NSW GOVERNMENT

FACSIAR
INSIGHTS, ANALYSIS AND RESEARCH

4
Research report

Pathways of Care Longitudinal Study: Outcomes of Children and Young People in Out-of-Home Care

Childcare and School Teachers Survey Statistical Report

Pathways of Care Longitudinal Study: Outcomes of Children and Young People in Out-of-Home Care

Research Report No. 4

Childcare and School Teachers Survey Statistical Report

Prepared by
Albert Zhou, Henry Durant, Marina Paxman, Sharon Burke and Merran Butler - New South Wales Department of Family and Community Services, Insights Analysis and Research.

Published by
New South Wales Department of Family and Community Services (FACS)
Insights Analysis and Research
320 Liverpool Road
Ashfield NSW 2131
Phone + 61 2 9716 2222

May 2019

ISBN: 978-0-6482697-9-3

Recommended citation
Zhou, A., Durant, H., Paxman, M., Burke, S. and Butler, M. (2019). Childcare and School Teachers Survey Statistical Report. Pathways of Care Longitudinal Study: Outcomes of Children and Young People in Out-of-Home Care. Research Report Number 4. Sydney. NSW Department of Family and Community Services.

About the information in this report
All the analyses presented in this report are based on the December 2016 version of the on-line teacher survey; Wave 1-3 unweighted data collected in face-to-face interviews with caregivers; and FACS administrative data.

Pathways of Care Longitudinal Study Clearinghouse
All study publications including research reports, technical reports and briefs can be found on the study webpage www.facs.nsw.gov.au/resources/research/pathways-of-care

Study design by NSW Department of Family and Community Services (Analysis and Research); Australian Institute of Family Studies; Professor Judy Cashmore, University of Sydney; Professor Paul Delfabbro, University of Adelaide; Professor Ilan Katz, University of NSW; Dr Fred Wulczyn, Chapin Hall Center for Children University of Chicago.

Study data collection by I-view Social Research.

Study data management support by Sax Institute.

Advisors: Expert advice and support has been provided by the CREATE Foundation; Aboriginal Child, Family and Community Care State Secretariat (AbSec); Adopt Change; and the out-of-home care program areas and stakeholders.

Acknowledgements: We wish to extend our thanks to all the children, young people and caregivers who participated in interviews; childcare teachers, school teachers and caseworkers who participated in on-line survey interviews; and the data custodians in the relevant NSW and Commonwealth government departments. Ms Billy Black is a young person who grew up in care and designed the study artwork. Toula Kypreos, Research Assistant in FACS Insights Analysis and Research, assisted with the sample recruitment.

Ethics approval by The University of NSW Human Research Ethics Committee (approval number HC10335 & HC16542); Aboriginal Health and Medical Research Council of NSW Ethics Committee (approval number 766/10); NSW Department of Education and Communities State Education Research Approval Process (SERAP, approval number 2012250); NSW Population & Health Services Research Ethics Committee (Ref: HREC/14/CIPHS/74 Cancer Institute NSW: 2014/12/570).

Contents

List of Figures

List of Tables

Preface

Pathways of Care Longitudinal Study (POCLS) is funded and managed by the New South Wales Department of Family and Community Services (FACS). It is the first large-scale prospective longitudinal study of children and young people in out-of-home care (OOHC) in Australia. Information on safety, permanency and wellbeing is being collected from various sources. The child developmental domains of interest are physical health, socio-emotional wellbeing and cognitive/learning ability.

The overall aim of this study is to collect detailed information about the life course development of children who enter OOHC for the first time and the factors that influence their development. The POCLS objectives are to:

- describe the characteristics, child protection history, development and wellbeing of children and young people at the time they enter OOHC for the first time.
- describe the services, interventions and pathways for children and young people in OOHC, post restoration, post adoption and on leaving care at 18 years.
- describe children's and young people's experiences while growing up in OOHC, post restoration, post adoption and on leaving care at 18 years.
- understand the factors that influence the outcomes for children and young people who grow up in OOHC, are restored home, are adopted or leave care at 18 years.
- inform policy and practice to strengthen the OOHC service system in NSW to improve the outcomes for children and young people in OOHC.

The POCLS is the first study to link data on children's child protection backgrounds, OOHC placements, health, education and offending held by multiple government agencies; and match it to first-hand accounts from children, caregivers, caseworkers and teachers. The POCLS database will allow researchers to track children's trajectories and experiences from birth.

The population cohort is a census of all children and young people who entered OOHC for the first time in NSW over an 18 month period between May 2010 and October 2011 (n=4,126). A subset of those children and young people who went on to receive final Children's Court care and protection orders by April 2013 (2,828) were eligible to participate in the study. For more information about the study please visit the study webpage www.facs.nsw.gov.au/resources/research/pathways-of-care.

The POCLS acknowledges and honours Aboriginal people as our First Peoples of NSW and is committed to working with the FACS Aboriginal Outcomes team to ensure that Aboriginal children, young people, families and communities are supported and empowered to improve their life outcomes. The POCLS data asset will be used to

improve how services and supports are designed and delivered in partnership with Aboriginal people and communities.

FACS recognises the importance of Indigenous Data Sovereignty (IDS) and Indigenous Data Governance (IDG) in the design, collection, analysis, dissemination and management of all data related to Aboriginal Australians. The POCLS is subject to ethics approval, including from the Aboriginal Health & Medical Research Council of NSW. FACS is currently in the process of scoping the development of IDS and IDG principles that will apply to future Aboriginal data creation, development, stewardship, analysis, dissemination and infrastructure. The POCLS will continue to collaborate with Aboriginal Peoples and will apply the FACS research governance principles once developed.

1 Introduction

This statistical report for the Childcare and School Teacher Survey (Teacher Survey thereafter) provides a summary of the data collected in the Teacher Survey conducted as part of the POCLS. The purpose of this report is to provide a useful reference point for policy officers, frontline workers, teachers and researchers.

The purpose of the Teacher Survey is to examine how the POCLS children are faring from the teacher perspective, in addition to the caregiver, child and young person face-to-face interviews and caseworker online survey. Teachers provide an important, independent perspective on the child's behaviour in an OOHC environment. Having training in child development and experience through interaction with many different children, teachers have insight into appropriate child behaviour and can give a normative perspective on the child's progress. Further details about the study can be found in Paxman, Tully, Burke and Watson (2014).

A number of other documents are useful to help with the navigation and understanding of the POCLS data. These publications can be found on the POCLS webpage: www.facs.nsw.gov.au/resources/research/pathways-of-care

2 Methods

To date, four Waves of the POCLS data collection have been undertaken at 18-24 month intervals. By the end of Wave 5 which commenced in April 2019, the POCLS will have 10 years of in-depth data on children's OOHC experiences. Wave 1 interviewing was conducted June 2011 - August 2013 with 1,285 children and carers participating. Wave 2 was conducted April 2013 – March 2015 with 1,200 participants. Wave 3 was conducted October 2014 – July 2016 with 1,033 participants. Wave 4 was conducted May 2017 – November 2018 with 961 participants.

The Teacher Survey was conducted on-line during the POCLS Wave 2 to Wave 4 data collection period. A total of 771 on-line surveys were completed. The Teacher Survey was administered once per child, so it does not track changes over time from the teacher's perspective.

The sample for the Teacher Survey was drawn from the POCLS final care and protection orders interview cohort (n=1,789). Caregivers in this cohort who agreed to take part in a face-to-face interview were asked to provide consent for the child's current childcare, preschool or school teacher to be invited to complete an on-line survey. The Teacher Survey was completed by the childcare, preschool or school teacher who was nominated to know the child best. If no-one in the childcare centre or school knew the child well, the survey co-ordinator completed a short version of the survey. Participation in the survey was voluntary and respondents did not have to answer all of the survey questions.

This statistical report is based on the Teacher Survey data collected during Waves 2 and 3 of the POCLS for 670 children – approximately 3 - 5 years after the child entered OOHC for the first time.[1] The survey response rate was 37.5% (670 children /1,789 children in the final orders interview cohort). The analyses presented are primarily bivariate and are based on available data where we have the response. Significance tests (i.e., chi-squared tests) were used to identify patterns of associations between two variables. No attempts were made to perform multivariate regression analysis to control/adjust for confounders and/or effect modifiers. Most findings are presented by school age of children (e.g., childcare, primary school, high school), Aboriginal status, culturally and linguistically diverse (CALD) background and region (metro vs. regional/remote). Due to issues with small sample sizes, some categories have been combined for analysis.

The results presented in this report reflect only the experience of a sub-set of children in the POCLS (a) who entered OOHC for the first time and received a final care and protection order (n=2,828); (b) their carer agreed to be in the interview cohort (n=1,789); (c) their carer provided consent to the Teacher Survey; and (d) their teacher completed the on-line survey. Findings in this report should be interpreted with this in mind.

2.1 Child Behaviour Checklist

The Child Behaviour Checklist (CBCL, Achenbach & Rescorla, 2000, 2001) Caregiver-Teacher Report Form (C-TRF) is a parallel version of the CBCL for children aged 1.5-5 years and completed by early childhood educators or preschool teachers; and the Teacher Report Form (TRF) is for school children aged 6-18 years and completed by school teachers or other school personnel who are familiar with children's functioning in school. The C-TRF and TRF are the only standardised measures included in the Teachers Survey. The C-TRF and TRF provide standardised ratings, and descriptive details of children's socio-emotional functioning, as seen by caregivers, preschool and school teachers. The CBCL data collected from the perspective of both the child's caregiver and teacher are reported.

The syndrome scales of the C-TRF are Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Attention Problems and Aggressive Behaviour. Additionally, there are three overarching Internalising, Externalising and Total Problems Scales. The DSM-oriented scales are Depressive Problems, Anxiety Problems, Autism Spectrum Problems, Attention Deficit/Hyperactivity Problems and Oppositional Defiant Problems.

[1] Wave 4 data is not available for analysis until late 2019.

For the TRF, the empirically-based syndrome scales are Anxious/Depressed, Withdrawn/Depressed, Somatic Complaints, Social Problems, Thought Problems, Attention Problems, Rule-Breaking Behaviour and Aggressive Behaviour. There are also overarching Internalising, Externalising and Total Problems Scales. In addition, there are six DSM-oriented scales - Depressive Problems, Anxiety Problems, Somatic Problems, Attention Deficit/Hyperactivity Problems, Oppositional Defiant Problems and Conduct Problems. Finally, there is an extra scale for the TRF, which is the Adaptive functioning scale. The TRF Adaptive functioning scores are used to measure a child's performance in academic subjects.

