will be reviewed • Other agencies involved and their responsibilities • Frequency and subsequent reviews and assessments.
Transition arrangements to support restoration	Consider including: <ul style="list-style-type: none"> • Supports and services to assist • Contact arrangements • Any assessments of reports required.
<u>Restoration NO, to Restoration</u>	No practice notes provided.
Guardianship	Practice Notes: provided by clicking on the  icon
<u>Guardianship YES, to Guardianship</u>	
Guardianship -Title	Consider whether a Guardianship Order is appropriate to meet the long term needs of the child or young person. Guardianship Orders may be appropriate where the prospective guardian/s have expressed and can demonstrate: <ul style="list-style-type: none"> • Interest in becoming a guardian • The capacity to independently meet the child's long term needs including health, education and developmental needs


	<ul style="list-style-type: none"> • The interest and capacity to manage and (where required) supervise or facilitate the child's contact needs over time • An understanding of the child or young person's ongoing cultural and identity needs • They do not require ongoing casework support from FACS or other OOHC agencies. <p>In addition, a Guardianship Order may be appropriate for:</p> <ul style="list-style-type: none"> • A child/young person over the age of 12 who provides written consent to be placed under a Guardianship Order • Multicultural communities who have religious or cultural difficulties with adoption
Has [Child] consented to the Guardianship Order?	Consent is only required at this point in time of Guardianship Orders are being sought as part of the current proceedings.
<u>Guardianship NO, to Guardianship</u>	No practice notes provided.
Adoption	Practice Notes: provided by clicking on the  icon
<u>Adoption YES, to Adoption</u>	
Adoption - Title	Adoption Orders can only be made in the Supreme Court. The Children's Court cannot make an Adoption Order.
What supports would be required to facilitate adoption? This may include identification of a suitable placement and prospective adoptive parents.	<p>Consider:</p> <ul style="list-style-type: none"> • If perspective adoptive parents have been identified • Resources required to locate appropriate adoptive carers • Arrangement/resources required for transition to adoptive placement.
<u>Adoption NO, to Adoption</u>	No practice notes provided
Parental Responsibility Orders	Practice Notes: provided by clicking on the  icon
Parental Responsibility Orders - Title	Where seeking a PRR order, consider whether seeking a Guardianship Order in the future is feasible.


Case Plan	Practice Notes: provided by clicking on the  icon
Case Plan -Title (‘I’ icon will only show up if you have clicked ‘YES’ to the Question: Will guardianship provide a safe, nurturing, stable and secure environment for [child]?)	<p>If a Case Plan or Financial Plan has already been completed, you can attach it here. You are not required to complete this section if you’ve already completed a Case Plan.</p> <p>If you have completed a Case Plan only, you will need to complete this section to document the Financial Plan. If you have completed a Financial Plan only, you will need to complete this section to document the case plan.</p> <p>Use the ‘add’ button to create additional fields.</p>
Case Plan -Title (‘I’ icon if the Adoption section is activated)	<p>If a Case Plan has already been completed, you can attach it to the Care Plan. You are not required to complete this section if you’ve already completed a Case Plan.</p> <p>Use the ‘add’ button to create additional fields.</p>
Contact Plan	Practice Notes: provided by clicking on the  icon
Contact Plan -Title	Contact arrangements need to be reviewed periodically to take into account substantial changes in circumstances.
Additional Information	Practice Notes: provided by clicking on the  icon
Additional Information -Title (‘I’ icon will only show up if you have clicked ‘YES’ to the Question: Will guardianship provide a safe, nurturing, stable and secure environment for [child]?)	Record any other relevant information not already recorded in the Care Plan.

Attachments	Practice Notes: provided by clicking on the  icon
<p>Attachments – Tile ('i' icon will only show up if you have clicked 'YES' to the Question: Is restoration a realistic possibility for [child]?)</p>	<p>List any reports or assessments relevant to this section that have not been previously submitted to the Children's Court. A list of attachments will populate before the FACS sign off in the views section. Examples of attachments for this section could include:</p> <ul style="list-style-type: none"> • Case plan • Restoration plan • Assessments and reports • Birth family contact reports.



