



Quality Assurance Framework for New South Wales

Child and Young Person Questionnaire

1. Safety and Permanency Questions
2. Multicultural Questions
3. Aboriginal Cultural Connections Questions

Chapter 4

QAF User Guide

Version 2.0, November 2020 Edition



Introduction	3
The Aboriginal Cultural Connections Questionnaire.....	3
Child and Young Person Questions.....	3
Why are we asking children questions?.....	4
Why are we asking about safety and permanency?.....	4
Safety and Permanency Questions	4
Why are we asking children about their cultural and spiritual identity?.....	4
Conversation with the child or young person	5
No internet connectivity	5
Questions you may face when completing the Questionnaire.....	8
The Multicultural Questionnaire	11
Can culture mean different things to different people?.....	11
What do I consider when the Questionnaire is being completed?	13
What is the Multi Ethnic Identity Measure?	13
How do I read the MEIM Results?	13
MEIM Scoring and Actions/Considerations.....	14
Questions caseworkers may face with the Multicultural Questionnaire	15
Aboriginal Cultural Connections Questions.....	18
What are the questions and why are we asking them?.....	18
ACCQ Practice Tips and Considerations	21
Questions caseworkers may face when completing the ACCQ	21
Cultural and Spiritual Identity Domain.....	28
Caseworker Check List – Child and Young Person Questionnaire/SDQ.....	6
Information for children	29
Information for Young People	Error! Bookmark not defined.
Carers Fact Sheet.....	29

Note: The information and practice tips contained in this document are generalisations and do not reflect the opinions of all Aboriginal people and communities in NSW. There may be exceptions to the information provided.



Introduction

The Child and Young Person's Questionnaires support the QAF to collect key information about a child or young person in Out of home Care (OOHC) to ensure we provide the best possible experience in care. This User Guide has three distinct sections:

- | | |
|--|----------------|
| 1. Safety and Permanency Questions | 7 to 17 years |
| 2. Multicultural Questions | 12 to 17 years |
| 3. Aboriginal Cultural Connections Questions | 9 to 17 years |

The User Guide explains the rationale and purpose of using the questionnaires, key information to administer the questionnaires, tips and practice ideas for caseworkers in working with children and young people and information sheets for children and young people and their carers.

The Aboriginal Cultural Connections Questionnaire (ACCQ) is an Australian first, as no other questionnaire exists for Aboriginal children and young people who are in OOHC in NSW or Australia. The questions are culturally appropriate and have been developed by Burrun Dalai an Aboriginal OOHC agency in NSW and have been tested and trialled over a period of two years with various Aboriginal children, young people and caseworker practitioners. Extensive consultation has been undertaken and many hours of heart felt discussions around the meaning of culture and how this could be measured.

Aboriginal Cultural and Spiritual Identity Domain Development was developed from scratch and has been a true partnership with Aboriginal people. The steps taken in the development were:

- Initial conversations with Aboriginal young people about culture and what it means to them.
- Aboriginal Cultural and Spiritual Identity Forum, November 2016. The Forum Report can be found at: <https://www.facs.nsw.gov.au/download?file=536753>
- Establishing a cross sector Aboriginal Cultural and Spiritual Identity Task Team to lead the development of the outcomes, definitions, indicators and measures. The Task Team was led by DCJ QAF team with members comprising Burrun Dalai, AbSec, Aboriginal Outcomes, DCJ Cultural Connections Team Western NSW, DCJ Aboriginal Reference Group (ARG), the Parenting Research Centre and Professor Cheryl Kickett-Tucker.
- Partnering with Burrun Dalai Aboriginal OOHC to consult, develop questions and support materials, deliver training and support for the trial.

Child and Young Person Questions

This questionnaire is for children and young people with Final Orders OOHC who are 7 to 17 years old to complete every 6 months. It is important that we hear the voice of the child or young person in relation to how they are going in the areas of safety and permanency and cultural and spiritual identity.

The questionnaire is made up of three components which are tailored to the child or young person age and/or cultural background. These are:

- | | |
|--|----------------|
| 1. Safety and Permanency Questions | 7 to 17 years |
| 2. Multicultural Questions | 12 to 17 years |
| 3. Aboriginal Cultural Connections Questions | 9 to 17 years. |



The first administration of the questionnaire should occur within 4-6 weeks following a child or young person's Final Orders to OOHC, Parental Responsibility to the Minister (PRM) or following a placement change.

The questionnaire is accessed via Viewpoint, a child or young person friendly online platform with graphics and games to play at the completion of the questionnaire.

Why are we asking children questions?

Research tells us that children and young people are more comfortable to express their views and talk honestly about their feelings when using a tool like Viewpoint. Enabling a child or young person in OOHC to feel safe to honestly express their views means we can make sure our case planning meets their needs.

Why are we asking about safety and permanency?

Sometimes it is just too difficult for a child or young person to communicate with adults and equally it is difficult for some caseworkers to raise certain topics or ask difficult questions. Some questions may seem confronting to adults but for young people issues with suicide and self-harm are a part of everyday life, either for themselves or their peer group. It is important to start conversations with young people in a timely manner and in a non-threatening way.

Safety and Permanency Questions

The safety and permanency questions are an opportunity for you to hear how a child or young person feels about where they live and if they feel safe. Questions are age dependant and automatically selected for each age group and expanded on where appropriate. Questions cover the following topics for the subsequent age groups:

Safety & Permanency	7-17 year olds
Drinking Alcohol	12 -17 year olds
Drugs	12 -17 year olds
Self-Harm	14 -17 year olds.

Why are we asking children about their cultural and spiritual identity?

A sense of cultural and spiritual identity is vitally important for the health and wellbeing of a child or young person in OOHC, particularly Aboriginal and Torres Strait Islander children and young people from a Multicultural background.

Culture is our way of life. Culture is important for many reasons and underpins who we are in terms of values, belief, customs, tradition and language. With this comes a sense of belonging and self-esteem and connection that carries us through life.

We are asking a child or young person about their culture to help us understand what cultural support we need to provide them.

Conversation with the child or young person

Following the completion of a questionnaire it is important for caseworkers to talk with the child or young person about their responses: to check that they are 'safe and settled'; identify what is working well; identify and discuss issues that need to be addressed in ongoing casework and case planning.

Young people's participation in decision making is important for their development. It helps them feel connected to and committed to decisions that enhance their self-esteem and sense of control.

The questionnaire provides an opportunity to open a dialogue with a young person and active listening encourages young people to:

- explore their responses in greater detail
- develop their understanding of experiences and circumstances
- consider desired changes and outcomes
- together with caseworkers consider ways to achieve these



No internet connectivity

If you are unable to access the internet while visiting the child or young person, a paper-based version of the full Child and Young Person Questionnaire (appropriate age group and age appropriate questions) is available at

<https://www.facs.nsw.gov.au/about/reforms/children-families/QAF/chapters/qaf-user-guides-for-caseworkers>

- Child and Young Person Questionnaire 7 to 8 years
- Child and Young Person Questionnaire 9 to 11 years
- Child and Young Person Questionnaire 12 to 13 years
- Child and Young Person Questionnaire 14 to 17 years.

Responses from the paper-based version **will need to be entered into Viewpoint** on your return to the office using the child or young person's Login ID. This allows the report to be generated and the results included in the next Child Overview.

The paper based version is only used when experiencing connectivity issues.