There are 31 children who were aged 5 years but were assessed using the CBCL version for 6-18 year olds, and there were 5 children who were aged 6 years but were assessed using the CBCL version for 1.5-5 year olds due to incorrect sequencing. Analysis was undertaken to compare the scores between different age/CBCL groups and no statistically significant differences were found between the groups. Therefore, the scores for the children with incorrect age version of CBCL have been retained in the data.

3 Child characteristics

This section presents a summary of child characteristics of the teacher survey sample. These include the school age group, gender, cultural background and district of residence at the time of the survey.

Table 1 shows that slightly more than half (51.8%) of the children for whom the teacher responded were aged less than 6 years old at the time of the survey and one in ten (10.7%) was aged 12 years or older. The proportions of school age groups are quite consistent with their ages, with almost half (48.8%) attending pre-primary school at the time of the survey. There was almost an equal split of males and females in the sample. About four in ten (40.4%) were Aboriginal children and approximately one in six were from a CALD background. The top three districts of residence[2] were Northern non-metro (26.6%), Western non-metro (17.9%) and Southern metro (17.3%). These three districts made up of 61.8% of the sample. Half of the children (50.1%) were in foster care, with a further 41.5% in relative/kinship care at the time of the survey.

[2] Data on administrative district and placement type at the time of the teacher survey were derived from the FACS administrative data by comparing survey dates and placement dates. As such, children who were not in an OOHC placement (n=48) do not have the matched data on district and/or type of placement. These 48 children are classified under the separate category "Not in OOHC". These children were mostly restored with their birth parents.

Table 1: Child characteristics of the teacher survey sample (n=670)

Child characteristics	n	%
Age of the child at time of survey		
2-5 years	347	51.8
6-11 years	254	37.9
12-17 years	69	10.3
School age group		
Pre-primary school	327	48.8
Primary school	287	42.8
High school	56	8.4
Gender		
Male	336	50.1
Female	334	49.9
Child Aboriginality		
Aboriginal	271	40.4
Non-Aboriginal	399	59.6
Child CALD status		
Non-CALD	561	83.7
CALD	109	16.3
District at time of survey		
Southern metro	116	17.3
Southern non-metro	71	10.6
Northern metro	41	6.1
Northern non-metro	178	26.6
Western metro	96	14.3
Western non-metro	120	17.9
Not in OOHC	48	7.2
Placement type at time of survey		
Foster Care	336	50.1
Relative/kinship Care	278	41.5
Others in OOHC (includes transitions to restorations)	8	1.2
Not in OOHC	48	7.2
Total	**670**	**100.0**

Source: Child's placement on the date of the teacher survey sourced from FACS administrative data.

Findings on Early Childhood Education

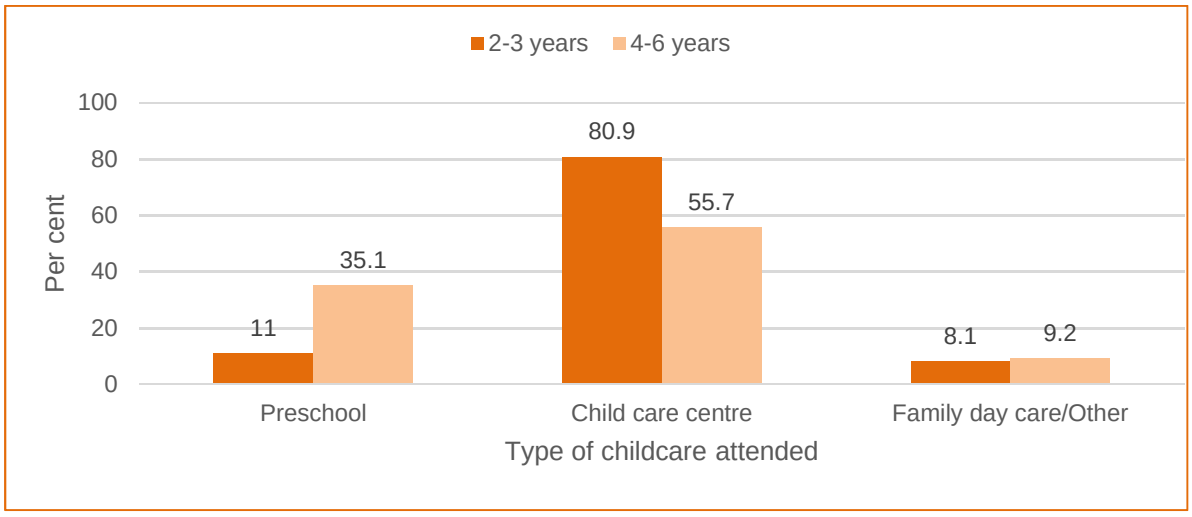
4 Experiences of childcare/preschool

4.1 Types of childcare/preschool attended

Figure 1 shows the significant difference in the types of childcare/preschool attended by children of different ages who were not yet enrolled in school. The majority of the 2-3 year olds (80.9%) attended a childcare centre while a far smaller proportion (55.7%) of the 4-6 year olds[3] did so. In contrast, only 11.0% of the 2-3 year olds attended preschool, compared to 35.1% of the 4-6 year olds. The proportion of children who attended family day care or another type of arrangement was similar between the two age groups.

Although there was some variation, the childcare/preschool arrangements appear to be very similar regardless of the children's Aboriginality, their CALD status, the type of placement they were in or the district they were placed in. The Chi-squared tests did not detect any significant differences between them.

Figure 1: Teacher reports of the types of childcare attended by age group



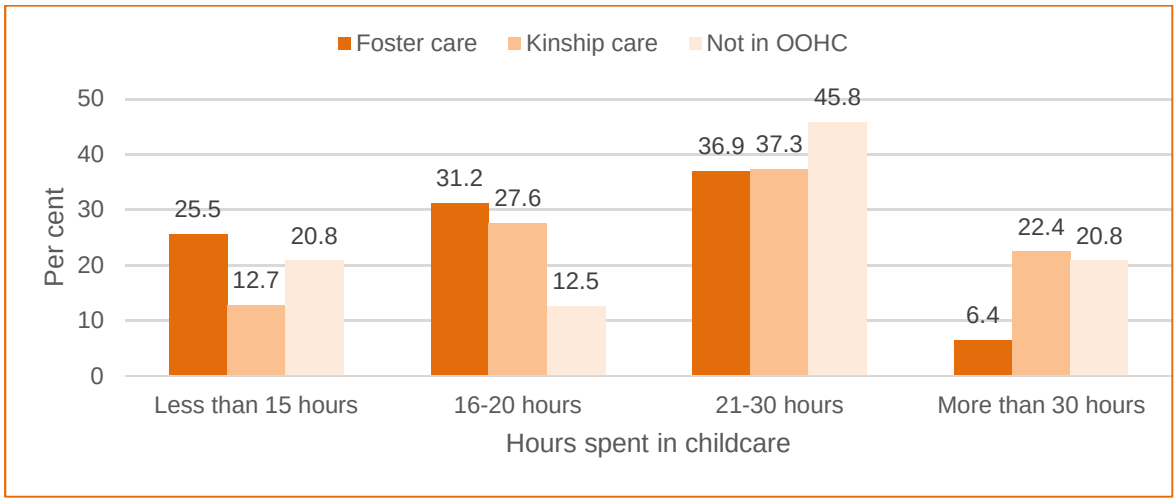
[3] This is 4-6 year olds who had a survey completed by a childcare or preschool teacher, and so were not attending school.

4.2 Typical hours

Overall, 19.9% of the children spent less than 15 hours per week in day care, 28.7% spent 16-20 hours, 37.4% spent 21-30 hours, and 14.0% spent more than 30 hours. There was no difference in the time spent in day care between children based on their age, Aboriginality, CALD status, or district, though there was a significant difference depending on their placement type.

Figure 2 shows the difference in time spent in child care by placement type for those in relative/kinship care, foster care, and for those not in OOHC. It seems those in foster care spend less time in day care on average than those in relative/kinship care and those not in OOHC.

Figure 2: Teacher reports of the hours spent in childcare by type of care



The Australian Department of Education and Training (2017) reported that 41.3% of Australian children in centre based day care spent more than 30 hours per week at day care. While this does not represent a direct comparison with those in the POCLS, this figure does suggest that the proportion of children in OOHC that spend more than 30 hours a week in day care is much smaller than the national figure.

4.3 Absences and reasons

Teachers reported that 4.0% of the children had more frequent absences compared to their peers, with no differences in the frequency of absences found based on the children's Aboriginality, their CALD status, the type of placement they were in, or the district they were placed in. Teachers reported that 10 of the 13 children reported to be absent more than their peers were absent due to short illnesses. Other reasons cited included family access/contact appointment etc.

4.4 Additional assistance and specialised services

Overall, 16.9% of children received additional assistance or specialised services at their pre-school or child care centre because of a diagnosed disability or special need. There was no difference in the distribution of children receiving additional services by age, Aboriginality, CALD status or type of placement, though there was a significant difference in the distribution of children receiving services by district. Figure 3 illustrates that most of this difference appears to be due to more children in non-metro areas receiving services (22.4%) compared to those in metro areas (11.7%) and those not in OOHC (8.3%).

Figure 3: Teacher reports of children receiving additional services by district type

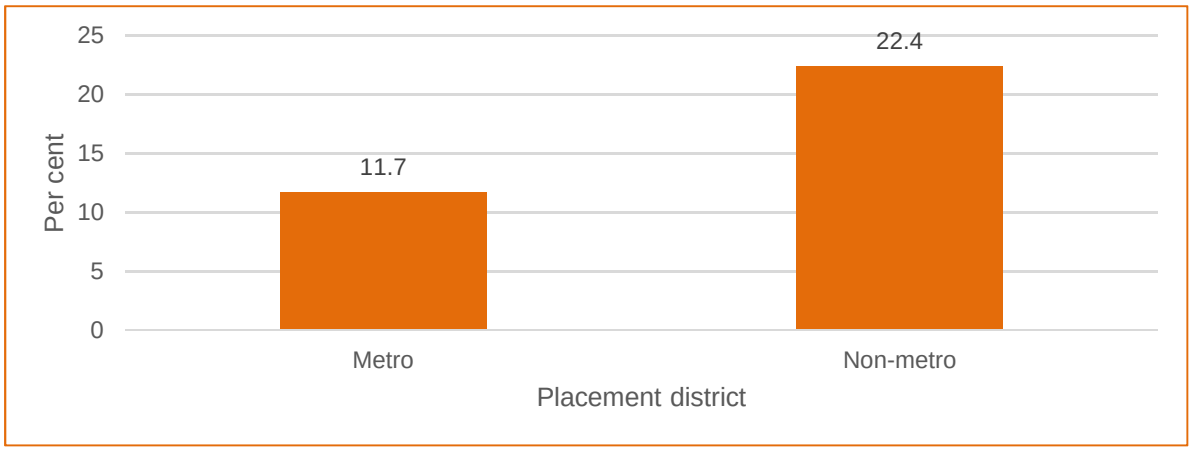


Table 2 shows the reasons given by teachers for the additional services. The three most common reasons were language or cognitive development (50.9%), behavioural or social (49.1%), and developmental delay (34.5%).