Professional Relationships	Practice Notes: provided by clicking on the  icon
Professional Relationships – Title	Views of NGOs and their contribution to the development of the Care Plan should be documented here.
Professional Relationships - Title	<p>Where a guardian ad litem (GAL) is appointed for a parent, or child, or young person, you must consult with the GAL on all issues that relate to the legal proceedings, instead of directly dealing with the person represented. You must not seek the views of the person represented by the GAL about the court proceeding without the GAL also being present.</p> <p>Once a GAL is appointed they stand in the shoes of the person for which they have been appointed with respect to the legal proceedings for which they have been appointed. They are a ‘best interests’ appointment.</p> <p>A GAL will be appointed for a parent under s.101 of the Care Act in cases where a parent lacks the capacity to instruct a solicitor. This can occur where, {but is not limited to the following} for example, a person has a mental illness or an intellectual disability. The decision to appoint a GAL relates only to the person’s capacity to instruct a legal representative and is not a decision about the person’s parental capacity. The court can also appoint a GAL for a child or young person under s. 100 of the Care Act in special circumstances.</p> <p>The GAL must safeguard and represent the interests of the parent and instruct the legal representative of the parent. The GAL is therefore the decision maker for the parent with respect to the court proceedings and the GAL must be included in all Care Plan meetings, negotiations or other discussions where the views of that person should be included. If a GAL is appointed for a parent and the GAL is not present at case plan meetings, negotiations or other discussions that include the parent FACS may not be able to rely on any agreement or statement made by the parent.</p> <p>Include the details of the GAL under Professional Relationships in this template.</p>
FACS Caseworker	Practice Notes: provided by clicking on the  icon
FACS Caseworker -Title	If an Aboriginal or Multicultural caseworker was involved in the development of the Care Plan, include their signature below as an additional caseworker.

FACS Manager	Practice Notes: provided by clicking on the  icon
Date of Signature	The date entered here when the FaCS Manager signs the Care Plan, acts of the 'Date of Care Plan approval by FaCS' that is documented in the summary page.


Family Details -Child	Practice Notes: provided by clicking on the  icon
Kinship Group	<p>It is important to identify all the Country/ Nation/s, language groups, kinship groups, communities of belonging and totem of the child or young person. An Aboriginal child or young person may identify with, belong to or be accepted by more than one Aboriginal community:</p> <ul style="list-style-type: none"> • The traditional community/ country/nation of one or both parents • The community where the parent/s or the child was born • The community where the child was raised or lived most of their life • The community where they currently reside • The kinship groups of one or both parents • The language groups of one or both parents • The totem of one or both parents. <p>It is important for a child or young person to be connected to all Country/Nations and communities of belonging of both parents to be able to maintain family, and cultural connections and to have an understanding of both their traditional Aboriginal communities and the community they now live in or feel a sense of belonging to. A comprehensive genogram should be developed with the family and attached to the Care Plan.</p>
If you are unable to provide details for any of the above questions in regards to a child or young person's cultural background and identity, can you please provide a detailed explanation as to why you are unable to provide this information	<p>There is no legal requirement for Aboriginal children and young people to have a confirmation of Aboriginality form. It is important to note that only Aboriginal people can determine who is Aboriginal, although the Children's Court can also make that determination if satisfied that the child or young person is of Aboriginal descent.</p> <p>Confirmation of Aboriginality is normally done through incorporated Aboriginal organisations using the Aboriginal Land Rights Act 1983 definition for Aboriginality.</p> <p>There is no single process that these organisations adopt, so each process may be different. Generally, the person wanting a confirmation needs to approach the organisation; however children and young people will most likely need some help and require enquiries to be made on their behalf.</p> <p>If children or young people and families have been separated or lost contact with their families and do not know their families or kin there are a number of organisations and agencies that may be able to assist or provide information in tracing family history:</p> <ul style="list-style-type: none"> • Link Up (NSW) Aboriginal Corporation at www.linkupnsw.org.au • Family Records Unit – NSW Office of Aboriginal Affairs at www.daa.nsw.gov.au