Caseworker Check List – for completing Questionnaires

Administering Activities		
		Notes
Before home visit	1. Ascertain the age of the child and Questionnaires to be completed <ul style="list-style-type: none"> • Child and Young Person Questionnaires- aged between 7 and 17 years old • Carer Strengths and Difficulties Questionnaire - 2-4 years non-school participation, 4-10 primary school attendees or 11-17 high school and/or alternate education 	
	2. Prepare your device laptop, tablet to take with you. Review fact sheets. Ensure your device, has internet access, is charged and you have log in details.	
	3. Test web access www.vptol.com.au and ID's (Organisation: NSWQAF, Login ID and Password) before the visit and take with you on the home visit. Review the Viewpoint Trouble Shooting Guide.	
During home visit	4. Explain key elements of the Questionnaire and its purpose to carers and children/young people. Provide them with the fact sheets or further information as required.	
	5. Explain the use of the questionnaire and how the results will be used to inform case planning.	
	6. Establish whether the child or young person or carer requires support and if they would like you in the room. Some children may need you to define words in the questionnaire. Do not advise on possible answers.	
	7. Child or young person/carer completes the questions on the device.	
	8. Review the results check for safety , self-harm/suicide for immediate action	
After home visit	9. Store the Report according to agency protocol.	
	10. Review results from the Questionnaires, refer to the relevant User Guide for more information.	
	11. Review with your leader, psychologist or QAF Coordinator where needed	
	12. Use all of this information to inform case plan and actions needed.	
	13. Discuss information with the carer, child or young person and other relevant agencies.	

SAFETY and PERMANENCY - Key points

Who completes the Questionnaire?	The child or young person
Components captured in the questionnaire	Safety and Permanency Questionnaire
Age range (self-selecting by viewpoint with child's answers)	Safety and Permanency Questionnaire <ul style="list-style-type: none"> • Safety and Permanency 7-17yrs • Alcohol and Drug Use 12-17yrs • Self-Harm 14-17yrs
Cohort	Children and young people who have Final Orders with PR to the Minister
Delivery method	<ul style="list-style-type: none"> • Between 7-15 age dependent question as presented in Viewpoint (see Appendix 1 page 30) • PC, tablet or laptop via Viewpoint, an online child friendly app • An individual child ID to access Viewpoint from your QAF Coordinator
First assessment	When children in OOHC, PRM turn 7 years of age or following a placement change
Frequency repeated	Once every 6 months
Results	<p>On completion, the results are automatically generated in Viewpoint. The results are not scored.</p> <p>You will need to review the highlighted answers in red before you leave to ensure a young person is not self-harming or suicidal which requires an immediate response.</p>
Analysis	Review each section of the questionnaire individually and in case review. The report still requires review if the questions were not completed in one session and should be completed as soon as possible.
Consent	Participation is voluntary and consent to participate is included in Viewpoint. If participation is declined, please select the reason from the drop-down box.
Sharing results	Can be discussed where appropriate with the carer, manager, at case planning meetings, with professionals and the child or young person.
Results storage	<ul style="list-style-type: none"> • Results will be stored in your agencies casework system. • Results will be summarised in the next Child Overview



Practice Tips and Considerations – Safety and Permanency Questions

Questions you may face when completing the Questionnaire

As with any casework activity there may be questions or issues that you may encounter when helping the child or young person to complete the questionnaire. You will need to work through responses with your teams and within Agency policies, procedures and practice guidelines. Use your professional judgement and/or the expertise of casework specialists.

General Questions	Answers
What if the child or young person chooses not to participate in doing the questionnaire?	Discuss the child's reason and explain the benefits of completing the questionnaire. If they still don't want to, they will need to Login and say 'no' to the participation statement and select a reason why.
What if the carer does not want the child to participate in the questionnaire?	Ideally, we would like the carer to support the child or young person to complete the questionnaire however, it is the child or young person's decision.
Birth mother and/or father are Aboriginal	If a birth parent is Aboriginal, questions will go directly to the Aboriginal Cultural Connections Questionnaire
Feeling cared for in care	If a child or young person answers 'Not at all', 'Not really' or 'Just about', it is important for caseworkers to explore the reason the child or young person feels this way and take into account the free text answer in the following question. It is also important to consider if the child or young person is being given the opportunity to regularly spend one-on-one time with their caseworker to discuss any worries that they may have. If the child or young person <u>discloses abuse or neglect in their placement</u> , the caseworker should advise their Manager as soon as possible and make a report to the Helpline.
What if the child has a disability?	You may need to support the child to complete the questionnaire - do not answer for questions for them.
What if the child does not understand the terms, concepts or words used?	The child or young person can look up definitions in Viewpoint as they go along. If they are still unclear you can explain the terms - do not answer the questions for them.
Who sees the answers?	Apply professional and ethical work practices and refer to policies as with any information provided by the child
The carer wants to see the results?	Apply professional and ethical work practices, refer to policies as with any other personal information
Alcohol and/or Drug Use	Working with young people with problematic Alcohol and other Drugs If a young person answers 'Yes' to the questions about drug or alcohol use, there needs further conversations with them about their drug or alcohol use. See the information below for tips on working with young people with problematic alcohol and other drug usage Practice advice tips: Supporting withdrawal, treatment and recovery



General Questions	Answers
	<ul style="list-style-type: none"> • Making the decision to decrease or stop using is a big step for young people. Recognise and celebrate their courage by acknowledging and supporting them in this journey. • Talk with the young person about what they need from you, their family and others. • Remember that withdrawal is a physical, psychological and emotional process. You may need to explain what to expect, how their body might respond and why, and what thoughts and feelings they might experience. Remind them that any negative effects will pass. • Young people need special care and support during withdrawal. Help connect them to the right AOD services and ensure contact with them is frequent, encouraging, compassionate and supportive. • If they lapse during the recovery process, they will need your support to stay motivated and hopeful. • There is no 'one size fits all' when it comes to treatment underlying factors needs to be addressed • Liaise with casework specialists and agency guidance.
Self-harm	<p>Working with children and young people with mental health issues</p> <p>If a young person answers 'Yes' to the questions about self-harm, there needs further conversations. Useful practices for caseworkers working with young people who self-harm include:</p> <ul style="list-style-type: none"> • Being with: maintain an engaged and attuned connection with the young person • Understanding risk: actively use pre-existing knowledge about the young person and their situation and be alert to risks and warning signs to determine whether suicide is an issue. Ask the young person directly about self-harm and whether they are suicidal • Communicating: communicate your concerns about the young person to colleagues, managers and other professionals • Building supports: work with them to identify and strengthen supports among family, friends and professionals. <p>Practice tips: Children may struggle to find the words to describe their experience, especially if they are constantly feeling sad or worried. It is up to you and other adults to take the lead and notice what is happening for a child or young person. Listen deeply to children when talking with them about their mental health. Give them the space to say whatever they want. Resist the temptation to immediately cheer them up as the child may feel you are not validating their experiences and feelings.</p> <p>Before you have conversations with the child or young person, think about:</p> <ul style="list-style-type: none"> • adapting to their age, developmental stage, capacity or situation • The purpose of your conversation with the child or young person and what you are hoping to achieve; for example, are you trying to find the best way of supporting the child? • who is the best person is to have this conversation, yourself, a parent, a carer, or a trained therapist



General Questions	Answers
What if the child or young person becomes distressed?	As with any casework you would support them and if needed make another time to complete the questionnaire. It is best to complete the questionnaire as soon as possible after starting the process in Viewpoint.
Sensitive information comes out	You will act as in any other situation where sensitive information is revealed.
What happens to the results?	The results are attached to a child or young person's case file to be viewed along with other information used to inform casework planning. Over time you will be able to see if a child or young person's outcomes are improving.
What do I do with the results?	The results are to support you in understanding where a child or young person is at, at the time of completion so you can tailor supports to their needs. Overtime you will be able to reflect back on what's happening in the child or young person's life and things which are impacting their outcomes.
What if there is no internet access at the child or young person's residence?	A paper-based version of the questionnaire can be used if there is no internet access however their responses <u>will need to be entered into Viewpoint</u> on return to the office using the child's Login ID.
What if I have forgotten the Login details?	Contact your local QAF Coordinator who can provide the Login details.
What if Viewpoint doesn't work?	Refer to below for the - Viewpoint Troubleshooting Guide <i>page 36</i>



The Multicultural Questionnaire

The Multicultural Questionnaire is a tool for young people to complete in relation to their cultural background. The use of this questionnaire gives the sector a robust way of capturing a young person's connection and affiliation to their culture. It will give caseworkers a snapshot into a young person and assists to further explore, at the direction of the young person what supports are needed.