Table 2: Teacher reports of reasons for additional services

Reason for Services	n	%
Language or Cognitive Impairment	28	50.9
Behavioural or Social Problems	27	49.1
Developmental Delay	19	34.5
Emotional or Nervous Difficulties	7	12.7
Intellectual Disability	6	10.9
Vision Impairment	3	5.5
Physical Disability	3	5.5
Hearing Impairment	1	1.8
Poor Understanding of Standard Australian English or ESL	0	0.0
Giftedness	0	0.0
Other	12	21.8
Total receiving services	**55**	**100.0**

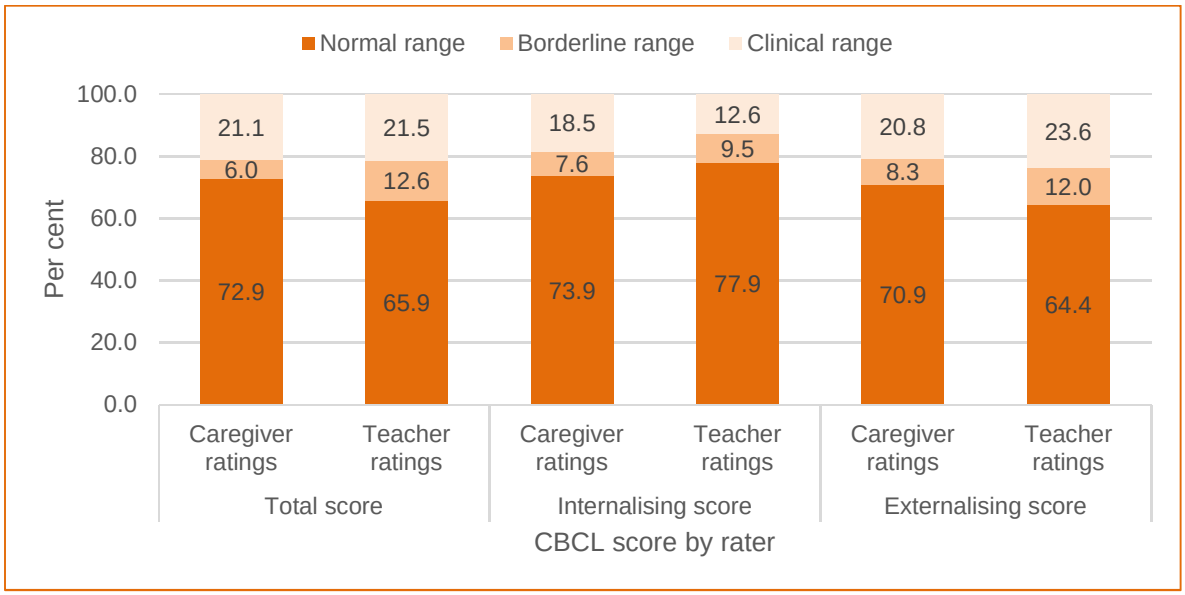
5 Child socio-emotional wellbeing

5.1 Child Behaviour Checklist

Figure 4 shows the proportion of children who were reported by their teachers to be in the CBCL borderline and clinical range for internalising, externalising, and total problem scores compared with how caregivers reported the behaviours of children aged 3-5 years using the CBCL, as published in the POCLS Wave 1 baseline statistical report (2015). It should be noted that the teacher survey commenced from Wave 2, which is on average at least 18 months after the completion of Wave 1. Future analysis could link the caregiver and teacher data to compare how each individual child was being rated.

Figure 4 shows that teachers have scored more children in the borderline or clinical range for externalising behaviours than caregivers. Teachers scored 23.6% of the children in the clinical range for externalising problems. This is significantly higher than the 12.6% scored by teachers in the clinical range for internalising behaviours. This pattern does not appear to be present in the caregiver-rated CBCL data, where the percentage of children scored in the clinical range for externalising and internalizing behaviours were similar. There were no differences in any of the teacher rated CBCL scores based on the children's Aboriginality, their CALD status, the type of placement they were in or the district they were placed in.

Figure 4: Teacher or caregiver reports of children in the borderline or clinical range in the CBCL



Note that Teacher ratings were given on average 18 months after the caregiver ratings, and the results were not matched to cover the same children in both samples.

Teachers reported their primary concerns for the child and the child's primary strengths in an open response format in the CBCL which were categorised for reporting purposes. Teachers reported at least one concern for 156 of the 326 children, with 314 children having at least one strength recorded by their teacher. The most common category of primary concern reported by teachers was speech (23.1%), followed by behaviour (18.6%), aggression/anger (15.4%), and social skills (12.8%). The most common categories of the child's primary strength reported by teachers were sociable/friendly (21.0%), happy (16.9%), and kind/loving/caring (12.1%).

6 Support at preschool

6.1 Education plans

Of the 75 children who attended preschool[4], 28.0% were reported to have a specific OOHC education plan developed by either the learning support team or a similar team. There were no differences in the percentages of children with a specific OOHC

[4] In fact, the number of children who attended pre-school in the sample is n=80. Data is missing for five children in this variable.

education plan based on the children's age group, Aboriginality, their CALD status, the type of placement they were in or the district they were placed in.

Teachers gave their opinions on the quality of the education plan for 20 of the 21 children who were reported to have a plan (Table 3). Around half of the children had plans that were being implemented very well (50.0%), and met the child's educational/academic (55.0%) and behavioural/emotional (50.0%) needs very well. Two children (10.0%) had plans that were not being implemented very well, two children (10.0%) had plans that were not meeting their educational or academic needs, and two (10.0%) had plans that were not meeting their behavioural/emotional needs very well.

Table 3: Teacher reports of the quality of OOHC education plans by child and placement characteristics

Response	Very Well %	Moderately Well %	Not Very Well %	Total %	Total n
Plan being followed or implemented	50.0	40.0	10.0	100.0	20
Plan meeting the child's educational or academic needs	55.0	35.0	10.0	100.0	20
Plan meeting Behavioural/Emotional Needs	50.0	40.0	10.0	100.0	20
Plan meeting CALD or Aboriginal Background	58.3	16.7	25.0	100.0	12

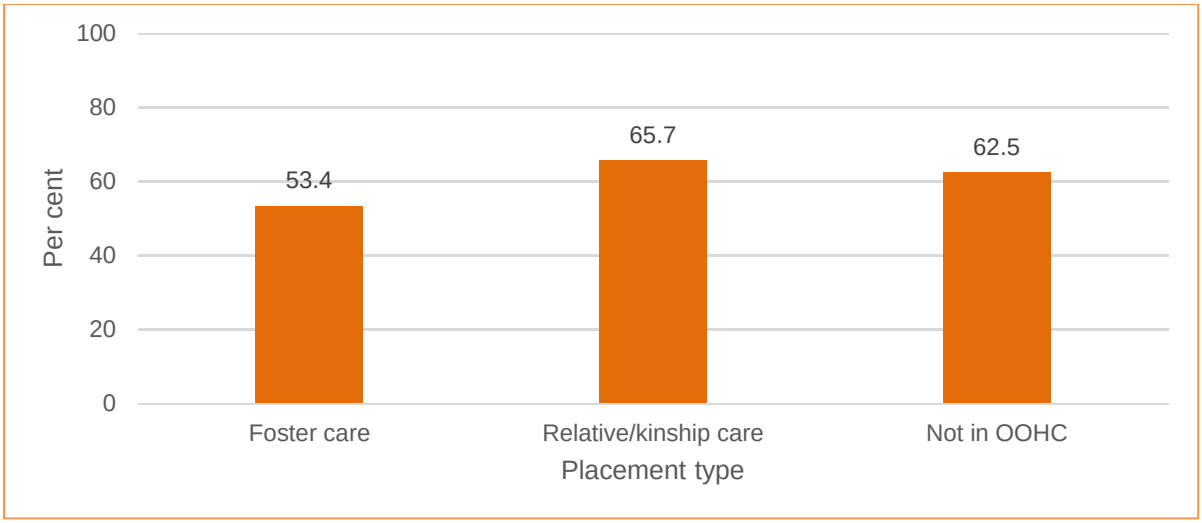
6.2 Transfer of information when changing childcare/preschool

Most young children did not change childcare/preschool in the past year. Of the 20 children who did change childcare/preschools in the past year, only three were reported to have had their information transferred when they changed centres/schools.

6.3 How well teacher knows child

More than half (58.1%) of the children were known very well by their teacher, with 41.9% of the children known fairly well or not very well by their teacher. There was a significant group effect for the type of placement the child was in. Figure 5 shows that children were more likely to be known very well if they were in a kinship placement (65.7%) or not in OOHC (62.5%) than if they were in a foster care placement (53.4%). This could be explained by the earlier finding that children in kinship or OOHC placements spend more time in day care than children in foster care on average, giving more time for teachers to get to know the children. There were no differences by child's age, Aboriginality, CALD status or district.

Figure 5: Teacher reports of knowing children very well by placement type



6.4 Caregiver's involvement in childcare/preschool

Overall, 66.2% of children's caregivers were reported to have contacted either the child's teacher, year coordinator, or principal (Table 4). The most common reasons were that the caregiver had attended an individual parent teacher meeting (50.6%), had attended an event the student had participated in (61.0%), had attended an education planning meeting (32.5%), and had contacted the school counsellor (5.2%). Around one in ten (11.7%) of the children's caregivers were reported to have had none of the previous interactions with the school.