	<ul style="list-style-type: none"> Family History Unit – The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) at www.aiatsis.gov.au
What are [child's] views on their culture?	<p>It is important to find out the child's individual relationship with their culture and communities. This relationship may be different to the relationship that the family and/or birth parents have with their culture.</p> <p>The intent is to understand the child or young person's relationship with their culture, language and religion at the point of removal from their birth family. Also note that some children and young people may have mixed cultural backgrounds. It is important in these cases to identify their links and support needs in relation to all cultures.</p>
Placement	Practice Notes: provided by clicking on the  icon
The proposed placement is arranged in accordance with which aspect of the Aboriginal and Torres Strait Islander Child and Young Person Placement Principles?	<p>The purpose of the Aboriginal and Torres Strait Islander Child and Young Person Placement Principles is to enhance and preserve Aboriginal children's sense of their Aboriginal identity. The objective of the Principles is to ensure an Aboriginal and/or Torres Strait Islander child's right to be raised in their own culture. They also recognise the importance and value of family, extended family, kinship networks, culture and community in raising Aboriginal and Torres Strait Islander children.</p> <p>This general order of placement aims to ensure that, where possible, children and young people are placed within their family, their community or other Aboriginal or Torres Strait Islander community to stay connected to their Aboriginal and/or Torres Strait Islander culture. This reflects the NSW Government's determination to avoid a repetition of past practices which had a devastating impact on so many Aboriginal families.</p> <p>Effective application of the Principles requires Aboriginal and Torres Strait Islander families, extended family and Aboriginal and Torres Strait Islander community representatives to be consulted and involved in decision making about care arrangements for Aboriginal and Torres Strait Islander children and young people.</p> <p>It is understood that placement of Aboriginal and Torres Strait Islander children with non-Aboriginal authorised carers (who are not kin or related) is only to be considered as a last resort, and after exhausting all other placement options.</p>
Provide reasons for the proposed placement and how the placement principles have been applied	<p>Good consultation and meaningful engagement with Aboriginal and Torres Strait Islander children, young people, their families and communities is essential for caseworkers as they work through the general order of placement for Aboriginal and Torres Strait Islander children in the out of home care system.</p> <p>A child or young person who needs to be placed in statutory out-of-home-care is to be placed with:</p> <ol style="list-style-type: none"> 1. A member of the child or young person's extended family or kinship group, as recognised by the Aboriginal or Torres Strait Islander community to which the child or young person belongs. All options for placement within the child's family should be explored, even if that family is some distance away. The opportunity of moving to that area and being placed with family should be considered.

	<p>2. If it is not practicable or in the best interests of the child or young person to be placed in accordance with 1, a member of the Aboriginal or Torres Strait Islander community to which the child or young person belongs with more than one community, caseworkers should acknowledge that all these communities are important and explore all placement options.</p> <p>3. If it is not practicable or in the best interests of the child or young person to be placed in accordance with 1 or 2, a member of some other Aboriginal or Torres Strait Islander family residing in the vicinity of the child's or young person's usual place of residence. Placement options with Aboriginal families living in close proximity to the child's family should be explored to assist in supporting and maintaining the child's ongoing connection to their family, community and culture.</p> <p>4. If it is not practicable or it would be detrimental to the safety, welfare and well-being of the child or young person to be placed in accordance with 1,2 or 3, a suitable person approved by the Director-General after consultation with:</p> <ul style="list-style-type: none"> • Members of the child's or young person's extended family or kinship group, • Aboriginal or Torres Strait Islander organisations as are appropriate. <p>It is recognised that there are cases in which Aboriginal children or young people may need to be placed in a non-Aboriginal placement. In such cases it is critical that all avenues for support and assistance to maintain the child's connection to culture be explored and documented before a child is placed with a non-Aboriginal carer.</p>
<p>Is [child's] placement outside of Country or community of belonging?</p>	<p>Out of Country placement is when a child or young person has been placed outside of their families traditional Country/Nation. For example: Child or young person's traditional Country is Wiradjuri (ie. Dubbo) and they have been placed in Bundjalung (ie. Grafton) Country.</p> <p>Today in NSW, many Aboriginal people do not live on their traditional Country/Nation land, but it is important that a child or young person maintains connection with their traditional Country/Nation as well as contact with family, kin and significant places so they can learn about the unique culture of that community and area.</p> <p>Community of belonging is a community in which the child or young person and the family have a cultural connection (please note a child or young person can have more than one community of belonging). It is important that a child or young person maintains connection with all communities of belonging as well as contact with family, kin and significant places.</p> <p>Please ensure the out of Country or community of belonging placement decision is in line with your rationale of adhering to the Aboriginal and Torres Strait Islander Placement Principles.</p>
<p>What are the views of [child] around the proposed placement?</p>	<p>Note: This should be an age appropriate question.</p>