The Multicultural Questionnaire is automatically available in Viewpoint when a young person identifies:

- they are 12 to 17 years old
- they have a mum or dad selected as Multicultural

The cultural elements of the QAF are a great opportunity for the young person, carer and caseworker to talk about culture and the young person's sense of belonging.

Can culture mean different things to different people?

For some people culture is about where your parents and family were born or come from, that is their ancestry or cultural heritage. For others it may be linked to the language spoken by their family or their faith/religion. Culture can provide guidance to values, beliefs and family practices, traditions and celebrations, and how someone is involved in activities and participates in a community or way of life.

It is important to remember that while some people from the same culture may share similar values and participate in similar activities, others may live or experience their culture differently.

This is especially important to keep differences in mind when working with young people from a multicultural background, bilingual workers and carers. It is important that you facilitate conversations to support cultural understanding; being curious and checking on assumptions and practices.

The concept of Multiculturalism and what it means for the young person

Initial conversations with the young person may help them to understand the concept of having a multicultural background. This may be particularly relevant if a young person refers to themselves as Australian. This may be because the young person was born in Australia. Other young people may refer to themselves as having an "Australian- specific culture" i.e. Australian – Vietnamese. Ask the young person to help you understand their responses.

Multicultural Questionnaire - Key points

Who completes the Questionnaire?	The young person (self-selecting by Viewpoint with young person's answers)
Components captured in the questionnaire	<ul style="list-style-type: none"> • Birth parents' culture • Language • Religion • Multi Ethnic Identity Measure (MEIM)
Age range	Multicultural Questionnaire, 12 to 17 years
Cohort	Children and young people who have Final Orders and are Parental Responsibility to the Minister
Delivery method	<ul style="list-style-type: none"> • 18 questions presented in Viewpoint (see Appendix 2) • PC, tablet or laptop via Viewpoint – online child friendly app • Receive an individual child ID to access Viewpoint from your QAF Coordinator
First assessment	When Multicultural young people in OOHC turn 12 or following a placement change
Frequency repeated	Once every 6 months
Results	<p>Results are automatically generated in Viewpoint on completion</p> <p>You will be given a Search Score, Affiliation Score and a Total Score</p> <ul style="list-style-type: none"> • <u>Search score</u> – reflects how interested a young person is in learning more about their culture • <u>Affiliation Score</u> – reflects how culturally immersed a young person is • <u>Total Score</u> – a combination of Search and Affiliation scores and should be read alongside the search and affiliation scores. <p><i>Further information on scoring and how to read the results is below</i></p>
Analysis	Review each section of the questionnaire individually and as a whole during case review
Consent	The Questionnaire is voluntary including a participation question. If participation is declined, please select the reason why from the drop-down box
Sharing results	Results can be discussed where appropriate with the carer, manager, in case planning meetings, with other professionals and the child or young person.
Results storage	<ul style="list-style-type: none"> • Results will be stored in your agencies casework system. • Results will be summarised in the next Child Overview

What do I consider when the Questionnaire is being completed?

It is important to consider the young person’s age, development and their history with their birth family as well as their cultural communities.

Be interested, review information and check your understanding as a caseworker. Seek answers, explanations and make sure that you unpack initial questions, responses and comments.

What is the Multi Ethnic Identity Measure?

The Multi Ethnic Identity Measure (MEIM) is an internationally used valid and reliable tool designed as a general measure to assess ethnic identity across diverse groups of young people aged 12-17 years. The MEIM is embedded in the Multicultural Questionnaire.

The MEIM comprises of two key factors:

- **Exploration/search:** Efforts to learn about one’s group and participation in cultural practices
- **Commitment/affiliation:** A positive affirmation of one’s own group

For each of the 12 questions the young person is asked to respond in accordance with one of four options.

(4) Strongly agree (3) Agree (2) Disagree (1) Strongly disagree

Scores are given for exploration/search; commitment/affiliation and a total score; the higher scores indicate a stronger cultural identity.

How do I read the MEIM Results?

Three scores are calculated, in the form of an average, from the questionnaire

1. Exploration/search score from 0 (low) to 4 (high)
2. Commitment/affiliation score from 0 (low) to 4 (high)
3. Total score from 0 (low) to 4 (high)

Multicultural (MEIM)		
Identity Search		
33	I have spent time trying to find out more about my ethnic group*, such as its history, traditions and customs.	3 Agree
34	I am active in organisations or social groups that include mostly members of my own ethnic group*.	2 Disagree
40	In order to learn more about my ethnic background*, I have often talked to other people about my ethnic group*.	3 Agree
41	I have a lot of pride in my ethnic group*.	2 Disagree
42	I participate in cultural practices of my own group, such as special food, music, or customs.	2 Disagree
Identity Search totals		2.40 average
Affiliation		
35	I have a clear sense of my ethnic background* and what it means for me.	1 Strongly disagree
36	I think a lot about how my life will be affected by my ethnic group membership*.	3 Agree
37	I am happy that I am a member of the group* I belong to.	2 Disagree
38	I have a strong sense of belonging to my own ethnic group*.	3 Agree
39	I understand pretty well what my ethnic group membership* means to me.	2 Disagree
43	I feel a strong attachment towards my own ethnic group*.	3 Agree
44	I feel good about my cultural or ethnic background*.	2 Disagree
Affiliation totals		2.29 average
Multicultural (MEIM) totals		2.33 average



MEIM Scoring, Meaning, Actions and Considerations

The lower the MEIM score the less exploration/search and commitment/affiliation the young person is reporting. The table below gives MEIM Scores and an interpretation of the level of cultural identity for the young person.

Score	Category	Meaning for <u>Total MEIM Score</u>	Meaning for <u>Affiliation/commitment Score</u>	Meaning for <u>Search/Exploration Score</u>
0 to 1	Low	Does not feel connected/not interested Not exposed or does not want to relate to culture.	Does not feel connected to culture Is not exposed to culture	Might be highly exposed to culture and might not see that they need to search/explore further Not wanting to search for their ethnicity due to lack of interest/stigma/trauma
Greater than 1 to 2	Low to Medium	Less connected/not very interested in finding out more	Less connected	Exposed and not interested or not very interested in finding out more due to stigma/trauma
Greater than 2 to 3	Medium to High	Connected to culture/looking to learn more	Connected to culture	Looking to learn more
Greater than 3 to 4	High	Connected to culture/actively looking to learn more	Connected to culture	Actively looking to learn more



Questions caseworkers may face with the Multicultural Questionnaire

Below is a list of issues or questions that you may encounter when completing the Multicultural Questionnaire with a young person. You will need to work through responses with your teams using your policies, procedures and practice guidelines, Use your professional judgement or the expertise of casework specialists.