Table 4: Teacher reports of children's caregiver involvement in the preschool

To the best of your knowledge, has the carer:	No n	Yes n	Yes %
Contacted student's teacher, year coordinator, or principal	26	51	66.2
Contacted the school counsellor	73	4	5.2
Attended an individual parent-teacher meeting	38	39	50.6
Attended an education planning meeting for the student	52	25	32.5
Attended an event in which the student participated (e.g. sporting event)	30	47	61
Done none of the above	68	9	11.7

n = 77

Findings on School Education

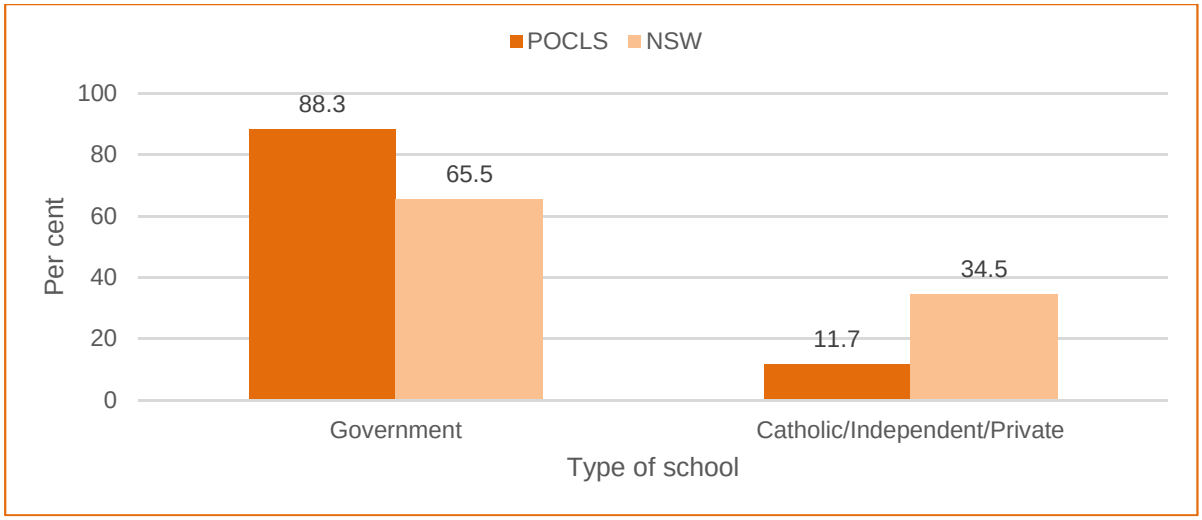
7 Experiences of school

7.1 Types of school attended

The following results are based on the 343 children attending primary school or high school for whom a teacher completed a survey. Teacher reports show that 88.3% of the children attended a government school, with 11.7% attending a catholic, independent, or private school. There were no significant differences in the type of school attended by the children's Aboriginality, their CALD status, the type of placement they were in or the administrative district they were placed in.

Figure 6 shows that when compared to data from the Australian Bureau of Statistics it appears the children in the study are more likely to be attending a government school (88.3%) than children in the general population of NSW, of whom 65.5% attended a government school in 2017 (Australian Bureau of Statistics, 2017).

Figure 6: Type of school attended by children in the POCLS and children in NSW



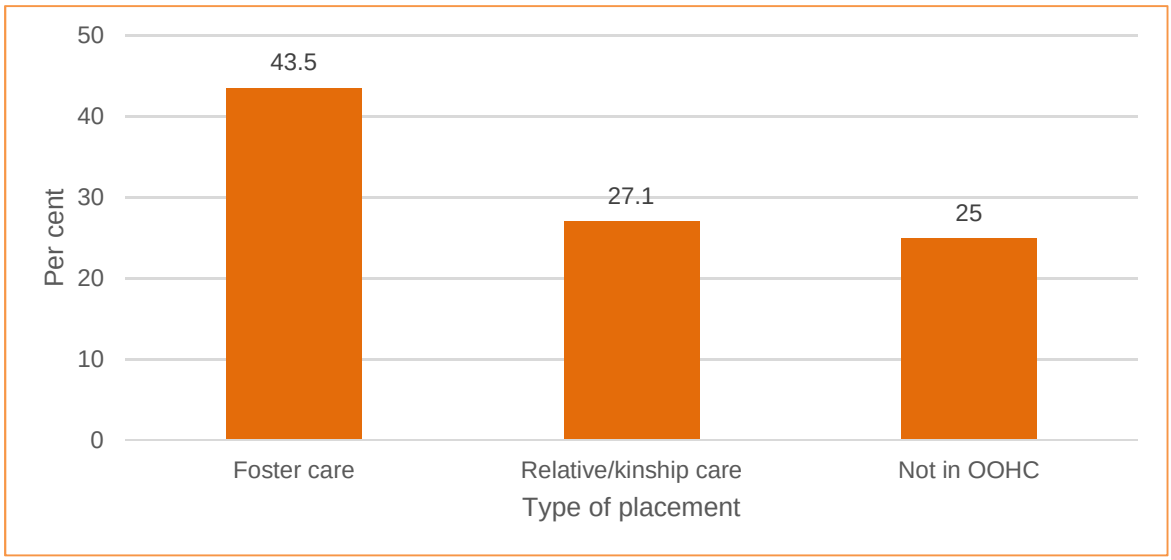
7.2 Additional assistance

Teachers reported that 35.1% of the children received additional assistance or a specialised service provided within the school because of a diagnosed disability or special need. While this did not vary significantly depending on the child's level of schooling, Aboriginality, CALD status or district, the type of placement was found to be significantly associated with whether the child is receiving additional services. Figure 7 shows that, according to teacher reports, those in foster care are more likely to be receiving additional services (43.5%) than children in relative/kinship care (27.1%) or those not in OOHC (25.0%).

The reasons for the children receiving the services varied. The four most common reasons given were:

- Behavioural or social problems (43.1%)
- Intellectual disability (28.4%)
- Language or cognitive development (24.1%)
- Emotional or nervous difficulties (24.1%).

Figure 7: Teacher reports of children receiving special assistance by type of placement



7.3 Repeated grade

Teachers reported that 5 of the 339 children (1.5%) were currently repeating the grade. A further 9 children (2.7%) were known by the teacher to have repeated a grade at some point in the past.

7.4 Suspensions/Absences

Overall, 5.6% of children were reported to have had more frequent absences than same aged peers, with the children in high school significantly more likely to have had more absences than their peers (12.7%) than the children in primary school (4.2%; Figure 8). There were no other significant differences based on the children's Aboriginality, CALD status, type of placement, or district. The reasons given for the absences were varied, with the most common being a short illness (42.1%), and appointment with a mental health professional (21.1%).

Figure 8: Teacher reports of the frequent absences from school relative to same age peers by level of schooling

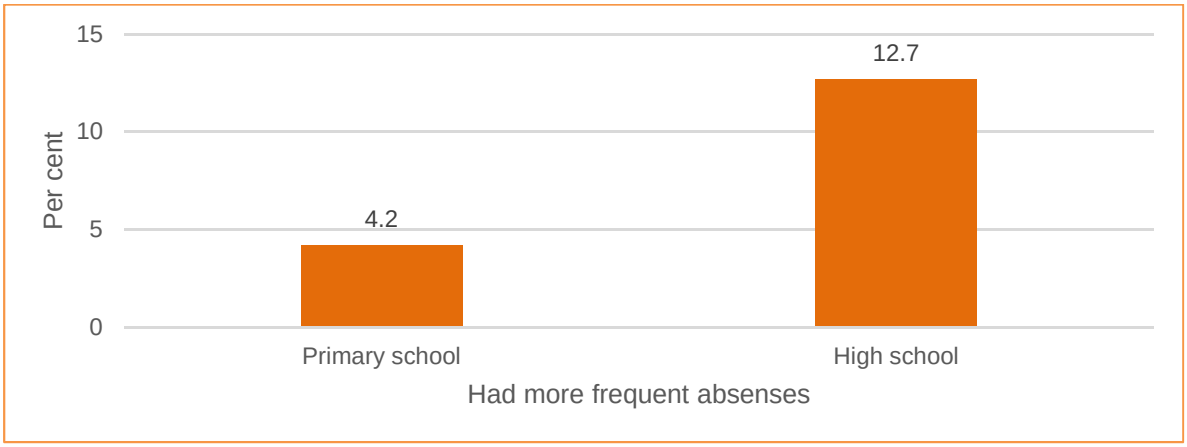
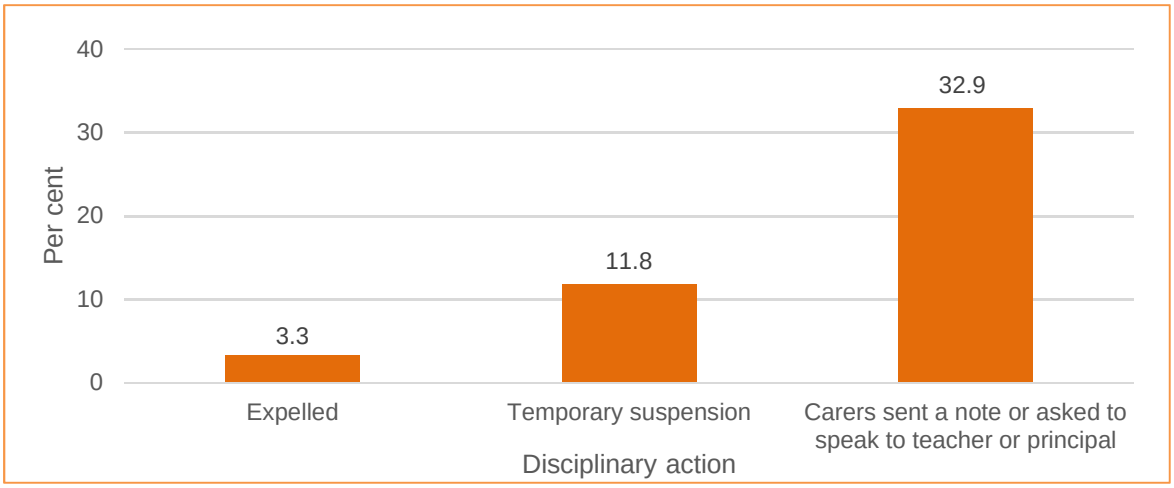


Figure 9 shows that 3.3% of children had been expelled, 11.8% had been suspended, and 32.9% had had their caregivers sent a note or asked to come in to speak with the teacher or principal. Of those who were either sent a note or had their caregivers asked to come in to speak with the teacher or the principal, 71.2% had had this occur more than once in the last 12 months.