Consultation	Practice Notes: provided by clicking on the  icon
Consultation - Title	<p>Caseworkers are asked to complete four consultations in order to develop the cultural plan. This can include speaking to family members, community members or other professionals. This is in order to gather accurate and detailed information to support the child's culture. Where you are unable to conduct four consultations at the time of submitting this Care Plan, please note the reasons why you are unable to do so. Please note, that even after submitting the Care Plan, it is best practice to consult with as many Aboriginal and/or Torres Strait Islanders as possible.</p> <p>Aboriginal consultation is an exchange or two-way flow of information. It is an important method that empowers Aboriginal families and communities to help make decisions on matters that affect the care and protection of their children and young people.</p> <p>Consultation must occur with family, extended family, communities and relevant organisations and services. These people will know the child and will be able to identify the relationships and connections that should be maintained and the cultural support activities that the child/young person should participate in. Prior to and during these consultations it is important to also consult with Aboriginal or Torres Strait Islander workers as they can assist you to understand the child/young person's needs, family and community dynamics and culturally appropriate support activities and events.</p> <p>Prior and during these consultations it is important to also consult with Aboriginal or Torres Strait Islander workers as they can assist you to understand the child/young person's need, family and community dynamics and culturally appropriate support activities and events. Contact AbSec to provide you with further information on how to conduct culturally appropriate Aboriginal consultation.</p>
Which family, kin and other community people have been consulted to develop this cultural plan?	<p>Note: This section should only be completed by family and community people who are from the same cultural background as the child or young person.</p>
Participation in culture	Practice Notes: provided by clicking on the  icon
Participation in culture - Title	<p>Aboriginal cultural support planning is aimed at maintaining a child/young person's cultural identity, connection and sense of belonging to family and community while they are in OOHC.</p> <p>It is important to note that some children or young people may have mixed cultural backgrounds (parents from different backgrounds) or parents from different Aboriginal communities/country's/nations. It is important in these cases to identify their links and support needs in relation to both cultures and/or communities/country's/nations.</p>


	<p>It is important for Aboriginal and Torres Strait Islander children to experience the culture of their community and/or country by attending community cultural events, activities and programs. Attending these events or participating in cultural activities and programs also provides an opportunity to maintain or establish connections with Aboriginal family and community.</p> <p>There are many ways to support a child or young person’s Aboriginal identity and assist them to maintain their connection to family and community. Remember the child, family, extended family and Aboriginal community are the best sources of information when developing cultural support plans. Here are a couple of ideas about ways to keep children and young people connected and proud of their Aboriginality:</p> <ul style="list-style-type: none"> • Life Story Book • Gather information about the child's “mob” country/nation, including significant family members • Visit or learn about areas of significance to the child’s community • Attend family gatherings • Interact and participate with the Aboriginal community – attend community events, shows, concerts • Visit the child’s land/country and meet with Aboriginal community • Attend local Aboriginal services • Participate in annual NAIDOC and other Aboriginal and/or Torres Strait Islander events • Attend cultural camps • Promote Aboriginal role models such as community leaders, sports people, artists, actors etc. • Access Aboriginal learning materials such as story books, games etc. • Listen to or participate in Aboriginal music • Talk to family members or Elders about telling stories about what they did when they were children or tell traditional stories • Understand the importance of funerals as significant events in the life of Aboriginal communities. Funerals will often involve the whole community, not just immediate family and friends.
<p>What cultural supports were in place to support child’s cultural development and identity prior to entering care?</p>	<p>Engagement with Aboriginal and Torres Strait Islander organisations and services assists to support a child’s cultural needs and helps to maintain a child’s connection to the Aboriginal community. It is important to investigate what services or organisations the child accessed prior to entering OOHC and where possible make arrangements for the child to continue their involvement with those services or organisations.</p> <p>If the child did not have involvement with any Aboriginal or Torres Strait Islander services prior to entering OOHC or the child has moved to a different area, it is important to investigate what services the child may be able to access.</p>