Questions	Considerations
<p>What if the young person answers they are not Multicultural, but you know otherwise?</p>	<p>Consider some of the reasons a young person may <u>not want to identify</u> with their culture such as s/he:</p> <ul style="list-style-type: none"> • Associates or links their culture to abuse or trauma • Has a sense of shame assuming that “everyone” in their culture knows about them and their circumstances • Has a sense of loyalty to the carer and their placement, associate culture with their birth parent/s. • Parents not engaged with culture <p>If the caseworker knows that the young person’s response is not accurate:</p> <ul style="list-style-type: none"> • Facilitate conversations with the young person and provide information why you think differently • Discuss what information exists on file about their history • Encourage a dialogue, ask open ended and curious questions rather than leading or closed • Empower the young person, reassure them and encourage them to think and reflect on answers <p>Discuss the value of completing the Questionnaire.</p> <p><u>Work with the family</u> to expand the young person’s awareness and understanding of their cultural heritage during family meetings and visits, for example, talking about significant cultural events and beliefs, or about particular foods and cuisines,</p> <p>Where the <u>family speaks a language other English</u>, consider opportunities for them to share their language by identifying and teaching important words that the young person may want to use, e.g. words such as help, goodbye or mum or dad. There may also be significant phrases and ways of communication within the culture that help provide meaning for the young person and support their connection to culture through language.</p>



<p><u>Low/medium Score</u> Actions and considerations</p>	<p><u>This score indicates they have little exposure to culture or are very culturally exposed</u> they will not be searching for cultural information if they are not interested in finding out about their culture. More investigation and conversation with the young person needs to occur, put some strategies in place and be proactively supporting the young person to experience positive elements of their culture.</p> <p>Consider the young person's placement:</p> <ul style="list-style-type: none"> • Are in a non-matched placement, not exposed to their culture? The carer is culturally connected and/or is the carer practicing minimal to nil cultural activities? • Are they in a non-matched placement, relating to the carer's culture not their own? • the young person <u>has a lot</u> of exposure and takes their culture for granted <p>Engage with the young person and explore elements of their views on their culture engaging a practitioner from a multicultural community organisation, a family member and/or colleague from the same cultural background as the young person to help reflect on casework practice and attitudes</p>
<p>Medium/High Score actions and considerations</p>	<p>Look at the individual search/exploration and affiliation/commitment scores and see sections below for actions.</p> <p><u>This score indicates they are finding out about their culture regularly</u></p> <p>Discuss with the young person what types of things they are finding out about their culture and how they are finding out. Ensure these cultural supports are accessible to the young person and explore other options for cultural knowledge and activities.</p> <p><u>This score indicates they feel connected to culture and are exposed to culture</u></p> <p>The young person has commitment to their culture and sees this as a part of who they are. Discuss culture with the young person, seek out an understanding of how culture relates to the young person's life.</p> <p><u>This score indicates they see their culture as an important part of who they are</u></p> <p>The young person has commitment to their culture and sees this as a part of who they are. Discuss culture with the young person, seek out an understanding of how culture relates to the young person's life. Continue to support the cultural connections and activities in the young person's life.</p>
<p>What if the young person says they have two</p>	<p>As a caseworker seek out more information, be curious and ask more questions. Ask the young person:</p> <ul style="list-style-type: none"> • What does their answer mean?



cultures? I.e. Vietnamese-Lao-Russian	<ul style="list-style-type: none"> • How do they identify with these specific cultures? • How do they relate to these cultures and how are they living these cultures?
What could you do if the young person says they don't speak the language their parents do?	<p>This is a prompt for the caseworker to think about the possibility to make the language available for the young person if they show interest in the language. Some examples are Apps, lessons, DVDs, books</p> <p>Responses from the young person are opportunities to seek further information, to be curious and to seek to understand what the response may mean for the young person.</p> <p>As a caseworker it is an opportunity to further discuss the reasons for this answer, to find a common word used to prompt the young person. Explore if the young person is interested to have more exposure to the language and consider the support needed for this.</p>
If the young person does not share the religion of their parent/s what actions could you consider?	<p>Understanding a family's religion and how they may practice this can provide further opportunities to develop spiritual identity and connection for the young person if they have (or haven't yet) been interested in this aspect of their family beliefs and traditions.</p> <p>Find out about religious events, celebrations and activities which may be linked to faith/religion and discuss the meaning and significance of these with the young person. Explore with the young person whether they knew about these celebrations.</p> <p>It is an opportunity for the caseworker to discuss the young person's knowledge and reasons for their answer. It is also an opportunity to find meaningful religious events to prompt the young person, and to explore if they are interested to have greater exposure to the religion and to consider what support/s may be helpful.</p>



Aboriginal Cultural Connections Questions

The Aboriginal Cultural Connections Questionnaire is a tool for Aboriginal children and young people (9 to 17 years old) designed to assist caseworkers understand where the child or young person is 'at' in terms of key areas of cultural connection. The caseworker can use the results to identify areas where support is needed and incorporate activities in the child or young person's Cultural Support Plan to help us understand what cultural support we as caseworkers need to provide.

Questions are available when the young person identifies they have a mum or dad who are Aboriginal in the Child and Young Person Questionnaire in Viewpoint.

Culture is important to all of us for many reasons and underpins who we are in terms of values, beliefs, customs, traditions and language. Aboriginal people have strong family values. The family system has an extended family structure, as opposed to the nuclear or immediate family structure, which is common in Western society.

Please note: Learning about your culture is a life long journey; it is not expected by Aboriginal people or Department of Communities and Justice (DCJ) that non-Aboriginal caseworkers will teach the child or young person about their culture. As a caseworker you need to access Aboriginal community members who have the skills in providing cultural support or leadership to gain further cultural knowledge.

What are the questions and why are we asking them?

The questions are based around cultural knowledge and connections, which surrounds a person who is culturally connected. Some of these questions generally happen in conversations with Aboriginal people in community, to establish their family connections and knowledge and understanding of where they come from.

There are 12 questions that range from multiple choice to free text and there are no right or wrong answers. The table below shows the reasons why we need to support children in OOHc to gain, maintain and/or grow their cultural identity in order to be connected to cultural benefits including:

The table below shows the key reasons and benefits of supporting children in OOHC gain, maintain and grow their cultural identity and connections to their cultural heritage and community.

Positive view of one's self	Having a strong connection to culture gives an understanding of who you are and where you came from, which forms your identity. This creates a positive sense of self.
Sense of belonging	Knowing who you belong to and who will support you creates relationships and connections that you carry with you for life and counteracts isolation. Having a common knowledge of culture enables a sense of understanding with others who share that culture.
Buffer	Having a strong sense of culture enables higher self-esteem and the ability to cope more efficiently with life's challenges. It also helps people feel valued, respected and raises self-esteem.
Connection	Feeling included, accepted, knowing who is there for you. Having a support network and connection to your culture and community to rely on and feeling a part of something bigger than yourself.

Kickett-Tucker et al International Journal for Equity in Health. *Development and Validation of the Australian Aboriginal racial identity and self-esteem survey for 8 -12-year-old children (IRISE – C)* pg2

Working with Aboriginal people and communities, A Practice Resource, Aboriginal Services Branch in consultation with the Aboriginal Reference Group, February 2009

As Aboriginal people are the original inhabitants of NSW, and as the NSW Government has a specific charter of service to the people of NSW, this document refers only to Aboriginal people. References to Torres Strait Islander people will be specifically stated where relevant. It is important to remember that Aboriginal and Torres Strait Islander cultures are very different, with their own unique histories, beliefs and values. It is respectful to recognise that Torres Strait Islander people are among the First Nations of Australian and represent a part of our client base. The Department's Aboriginal programs and services are available without question, to Torres Strait Islander people.