Figure 9: Teacher reports of children receiving disciplinary actions

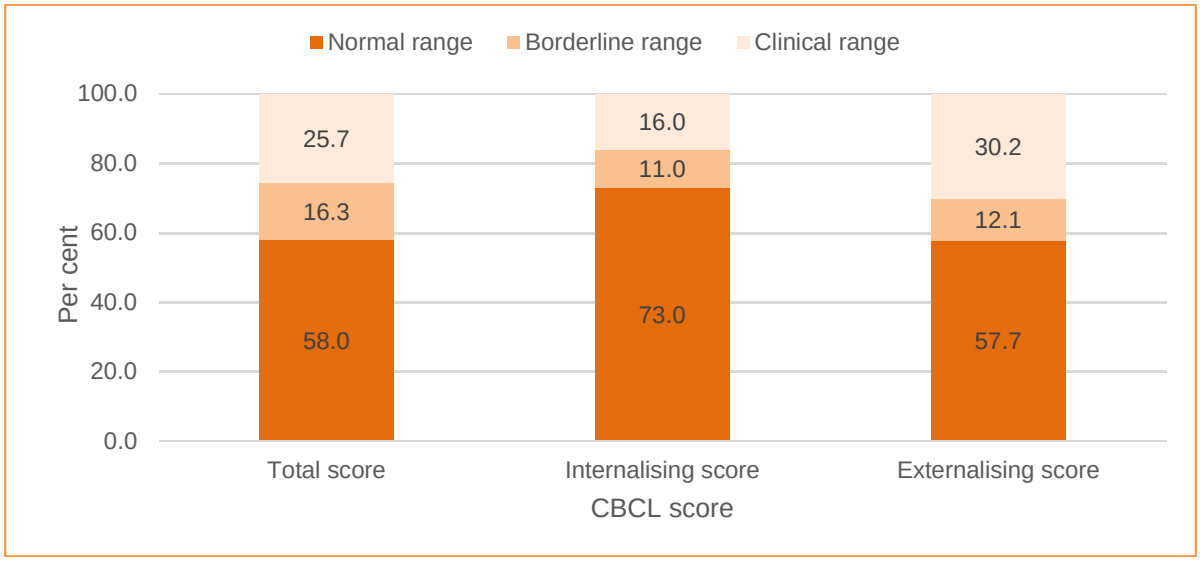


8 Child/young person socio-emotional wellbeing

8.1 Child Behaviour Checklist

Figure 10 illustrates the proportion of children who scored in the borderline and clinical range for all composite scores in the CBCL. Overall, 25.7% of the children had a total problem score that placed them in the clinical range on the Child Behaviour Checklist, with 16.3% scoring in the borderline range. As was the case for children in day care and pre-school, significantly more of the children were found to score in the clinical range for externalising behaviours than internalising behaviours.

Figure 10: Teacher reports of the total and subscale scores as measured by the CBCL



There was a significant difference in scores based on level of schooling for internalising and total scores, with those in high school being less likely to be in the normal range and more likely to be in the clinical range than children in primary school. This corresponds to the findings in Wave 1, where it was found that the children who had come into care at an older age were more likely to be in the clinical range in the caregiver scored CBCL than younger children (POCLS Wave 1 Statistical Report, 2015). Percentages of children who scored in the borderline range are relatively similar in primary and high school. There were no other significant differences by CALD status, Aboriginality, type of placement, or district in the total, internalising, and externalising scores.

Figure 11: Teacher reports of school-aged children that scored in the borderline or clinical range as measured by the CBCL by level of schooling

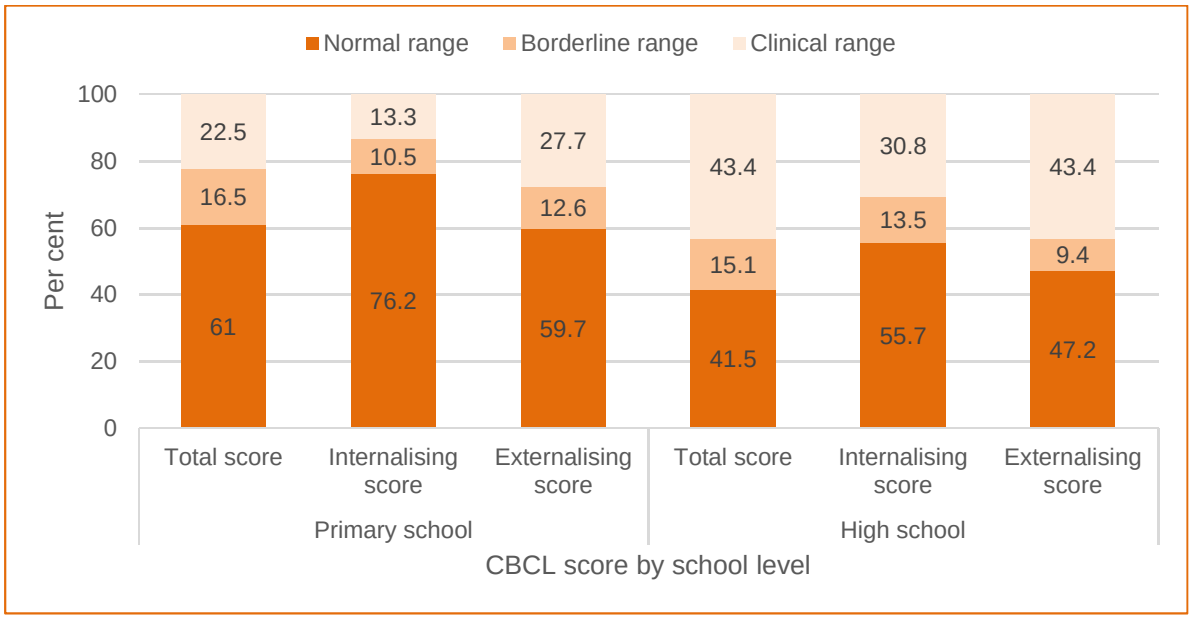
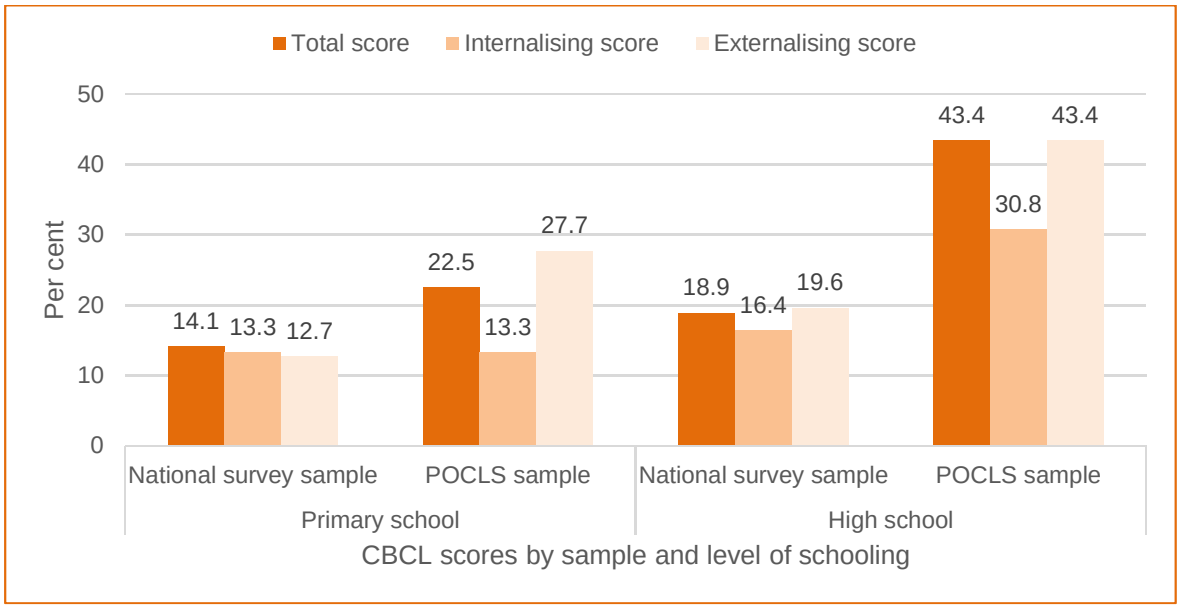


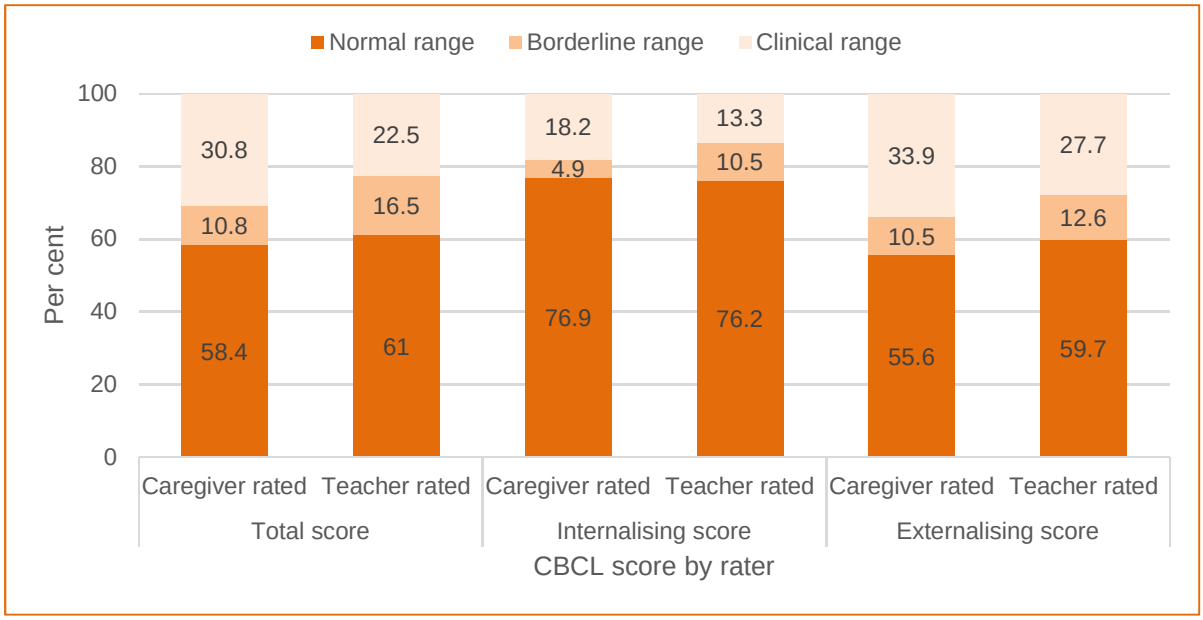
Figure 12 shows the comparison between the percentages that scored in the clinical range in the National Survey of mental Health and Well-being (Sawyer et al, 2001) compared to those in the POCLS sample. While no statistical tests were conducted, there appear to be a higher proportion of children scoring in the clinical range for all scores among the POCLS sample compared to the national sample, with the exception of the internalising score among those in primary school.