Aboriginal and Torres Strait Islander community controlled organisations	Practice Notes: provided by clicking on the  icon
Aboriginal and Torres Strait Islander community controlled organisations - Title	<p>Engagement with Aboriginal and Torres Strait Islander organisations and services assists to support a child's cultural needs and helps to maintain a child's connection to the Aboriginal community. It is important to investigate what services or organisations the child accessed prior to entering OOHC and where possible make arrangements for the child to continue their involvement with those services or organisations.</p> <p>If the child did not have involvement with any Aboriginal or Torres Strait Islander services prior to entering OOHC or the child has moved to a different area, it is important to investigate what services the child may be able to access.</p>

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Multicultural Plan

<p>Family Details -Child</p>	<p>Practice Notes: provided by clicking on the  icon</p>
<p>If not born in Australia, approximate length of time in Australia. Include information relevant to immigration status and entitlement to other citizenships.</p>	<p>Knowing the family's length of residence in Australia can provide you with cues about the family's cultural influences. Families that are recently arrived are likely to have a strong affiliation to the culture(s) of their country of origin.</p> <p>Also consider any information that may be relevant if the child or young person has arrived as a refugee.</p>
<p>What are [child's] views on their culture?</p>	<p>The intent is to find out about the child/young person's relationship with their culture and communities. This relationship may be different to the relationship that the family and/or birth parents have with their culture.</p> <p>The intent is to also understand the child/young person's relationship with their culture, language and religion at the point of removal from their birth family. Also note that some children and young people may have mixed cultural backgrounds. It is important in these cases to identify their links and support needs in relation to all cultures.</p>
<p>Participation in culture</p>	<p>Practice Notes: provided by clicking on the  icon</p>
<p>Participation in culture - Title</p>	<p>The importance of supporting children and young people to remain connected with their birth culture, language and religion is highlighted in Section 9(2)(d) of the Children and Young Persons (Care and Protection Act) 1998. This section of the Act stipulates that children and young people temporarily or permanently removed from their family environment are to be assisted and supported as far as possible to maintain their identity, language, cultural and religious connections.</p> <p>This section of the Care Plan is to be used to identify the supports that will be needed to develop the cultural identity of the child while in care, and maintain the child's connection to culture, language and religion. These supports may be provided by individuals, such as the carer, family and community organisations. Birth parents and other family members are a primary source of culture for children. Actively seek the support of parents and relatives in meeting the child or young person's cultural, linguistic and/or religious needs.</p> <p>Community, social, cultural and religious organisations also have a key role in supporting children to maintain their cultural connections.</p>

	<p>It is important to identify and address needs in the areas of cultural, linguistic and religious connections. Following are some examples of activities, events and programs which relate to each of these areas. Child or young person to:</p> <ul style="list-style-type: none"> • Learn about his/her culture through contact birth parents and other relatives • Be supported to maintain connections to culture and community through enrolment in culturally specific play, youth, dance, music, art groups • Maintain contact with his/her culture and community through opportunities to develop friendships with children and adults from their cultural background • Be provided with books, toys and other entertainment materials which reflects his/her culture and heritage • Be provided with diets from his/her cultural community and that accord with religious requirements • Be supported to learn about and maintain a connection to his/her culture and heritage through the inclusion and relevant information in Life Story Work • Be included in relevant traditions from the culture in their life and that of the carer's family • Participate in events and/or festivals marking days of cultural and religious significance • Attend church, temple, mosque or other religious institutions • Receive religious guidance and instruction • Be supported to maintain and learn about his/her community language • Be provided with reading and entertainment materials in his/her community language.
Consultation	Practice Notes: provided by clicking on the  icon
Consultation - Title	<p>This section is used to document consultations that were undertaken with the child or young person's parents and other family members as well as representatives from the child or young person's cultural community. It is important that appropriate cultural advice and input is obtained in the process of identifying and meeting the child or young person's cultural needs.</p> <p>Multicultural Caseworker under the Multicultural Caseworker Program or a generalist caseworker from the child or young person's cultural background are available to consult with. Advice can also be sought (taking into account confidentiality issues) from a range of other sources including external workers and/or community members from the relevant cultural background.</p>