Aboriginal Cultural Connections Questionnaire - Key points

Who completes the Questionnaire?	Child or young person who identifies they have a birth parent who is Aboriginal when completing the Child and Young Person Questionnaire
Components in the Child and Young Person Questionnaire	Aboriginal Cultural Connections Questionnaire
Age range (self-selecting by viewpoint with child's answers)	Aboriginal Cultural Connections Questionnaire, 9 to 17 years <ul style="list-style-type: none"> • Connection to kin and land • Knowledge of culture
Cohort	Children and young people who have Final Orders with Parental Responsibility to the Minister
Delivery method	<ul style="list-style-type: none"> • 12 questions a mix of multiple choice and free text (appendix 3) • PC, tablet or laptop via Viewpoint an on-line child friendly app • An individual child ID to access Viewpoint from your QAF Coordinator
First assessment	When Aboriginal children in OOHC PRM turn 9 years of age or following a placement change
Frequency repeated	Once every 6 months
Results	Results are automatically generated in viewpoint on completion. They are not scored.
Analysis	Review each section of the questionnaire individually and in case reviews
Consent	Participation is voluntary and consent included as part of the questionnaire. If participation is declined, please select the reason from the drop-down box
Sharing results	Can be discussed where appropriate with the carer, manager, in case planning meetings, with professionals and the child or young person.
Results storage	<ul style="list-style-type: none"> • Results will be stored in your agencies casework system. • Results will be summarised in the next Child Overview



ACCQ Practice Tips and Considerations

Questions caseworkers may face when completing the ACCQ

As with any casework activities there will be questions or issues. The table below is a summary of the questions, the purpose of asking them, considerations and some guidance for casework. **Before completing the ACCQ** with the child or young person the casework practitioner needs to:

Questions/ Answers	Considerations and tips
<p>1. What if the child or young person <u>does not complete</u> the Aboriginal Cultural Connections Questions and you know they are Aboriginal?</p>	<p>Consider some of the possible reasons as to why the child or young person might not want to identify their parents' culture. These may include that s/he:</p> <ul style="list-style-type: none"> • Associates or links their culture to abuse or trauma • Family structures may have been disrupted and they may not know this due to the Stolen Generation • The child or young person may not know their parentage (parents may be newly identified) • Has a sense of loyalty to the carer and the placement and do not want to associate with their birth parent/s <p>If the caseworker knows that the child or young person's response is not accurate: Facilitate conversation with the child or young person respectfully providing information about why you think differently</p> <ul style="list-style-type: none"> • Discuss what information exists on file about their history • Encourage a conversation and try to ask open ended, curious questions rather than leading and closed questions • Empower the child or young person, reassure and encourage them to think and reflect on their answer • Facilitate an Aboriginal consultation process
<p>2. Does the child or young person know who their family/mob is?</p>	<p>Knowing your family/mob and Land/Clan/Country/Nation is critical to:</p> <ul style="list-style-type: none"> • Making family connections - Aboriginal identity and belonging, building relationships • Making connections with surnames and communities by other Aboriginal people • Informing other Aboriginal people of who you are, introducing yourself when meeting new Aboriginal people • Identifying the location which you have your cultural and spiritual connections to • Identifying with community and it allows community to identify with you



Questions/ Answers	Considerations and tips
<p>Do they know their Land/Clan/Country/ Nation?</p>	<ul style="list-style-type: none"> Knowing where you are from as they will have (in most cases) a spiritual connection to the land Knowing where their family connections are enabling them to go back there when they are ready, building on existing knowledge and support when the child or young person transitions to independence Knowing their family connections particularly in relation to Kinship systems to ensure they don't enter into a relationship with close kin <p>Further resources:</p> <ul style="list-style-type: none"> <i>Working with Aboriginal people and communities – A Practice Resource, Aboriginal concept of family and community</i> page 13. https://www.DCJ.nsw.gov.au/data/assets/pdf_file/0005/650642/Working-with-Aboriginal-people-a-practice-resource.pdf <i>Kinship Module – University of Sydney Sector 2: Nations, Clans and Family Groups</i> - http://sydney.edu.au/kinship-module/learning/2-nations-clans-family-groups.shtml <i>AIATSIS Map of Indigenous Australia</i> https://aiatsis.gov.au/aboriginal-studies-press/products/aiatsis-map-indigenous-australia
<p>3. What if the child or young person does not know who their family/mob is or the Land/Clan/Country/ Nation they are from?</p>	<p>Consider some of the reasons that the child or young person does not know or might not want to identify their family/or mob. These may include items in Question 1 and:</p> <ul style="list-style-type: none"> As per question 1 (page 21) There may be some historical factors relating to why they have entered care e.g. abuse history or intergenerational trauma, therefore, the child or young person may have an issue with the Aboriginal side of the family and therefore doesn't want to identify as Aboriginal or is not encouraged to find out about the Aboriginal side of the family. <p>The caseworker can support the child or young person by:</p> <ul style="list-style-type: none"> As per question 1 (page 21) Referring to answers given in the ACCQ around wanting to learn more about culture. If they do not want to be curious to understand why. Look for opportunities to support the child or young person to seek further information Show the child or young person their Cultural Support Plan, which will outline who their Family/Mob is. Investigate ways to connect and build knowledge of their birth family as a part of their Cultural Support Plan.

Questions/ Answers	Considerations and tips
	<ul style="list-style-type: none"> Review the genogram with the child or young person <p>Further resources:</p> <ul style="list-style-type: none"> Aboriginal Australians Family History; NSW State Library – https://guides.sl.nsw.gov.au/aboriginal-australians NSW Link Up - https://www.linkupnsw.org.au/who-we-are/ AbSec – https://www.absec.org.au/where-to-find-help.html
<p>4. What if the child or young person does not know how to say or spell their family/mob or Land/Clan/County/Nation?</p>	<p>If a child or young person does not know how to say their Land/Clan/Country/Nation or does not know how to spell it:</p> <ul style="list-style-type: none"> They may have challenges with literacy - they may not feel confident in spelling or saying it There are many different interpretations of spelling and language dialects therefore various ways of saying and spelling Land/Clan/County/Nations which are an outcome of translating an oral language into English i.e. Kamilaroi/Gamilaraay/Gomeroi which is the same geographical area and the same Land/Clan/Country/Nation They may not want to identify, they may not be as connected to culture as they should be <p>Casework practitioners can support the child and young person by:</p> <ul style="list-style-type: none"> Working with Birth parents (where appropriate) and work with an appropriate community member/mentor Discuss how the Birth Parents say and spell their family mob or Land/Clan/Country/Nation as a part of contact visit. If they do not know, ask the parents who would be the best person to talk to. Research as part of their Cultural Support Plan to find the Land/Clan/Country/Nation its correct spelling and location Look at the AIATSIS map of Indigenous Australia with the child or young person <p>Further resources:</p> <ul style="list-style-type: none"> Kinship Module – <i>University of Sydney Sector 6: Languages and Traditional Affiliations</i> - http://sydney.edu.au/kinship-module/learning/6-language-traditional-affiliations.shtml AIATSIS/Tindale map - https://aiatsis.gov.au/aboriginal-studies-press/products/aiatsis-map-indigenous-australia
<p>5. What is the importance of the child or young person knowing</p>	<p>The child or young person knowing their Mum and/or Dad’s Land/Clan/Country/Nation is the first step in knowing where they are from and who are they connected to.</p> <p>If the child or young person answers ‘no’ to this question, consider the following:</p> <ul style="list-style-type: none"> As per question 1 (page 21)



Questions/ Answers	Considerations and tips
<p>their Mum and/or Dads Land/Clan/Country/Nation? What if they don't know this?</p>	<ul style="list-style-type: none"> • The child or young person may have issues with or not want to engage with the Aboriginal side of their family. • The casework practitioner can support the child or young person by: • Referring to answers given in the ACCQ around wanting to learn more about culture. If they do not want to be curious to understand why, look for opportunities to support the child to seek further information. • Discuss what information exists on file about their history • Facilitate conversation, ask open ended, curious questions rather than leading and closed questions. • Empower the child or young person, reassure them and encourage them to think and reflect on their answers • Show the child or young person their Cultural Support Plan and genogram which will outline who their Family/Mob is. Investigate ways to connect person to their birth family, find the local Aboriginal knowledge holder to assist you <p>Further resources: <i>Working with Aboriginal people and communities – A Practice Resource, Aboriginal concept of family and community</i> https://www.DCJ.nsw.gov.au/data/assets/pdf_file/0005/650642/Working-with-Aboriginal-people-a-practice-resource.pdf</p>
<p>6. What is the significance of the child or young person living on or off country?</p>	<p>If the child or young person <u>IS living on country</u> this allows them to maintain a strong sense of connection of identity to their community, language, culture. They should have access to community members who can share knowledge and local cultural information such as totems and Dreaming stories.</p> <p><u>Community for Aboriginal people means</u> family, kin and significant others, Aboriginal services, community structures, key families. It also means who to go to if they need to know more about culture, have a stronger network to support them in life.</p> <p>If the child is <u>NOT living on country</u> and does <u>NOT go back regularly</u>; This will impact their connection to country:</p> <ul style="list-style-type: none"> • Their acceptance by their community which impacts the child or young person's well-being and sense of belonging, • Disconnection to spirituality which could cause further trauma • Gaining Confirmation of Aboriginality- The definition of an Aboriginal person is as defined by the <i>Aboriginal Land Rights Act 1983</i> (NSW) it is a person who: <ol style="list-style-type: none"> 1. is a member of the Aboriginal race of Australia 2. identifies as an Aboriginal person and