Figure 12: Teacher reports of school-aged children that scored in the clinical range as measured by the CBCL, POCLS versus national survey sample



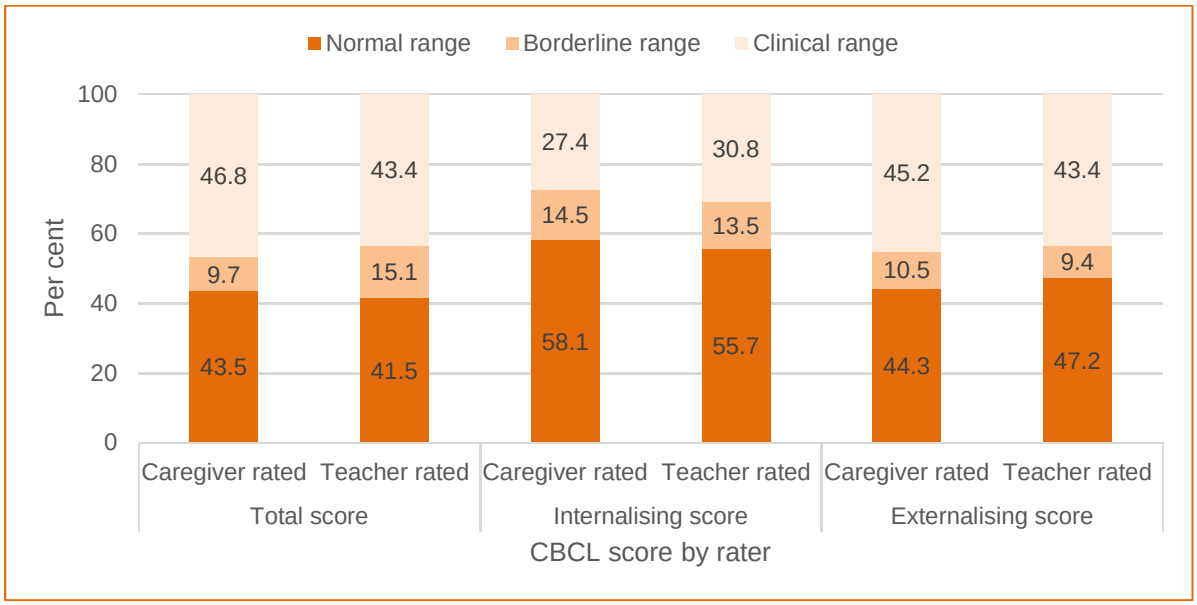
Figures 13 and 14 show a comparison between teacher ratings in the CBCL and the caregiver ratings obtained from the Wave 1 baseline statistical report (2015) for primary school and high school children. As earlier stated, comparisons should be made with caution as the teachers completed the CBCL at least 18 months later after the caregivers on average, with the samples not matched to include the same children. Overall, there appeared to be a slight propensity for teachers to have rated more children in the borderline or clinical range for externalising behaviours compared to caregivers among the primary school children. There is not such an effect present among children in high school, where the proportions are consistent between teachers and caregivers. A lower proportion of children had an internalising score in the clinical range than the proportion with a total or externalising score in the clinical range regardless of whether the CBCL was rated by the teacher or caregiver.

Figure 13: Teacher and caregiver reports of primary school-aged children that scored in the borderline or clinical range as measured by the CBCL



Note that Teacher ratings were given on average 18 months after the caregiver ratings, and the results were not matched to cover the same children in both samples.

Figure 14: Teacher and caregiver reports of high school-aged children that scored in the borderline or clinical range as measured by the CBCL



For the school-aged children, there is an extra adaptive functioning scale, which measures a child's performance in academic subjects. Overall, 57.0% of children scored in the normal range of the adaptive functioning scale, with 14.5% scoring in the borderline range, and 28.5% scoring in the clinical range. It is interesting to note that the adaptive functioning composite score did not differ significantly between those in high school and those in primary school, despite the total scores, internalising scores and externalising scores being significantly higher among those in high school compared to those in primary school. The adaptive functioning scores also did not differ significantly based on Aboriginality, CALD status, type of placement, or district.

Teachers reported their concerns regarding the children as part of the CBCL open ended responses. Table 5 shows that 32.6% of children had a primary concern relating to behaviour, 6.5% of children had a primary concern regarding attention, and 6.1% had a primary concern relating to aggression/anger. Academic concerns were the second most prevalent concern among the children (25.2%), with 4.8% reporting that literacy was the primary concern. Emotional wellbeing was the next most commonly reported category of primary concern (17.0%), with 6.1% of children having confidence/withdrawal as the primary concern. One in ten (11.7%) of children had teachers report that their primary concern was Friendship/socialisation.

Table 5: Categorisation of teacher reports of primary concerns for the child

Category of Concern	n	%
Behaviour	**75**	**32.6**
Attention	15	6.5
Aggression/anger	14	6.1
Defiance/dealing with authority	8	3.5
Needs reassurance/attention	6	2.6
Boundaries	4	1.7
Acting older/over responsible	4	1.7
Stealing	4	1.7
Behaviour: other/general	20	8.7
Academic	**58**	**25.2**
Literacy	11	4.8
Academic: other/general	47	20.4
Emotional Wellbeing	**39**	**17.0**
Confidence/withdrawn	14	6.1
Anxiety	7	3.0
Self-harm	3	1.3
Emotional wellbeing: other/general	15	6.5
Friendships/Socialisation	**27**	**11.7**
Other	**31**	**13.5**
Placement/family related	9	3.9
Not reaching potential	5	2.2
Other	17	7.4
Total	**230**	**100.0**

The categorised primary strengths of the children as reported by teachers in open ended responses were varied. Table 6 shows the most commonly reported strength was that the child was sociable/friendly (19.8%), followed by the child being happy/cheerful (12.6%) and the child being kind/caring (12.0%).

Table 6: Categorisation of teacher reports of primary strength of the child

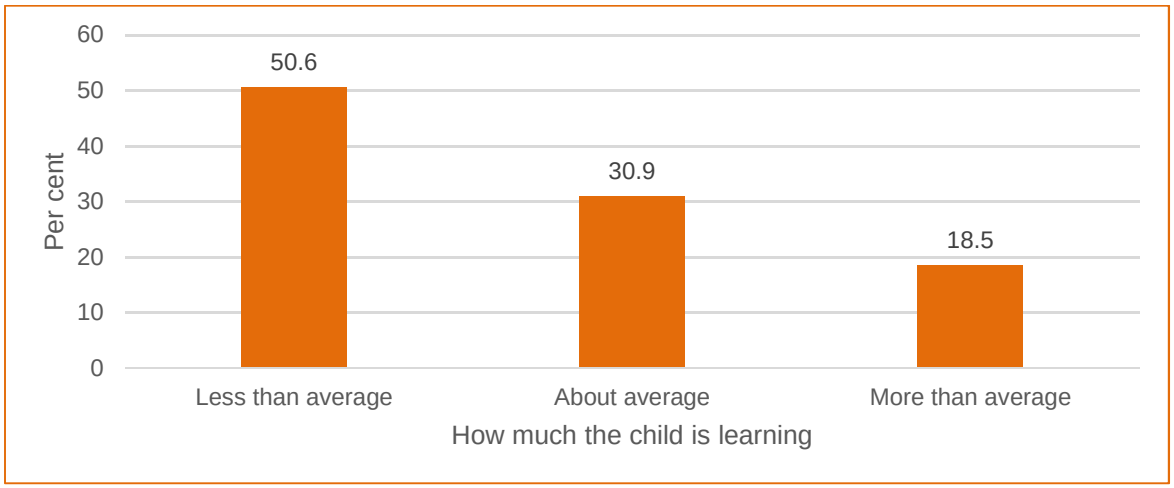
Category of Primary Strength	n	%
Sociable/friendly	66	19.8
Happy/cheerful	42	12.6
Kind/caring	40	12.0
Dedicated	27	8.1
Enthusiastic/energetic/engaging/bright	20	6.0
Clever/intelligent	16	4.8
Eager to help/please	13	3.9
Polite/good manners	11	3.3
Responsible/reliable/mature	11	3.3
Follows instructions	10	3.0
Creative/artistic	9	2.7
Funny/sense of humour	9	2.7
Athletic	6	1.8
Leader/mentor	6	1.8
Confident/independent	5	1.5
Persistence/resilience/attitude	5	1.5
Other	38	11.4
Total	**334**	**100.0**

9 Participation in learning activities

9.1 Learning

Figure 15 shows that 50.6% of children were reported by teachers to be learning less than typical students, with 30.9% learning about average, and 18.5% learning more than the typical student. The reports of the rate of the child's learning did not vary with their level of schooling, Aboriginality, CALD status, type of placement, or district. It is interesting to note that while there were significantly more children scoring in the borderline and clinical ranges for the internalising and total scores of the CBCL, teacher's reports for how much the children were learning and the children's scores on the adaptive functioning scale of the CBCL did not significantly vary by level of schooling.

Figure 15: Teacher reports of how much the child is learning relative to same age peers



9.2 Working hard

Figure 16 shows that teachers reported that 46.9% of the children worked less hard than the average student, with 30.5% working as hard as the average student, and 22.6% working harder than the average student. Teacher ratings of how hard the child was working did not vary significantly with the children's level of schooling, Aboriginality, type of placement, or district, though did vary significantly depending on whether the child was from a CALD background. Figure 17 shows that children from a CALD background were less likely to be rated as working harder than the typical student of the same age than children from a non-CALD background.