Questions/ Answers	Considerations and tips
	<p>3. is accepted by the Aboriginal community in which the person lives. The child or young person <u>needs to meet all three criteria to gain Confirmation of Aboriginality</u>. This also becomes a problem if the child or young person is living with non-Aboriginal carers and has minimal involvement with Aboriginal community events and activities. Without Confirmation of Aboriginality, there are many issues that may arise such as job opportunities and access to educational scholarships.</p> <p>If the child or young person is <u>NOT living on country</u> but <u>goes back regularly</u> for example 3/4 times a year it is more likely they would develop a connection with their community over a couple of years. They would feel they are part of the community and the community would identify who they are and who they are connected to. Consider how connected the child or young person is to community by:</p> <ul style="list-style-type: none"> • Being curious, ask the child or young person about their Country and if they would like to go back more regularly • Being aware that the child or young person may have an extremely complicated family that can be very hard for a non-Aboriginal person to understand. They may have a complex family structure and sensitivity regarding parents raised with extended family and/or step parents. <p>Use this information to inform your Cultural Support Plan and for case planning.</p>
<p>7. What is the significance of the child or young person knowing their Aboriginal Totem?</p>	<p>The child or young person knowing their totem shows they are connected spiritually to their culture. They have a broader connection to their country and to their family.</p> <p>Knowing and understanding their totem also shows that the child or young person has an understanding:</p> <ul style="list-style-type: none"> • Of their connection to land and is spiritually connected to culture • Of the relationship systems of Aboriginal culture which is known as the moiety system. • That they are the protector of their totem for future generations. <p>If the child or young person does not know their totem caseworkers can support them by:</p> <ul style="list-style-type: none"> • Talking with the birth family • Asking an Aboriginal person who the best person is to provide this information to the child or young person. Only certain Aboriginal people are culturally able to provide this spiritual information to the child or young person.

Questions/ Answers	Considerations and tips
	<p>Further resources:</p> <ul style="list-style-type: none"> • <i>Kinship Module – University of Sydney Sector 3 Moiety</i> • http://sydney.edu.au/kinship-module/learning/3-moiety.shtml • <i>Kinship Module – University of Sydney Sector 4 Totems</i> • http://sydney.edu.au/kinship-module/learning/4-totems.shtml • <i>Article – Birth ceremonies, totems and rites in Aboriginal society -</i> https://www.qcaa.qld.edu.au/downloads/approach2/indigenous_res012_0804.pdf • <i>Aboriginal spirituality –</i> https://australianstogether.org.au/discover/indigenous-culture/aboriginal-spirituality • For more information on seeking totems you can talk with AbSec 02 9559 5299
<p>8. What is the significance of the child or young person knowing or not knowing Aboriginal language or words?</p>	<p>Knowing Aboriginal words or language gives the child or young person a sense of connection and identity. It is a way of connecting with community and an important way to keep culture alive. The child or young person may know some language or words, ask them if the words or language are from their country as it's important for them to understand where the words originated, to start exploring the depth of their knowledge.</p> <p>There is no universal Aboriginal language, as each of the 300 Aboriginal Nations speaks 250 different languages with up to 600 dialects. Past assimilation policies prohibited Aboriginal people from using their language, which contributed to the breakdown in the teaching of language between generations. There has been over the past 10 years a strong focus on language revival in NSW as it was impacted dramatically with colonisation.</p> <p>As a result, a child or young person may not know Aboriginal language or words or may believe that Aboriginal English is Aboriginal language. Aunty Lorraine Peters who is a survivor from Cootamundra Girls home talks about the impact of Stolen Generations on community in the YouTube clip https://www.youtube.com/watch?v=p-kVgJ2i6MY</p> <p>If the child or young person does not know Aboriginal language or words, discuss with them if they would like to know and connect them to Language groups via NSW Aboriginal Education Consultative Group Inc. NSWAECCG Project Officers.</p> <p>Further Resources:</p>



Questions/ Answers	Considerations and tips
	<p><i>Working with Aboriginal people and communities – A Practice Resource – Communication pg 21</i> https://www.DCJ.nsw.gov.au/data/assets/pdf_file/0005/650642/Working-with-Aboriginal-people-a-practice-resource.pdf</p> <ul style="list-style-type: none"> • Kinship Module – University of Sydney – Sector 6: Language and Traditional Affiliations http://sydney.edu.au/kinship-module/learning/6-language-traditional-affiliations.shtml • Aboriginal Language and Culture Nests NSW AECG – https://www.aecg.nsw.edu.au/wp-content/uploads/2016/10/NSW-AECG-Language-and-Culture-Nests-QA-doc_website.pdf • Kinchela Boys Home Aboriginal Corporation – https://www.kinchelaboyshome.org.au/
<p>9. What areas of Culture does the child or young person know about? Has the child or young person <u>learnt anything new</u> about culture this year?</p>	<p><u>Learning about culture is a life long journey, it is not expected by Aboriginal people or DCJ that non-Aboriginal casework practitioners will teach the child or young person about culture.</u> If the child or young person is on country, with Aboriginal kin their learning may be more easily integrated into everyday life. If not, build access to Aboriginal community members who have the skills in providing cultural support or leadership to gain cultural knowledge. Culture is an ever-growing thing for Aboriginal children and young people, it can be very difficult for those who have been removed from their kin and Country. Review the responses selected, areas that they are familiar with can be built on and areas that they have not selected work into their cultural Support Plan. Grow knowledge of culture over time.</p> <p>Further Resources: <i>Kinship Module – University of Sydney Aboriginal Community Narratives</i> http://sydney.edu.au/kinship-module/community-narratives/index.shtml</p>
<p>10. Who is the child or young person connected to and leaning about culture from?</p>	<p>The more boxes ticked in these sections the better. For cultural learnings, it is best if the child or young person has a variety of options to learn from or seek cultural knowledge from. Look carefully at the selected item, look at ways a caseworker can connect the child or young person to the groups that are not selected. Discuss with the child or young person who they are learning from and ways to link them with the community - these could be included as actions in the Cultural Support Plan.</p>



Cultural and Spiritual Identity Domain - Cultural leanings by ages and stages

This details the ages and stages of development of a child and young person and the ways Aboriginal cultural connection occurs. The Aboriginal Cultural and Spiritual Identity Domain was developed by the QAF Aboriginal Task Team. The Task Team comprises representatives from the following:

- Burrun Dalai
- AbSec
- DCJ Aboriginal Reference Group ARG
- DCJ Aboriginal Policy Unit
- DCJ Cultural Connections Team Western NSW