Figure 16: Teacher reports of how hard the child is working relative to same age peers

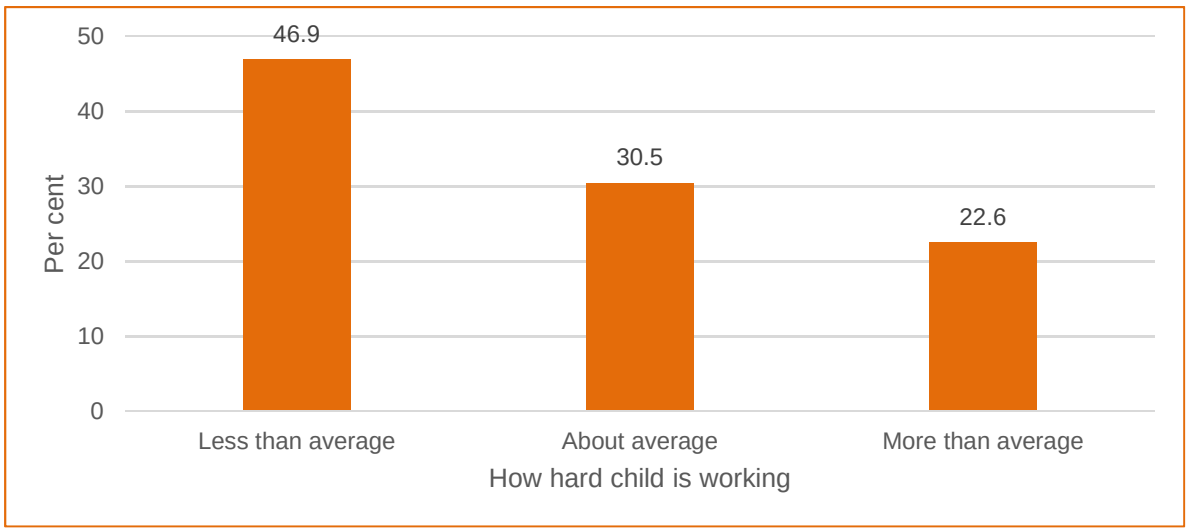
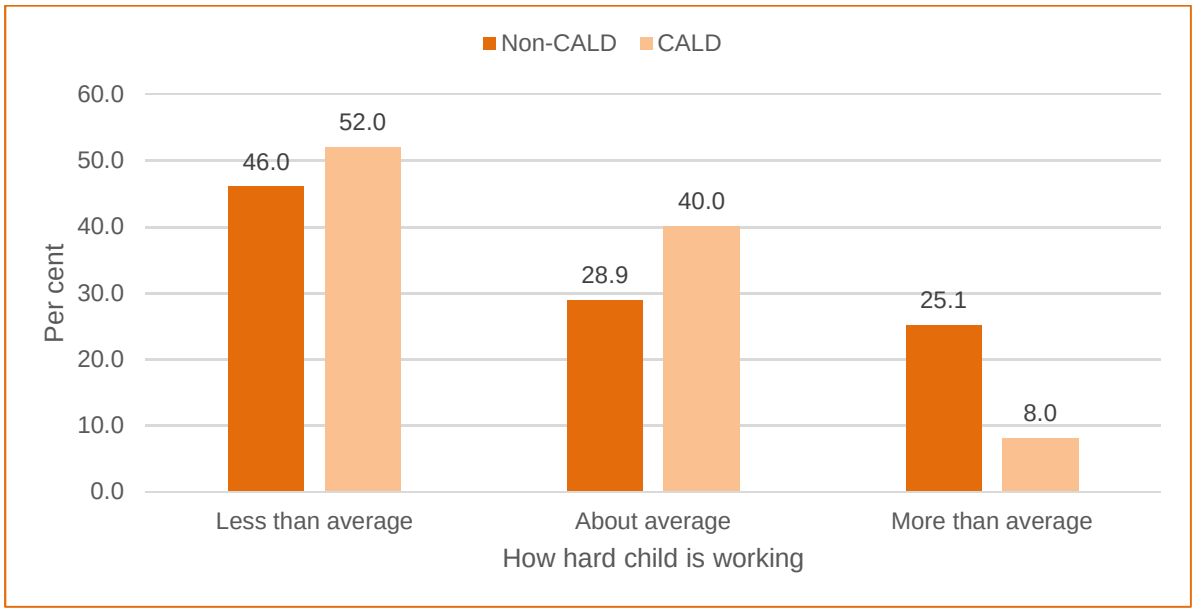


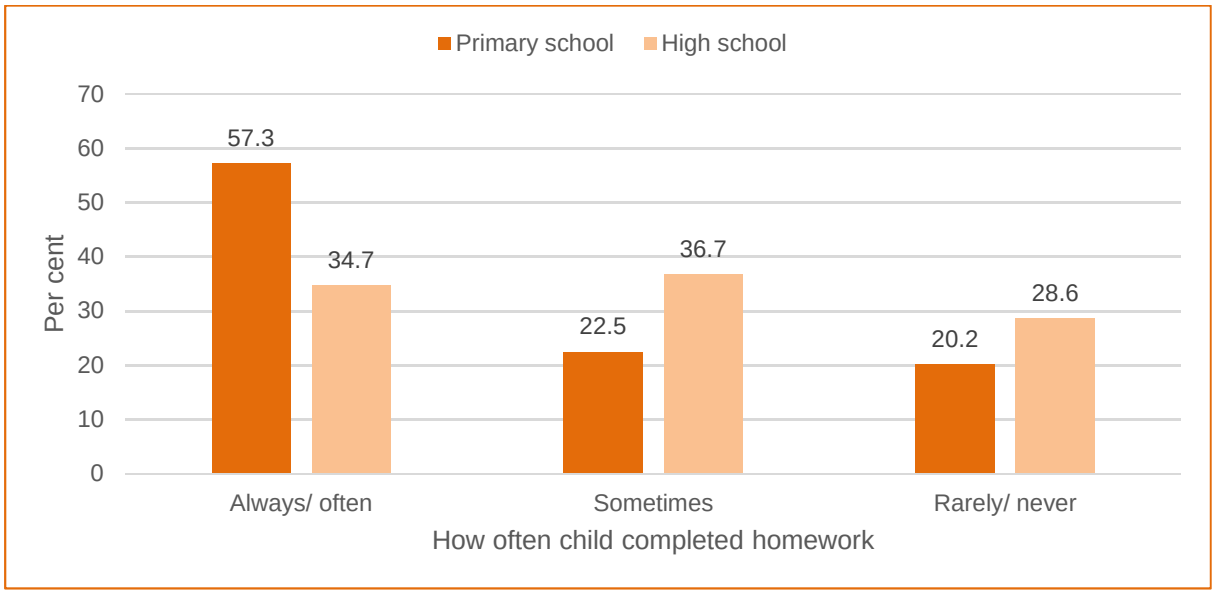
Figure 17: Teacher reports of how hard the child is working relative to same age peers by CALD background



9.3 Homework

Overall, 53.8% of children were reported by their teachers to be completing their homework to an acceptable standard always or often, with 24.7% completing it sometimes and 21.5% never or rarely completing their homework to an acceptable standard. The distributions did not vary by Aboriginality, CALD status, type of placement, or district, but did vary with level of schooling. Figure 18 shows the significant difference in the completion of homework depending on the level of schooling with 57.3% of primary school children reported to always do their homework compared to 34.7% of high school children. There were more children who sometimes (36.7%) and never (28.6%) did their homework in high school compared to those in primary school, where 22.5% sometimes completed their homework and 20.2% never completed their homework to an acceptable standard.

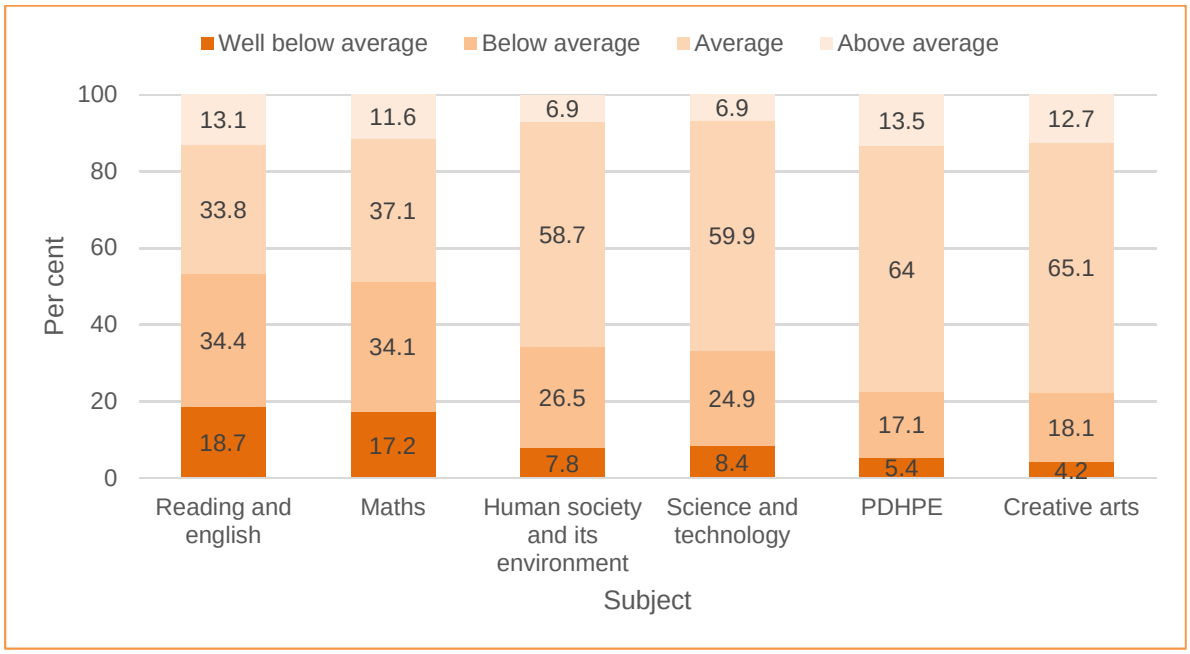
Figure 18: Teacher reports of how often children completed their homework to an acceptable standard by level of schooling