Developmental phase and age	Cultural learning	How is this learnt? What is the age appropriate knowledge?
Prenatal infancy Ages birth – 2	Connection to Kin	<p>Connection to kin is learnt by having:</p> <p>Exposure to family and kin with cultural connections:</p> <ul style="list-style-type: none"> • Placed with extended family or kinship group/foster carer (in accordance with Aboriginal Child Placement Principle) • The child has ongoing and consistent contact with family, kin, country and significant places <p>Exposure to culture and land:</p> <ul style="list-style-type: none"> • Music, puzzles, storybooks, colouring in, art, dolls, flag, language, dance, Aboriginal stories from my family
Early childhood Ages 3-5	Connection to kin	<p>Connection to kin is learnt by having:</p> <p>Exposure to family and kin with cultural connections:</p> <ul style="list-style-type: none"> • Placed with extended family or kinship group/foster carer (in accordance with Aboriginal Child Placement Principle) • The child has ongoing and consistent contact with family, kin, country and significant places <p>Participating in cultural leaning activities</p> <ul style="list-style-type: none"> • Celebrations, family events, music, puzzles, story books, colouring in, art, dolls, flag, language, dance, i.e. nick names <p>Knowledge of culture is learnt by having exposure to cultural knowledge around:</p> <ul style="list-style-type: none"> • Where they belong (country) knowing their traditional land and the stories and totems of that land, sacred sites, bush tucker, bush medicine • Where they come from (family history, Aboriginal history) knowing their personal history, the history of their family and the history of Aboriginal people, language group, ancestors Aboriginal stories from my family • What they do (cultural expression and events) participating in cultural events – creative sporting and community events, leaning Koori English and traditional Aboriginal words, laughing, yarning, camp fires, dance, hunting, fishing trapping, camping, art, music, NAIDOC, Koori Knockout, Corroboree
Early childhood Ages 3-5 Continued....	Knowledge of culture	



Developmental phase and age	Cultural learning	How is this learnt? What is the age appropriate knowledge?
		<ul style="list-style-type: none"> • What they believe (cultural values, beliefs and practices) values like prioritising family relationships and responsibilities, respecting Elders, looking after younger siblings, sharing dreamtime • What symbolises Aboriginal culture – things like the Aboriginal flag, Aboriginal art or music Aboriginal role models <p>By 3 to 5 years old a child should be able to recognise:</p> <ul style="list-style-type: none"> • Who they are (personal identity) knowing they are Aboriginal and their family name, kinship group • Who they belong to (family community) knowing family and family connection, nation, language group, song lines
<p>Middle Childhood Ages 6-12</p> <p>Middle Childhood</p>	<p>Connection to kin</p> <p>Knowledge of culture, heritage and land</p> <p>Pride in culture</p>	<p>Connection to kin is learnt by having:</p> <p>Exposure to family and kin with cultural connections (as above)</p> <p>Knowledge of culture is learned by participating in cultural learning activities (as above):</p> <p>Knowledge of culture is learnt by having exposure to cultural knowledge (as above):</p> <p>A child of 6 to 12 who is culturally connected should:</p> <ul style="list-style-type: none"> • have contact maintained with family, kin, country and significant places • have strong bonds to their family, extended family and kin, who are activity involved in their culture • exhibit pride in their culture participating in and actively engaging in culture actively participating in a range of cultural activities
<p>Adolescence Ages 13 to 17</p>	<p>Connection to kin</p> <p>Knowledge of culture heritage & land</p> <p>Pride in culture</p> <p>Sense of belonging</p>	<p>Connection to kin is learnt by having exposure to family and kin with cultural connections (as above)</p> <p>Knowledge of culture is learned by participating in cultural learning activities (as above)</p> <p>Knowledge of culture is learnt by having exposure to cultural knowledge (as above)</p> <p>Participation and pride in culture:</p> <ul style="list-style-type: none"> • The young person exhibits pride in their culture • The young person actively participates in a range of cultural activities <p>Adolescent who is culturally connected should:</p> <ul style="list-style-type: none"> • have contact maintained with family, kin, country and significant places • have strong bonds to their family, extended family and kin, who are activity involved in their culture • exhibit pride in their culture participating in and actively engaging in culture • actively participating in a range of cultural activities



Appendix 1

QAF Child and Young Person –

Safety and Permanency Questions

Below are the Safety and Permanency questions contained in the questionnaire. They are age specific and have skip rules so not every child or young person will see all the questions.

7 – 17 years

1. Do you feel cared for where you live now? (multiple choice)
2. What would you need to change for you to feel more cared for? (Free text)
3. Do you feel safe where you live now? (multiple choice)
4. What would you need to change to feel safer? (Free text)
5. Are there any responsible adults you could turn to if you were having problems? (multiple choice)
6. How many adults could you turn to? (multiple choice)

12 – 17 years only

The next few questions are about drug use (other than for medical reason) and about drinking alcohol.

7. Have you had an alcoholic drink in the last 12 months? (multiple choice)
8. Have you had an alcoholic drink in the last four weeks? (multiple choice)
9. Have you had an alcoholic drink in the last 7 days? (multiple choice)
10. Have you used drugs in the last 12 months? (multiple choice)
11. Which drugs have you used? (multiple choice)
12. Have you used any of these drugs in the last four weeks? (multiple choice)

14 – 17 years only

The next section is about self-harm. If you don't feel comfortable about answering or feel upset during this time, please tell your caseworker straight away. People feel like hurting themselves for all sorts of reasons.

13. During the past 12 months have you thought about hurting yourself on purpose in anyway? (E.g. by cutting or burning yourself?) (multiple choice)
14. During the past 12 months did you ever consider attempting suicide? (multiple choice)

Thank you for your time answering the questions. You have now come to the end of the section that talks about your sense of safety and permanency.

Is there anything you want to tell your caseworker or someone about what you are thinking or feeling? (Free text)



Appendix 1

QAF Child and Young Person

Multicultural Questions

Below are the Multicultural questions for young people who are 12 to 17 years who identify as Multicultural will complete these Questions.

Multicultural Introductory Questions

1. Is your mum's birth culture Multicultural, for example, African, Vietnamese, Maori? (multiple choice)
2. Is your dad's birth culture Multicultural, for example, African, Vietnamese, Maori? (multiple choice)
3. In terms of my cultural group, I consider myself to be (Free text).
4. Does one of your birth parents speak a language other than English at home (multiple choice)
5. Do you speak this/these language/s? (multiple choice)
6. Do you share the same religion as one of your birth parents?(multiple choice)

Multi Ethnic Identity Measure (MEIM) Questions

1. I have spent time trying to find out more about my ethnic group, such as its history, traditions and customs. (multiple choice)
2. I am active in organisations or social groups that include mostly members of my own ethnic group. (multiple choice)
3. I have a clear sense of my ethnic background* and what it means for me.(multiple choice)
4. I think a lot about how my life will be affected by my ethnic group membership. (multiple choice)
5. I am happy that I am a member of the group* I belong to. (multiple choice)
6. I have a strong sense of belonging to my own ethnic group. (multiple choice)
7. I understand pretty well what my ethnic group membership* means to me.(multiple choice)
8. In order to learn more about my ethnic background*, I have often talked to other people about my ethnic group (multiple choice)
9. I have a lot of pride in my ethnic group (multiple choice)
10. I participate in cultural practices of my own group, such as special food, music, or customs (multiple choice)
11. I feel a strong attachment towards my own ethnic group (multiple choice)
12. I feel good about my cultural or ethnic background (multiple choice)



Appendix 1

QAF Child and Young Person

Aboriginal Cultural Connections Questions

Below are the Aboriginal Cultural Connections questions for young people who are 9 to 17 years who identify a birth parent how is Aboriginal.

9 to 17 years

1. Do you know who your family/mob is? (Multiple choice)
2. Who are they? (Free text)
3. Do you know the town/city your family/mob is from? (Multiple choice)
4. What town/city are your family/mob from? (Free Text)
5. Do you know the name of the Land/Clan/Country/Nation you are from? (Multiple choice)
6. What is the name of your Land/Clan/Country/Nation? (Free Text)
7. What is your Birth Mum's Land/Clan/Country/Nation? (Free Text)
8. Do you know your Birth Dad's Land/Clan/Country/Nation? (Multiple choice)
9. What is your Birth Dad's Land/Clan/Country/Nation? (Free Text)
10. How often do you go back to Country? (Multiple choice)
11. What is your Aboriginal Totem/s? (Free Text)
12. Do you know any Aboriginal words or language? (Multiple choice)
13. What are the words and their meaning? Free Text
14. What do you know about your Aboriginal culture? (Multiple choice)
15. Would you like to learn more about your Aboriginal culture? (Multiple choice)
16. Which group of Aboriginal people are you connected to? (or what Aboriginal people do you do things with?) (Multiple choice)
17. Who do you learn from about your Aboriginal culture? (Multiple choice)

Quality Assurance Framework OOHC Child and Young Person Questionnaire How are things going for you?

What is the Questionnaire?
We want to hear from you!
Answering some questions online will help us support you in the best way possible



Online questionnaire

The questionnaire will take about 15 minutes

How do I answer the questions?

You can do the questions online on a computer, phone or a tablet and it looks like this:



What is done with my answers?
Answering these questions will help us to do things better for you and other children in care.

You can talk to your caseworker about anything related to the questions and why we are asking them.



You can have some fun while you do it by choosing a character called an avatar!

Don't forget – the questionnaire is voluntary, which means, you don't have to take part if you don't want to. You can select 'no I don't want to participate'



Quality Assurance Framework OOHC

Child and Young Person Questionnaire

How are things going for you?



Complete on a computer, tablet or smartphone



The questionnaire will take about 15 minutes to complete



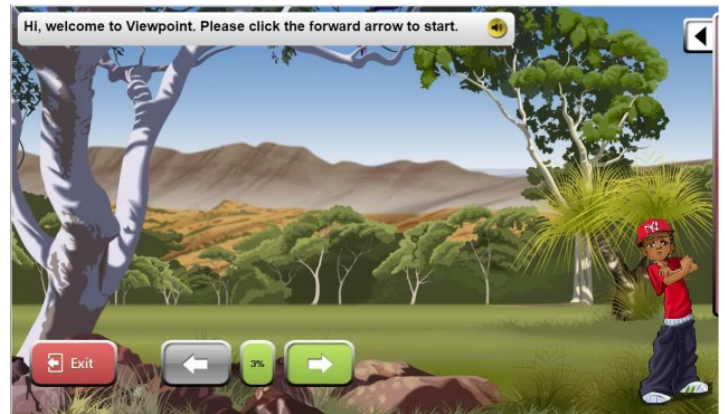
Taking part in the Questionnaire

What is the Questionnaire about?

The questions ask about how you are feeling and how things are going for you. Your answers will be used to help caseworkers support you in the best way possible.

The questions are around the areas of safety and permanency and there are questions about your culture if you identify yourself as Aboriginal or from a Multicultural background. The structure of the questions are generally multiple choice but some will ask you to type out your answers.

Don't forget – the questionnaire is voluntary which means you don't have to take part if you don't want to. You can select 'no I don't want to participate' and give us a reason why or talk with your caseworker



What is done with my answers?

Your answers will help us in our casework to do things better for you.....

This is a chance to have your voice heard so that caseworkers can better support you in their work.

More information?

You can talk to your caseworker for more information or visit QAF

<https://www.facs.nsw.gov.au/about/reforms/children-families/QAF>

How do I answer the questions?

The questions are in Viewpoint an online tool. You can use a computer, phone or a tablet to complete them.

Don't forget – the questionnaire is voluntary which means you don't have to take part if you don't want to. You can select 'no I don't want to participate'

Quality Assurance Framework for Out-of-Home Care

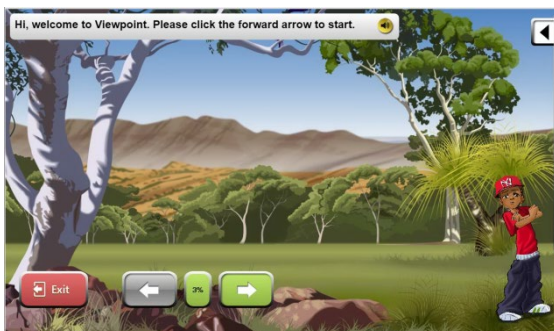
Carers Fact Sheet – Child and Young Person Questionnaire

What is the Child and Young Person Questionnaire? It is a set of questions that will be asked bi-annually. The aim is to understand how the child in your care is going so we can tailor casework to support their needs. The questions will ask young people to reflect on their feelings, culture and issues that they may be experiencing in their life.

Why is this happening? As a part of the Quality Assurance Framework we are implementing the questionnaire in DCJ and NGOs out-of-home care services then looking to roll out state wide in 2021 onwards.

When will this take place? In the coming weeks your child or young person will be contacted by their caseworker and a time will be arranged to meet and complete the questionnaire.

What does the questionnaire look like and how many questions are asked? The questionnaire is available online in an easy to use child friendly tool called Viewpoint. Viewpoint is colourful and has engaging graphics that should appeal to children and young people. The number of questions will vary depending on age and cultural background.



How will the questionnaire be completed? Each child and young person's caseworker will

provide them with their personal login details, to access the questionnaire. The questionnaire can be completed on any device, the caseworker's tablet, laptop or smartphone. The caseworker will be with the child or young person while completing the questionnaire to answer any questions they may have.

What are the benefits of the child or young person to do the questionnaire? Research tells us that children and young people are more comfortable to express their views and talk about their feelings honestly when using a tool like Viewpoint. Enabling children and young people in out-of-home care to express their views honestly means we can make sure our case planning meets their needs. If you have any concerns about the young person's behaviour after they have completed the questions, please contact your caseworker.

How will the information be used? The information will be reviewed alongside other information to see how a child is going. The caseworker can then tailor casework to provide supports for each child.

How will children and young people be invited to take part in the questionnaire? Your caseworker will be in contact with you and/or your child or young person to make a time to complete the questionnaire.

Who can I contact if I need further information? For more information about the questionnaire, please visit <https://www.facs.nsw.gov.au/about/reforms/children-families/QAF/chapters/reports>

You can also speak to the caseworker who will be helping them to complete the questionnaire
Thank you for supporting the child in your care to complete the questionnaire.

Viewpoint Troubleshooting Guide

Before contacting DCJ or the Viewpoint helpdesk check these frequent issues and possible solutions.

Issue	Check
Cant access the VP log in page	<ul style="list-style-type: none"> • Check you have the correct address • www.vptol.com.au • Check your internet connection • VP works in Firefox, Chrome and Internet Explorer. Check in each of the above web browsers • Check on another device
VP not accepting the log in ID	<ul style="list-style-type: none"> • Check you have entered the Organisation currently NSWQAF • Check you have entered <u>all</u> the ID numbers correctly • The combination should be in the format below: • ID: QAF33455 Password: QAF527 • Try another web browser. • Try another device.
User is disabled	<ul style="list-style-type: none"> • You will be locked out if you enter the wrong details three times in a row • Email helpdesk@vptorg.com asking for the user to be enabled. Send the Viewpoint ID only (do not send any names or passwords)
VP website isn't opening	<ul style="list-style-type: none"> • VP works in Firefox, Chrome and Internet Explorer. • Check in each of the above web browsers • Check you are using the correct website address • Try another device.
VP helpdesk hasn't resolved the issue	<ul style="list-style-type: none"> • Check you are using the correct helpdesk email • helpdesk@vptorg.com
VP Questionnaires are not opening	<ul style="list-style-type: none"> • Check you are using the correct web address: • www.vptol.com.au • Try accessing the website outside of the Citrix environment. • VP works in Firefox, Chrome and Internet Explorer. Check in each of the above web browsers.
Internet connectivity	<ul style="list-style-type: none"> • There are paper based versions if absolutely necessary. These will need to be uploaded into VP upon arrival to the office for it to be included in the Child Overview
VP report isn't showing all the past SDQ results for a CYP	<ul style="list-style-type: none"> • VP reports show current questionnaires. • Alternatively, contact your QAF Coordinator who has access to review all past results in the VP system • If you need a past result that isn't showing in the report contact VP helpdesk at helpdesk@vptorg.com