9.4 Performance in subjects

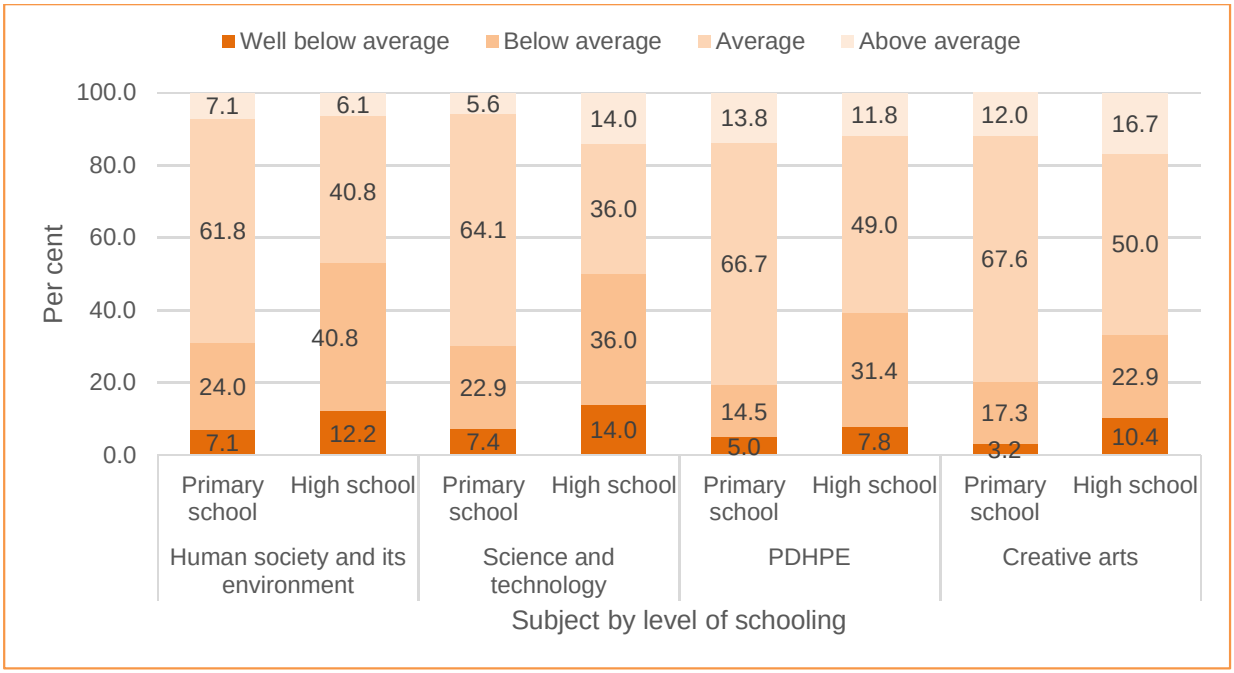
Teacher ratings of children's performance in subjects are shown in Figure 19. A greater proportion of children were either performing at well below or below average in reading/English (53.1%) and maths (51.3%) than in other subjects, where the percentage of children performing at well below or below average varied between 22.3 % and 34.3 %.

Figure 19: Teacher ratings of child performance by subject



It is interesting to note that chi-squared tests show that the distributions of performance of children depending on level of schooling is significantly different for all subjects except maths and reading/English. Figure 20 shows that children in high school seem more likely to be performing at well below or below average than those in primary school in human society and its environment, science and technology, PDHPE, and creative arts.

Figure 20: Teacher ratings of child performance by level of schooling and subject where there is a significant difference in the distribution



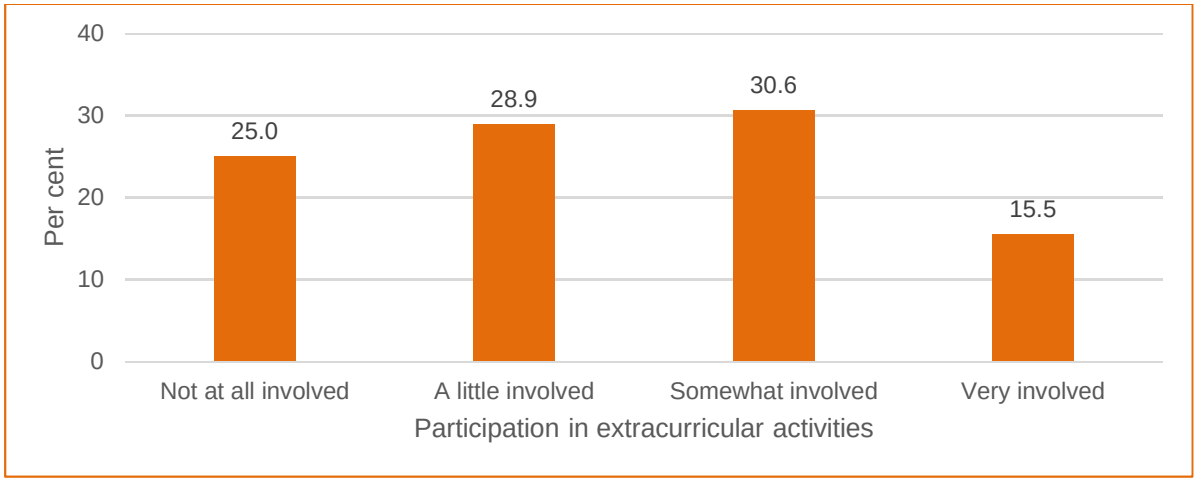
In summary, it appears children in the sample were reported by their teachers to be more likely to be performing below average than their peers. Children in primary school are more likely to be performing below average in Reading, English and Maths than they are in other subjects, while those in high school are likely to struggle in all subjects to a similar degree.

10 Participation in social activities

10.1 Extracurricular-activities

Figure 21 shows that 15.5% of children were very involved in extracurricular activities, 30.6% were somewhat involved, 28.9% were a little involved and 25.0% were not involved at all. Involvement in extracurricular activities did not vary by level of schooling, Aboriginality, CALD status, type of placement, or district.

Figure 21: Teacher reports of children's participation in extracurricular activities

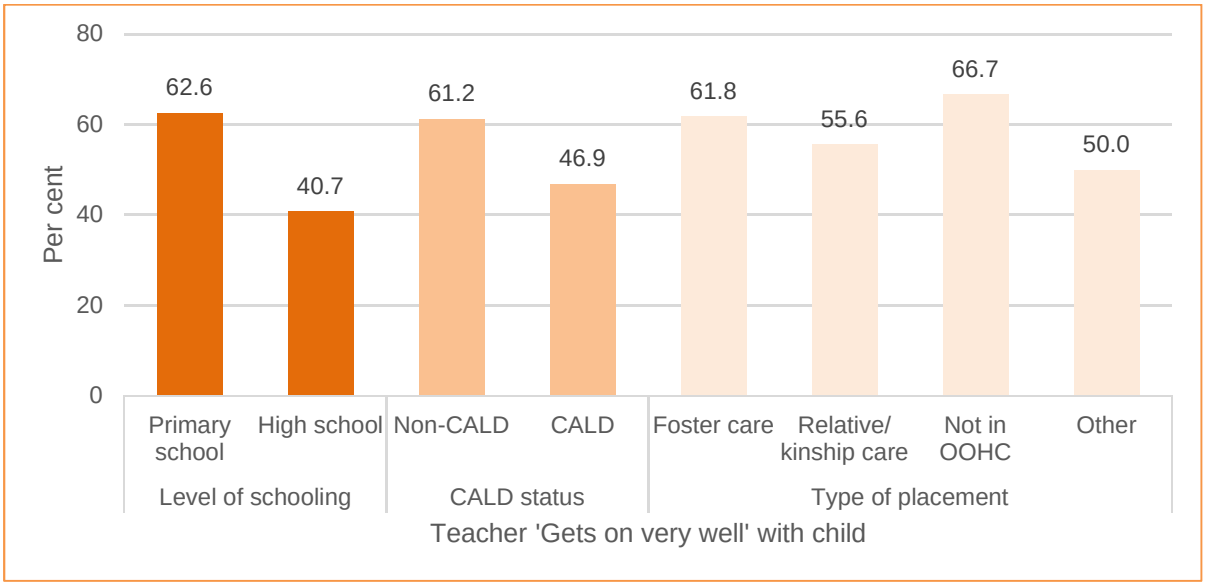


10.2 Child and teacher relationship

Overall, 59.1% of children had teachers report getting along very well with them, 40.0% had teachers who reported getting along quite well, and only 0.9% not well at all. There were several group differences observed, which are shown in Figure 22:

- Almost two thirds (62.6%) of primary school children had teachers report they get along with the student very well. This was significantly more than children in high school, of whom 40.7% had teachers report they get on very well with them.
- Teachers were significantly more likely to get along with non-CALD children (61.2%) than CALD students (46.9%).
- The highest proportion of children to get on with their teacher very well were those not in OOHC (66.7%), followed by those in foster care (61.8%), and those in Relative/kinship care (55.6%).
- Responses did not vary significantly by Aboriginality or by district.

Figure 22: Teacher reports of getting on 'very well' with the child by level of schooling, CALD status, and type of placement

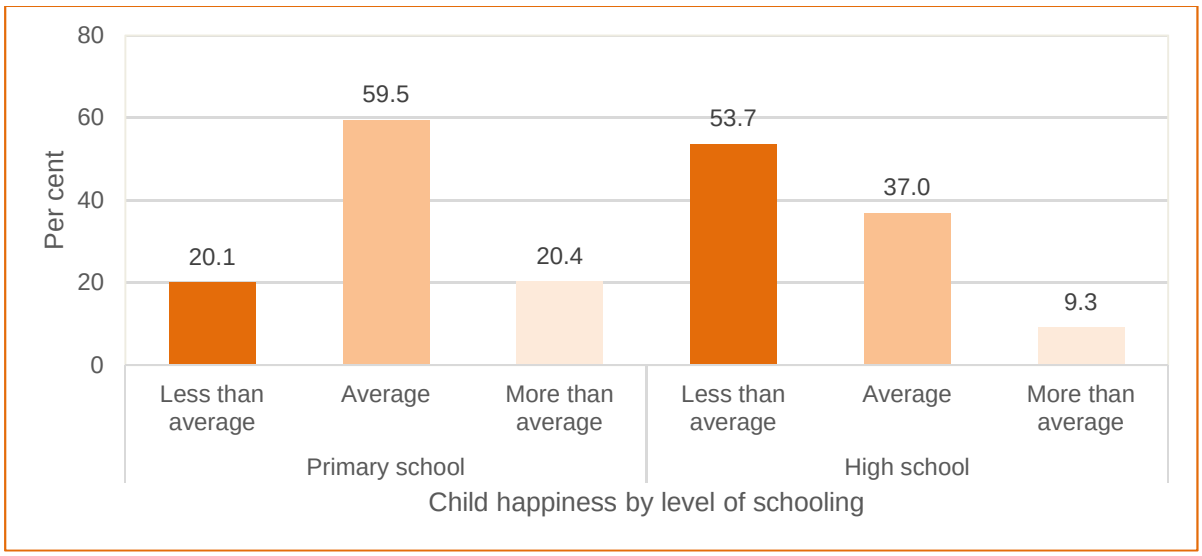


10.3 Child happiness

Overall, 18.6% of children were reported to be more happy than average by their teachers, 59.5% were reported to be average, and 25.4% were reported to be less happy than average.

Figure 23 shows that there is a significant difference between those in primary school and those in high school. The majority (59.5%) of children in primary school were reported to have average levels of happiness while the proportions reported to be more happy (20.4%) and less happy (20.1%) than average were the same. For children in high school, 53.7% were reported to be less than happy while 37.0% were average and 9.3% were more happy than average. There were no other significant differences between groups by Aboriginality, CALD status, type of placement or district.

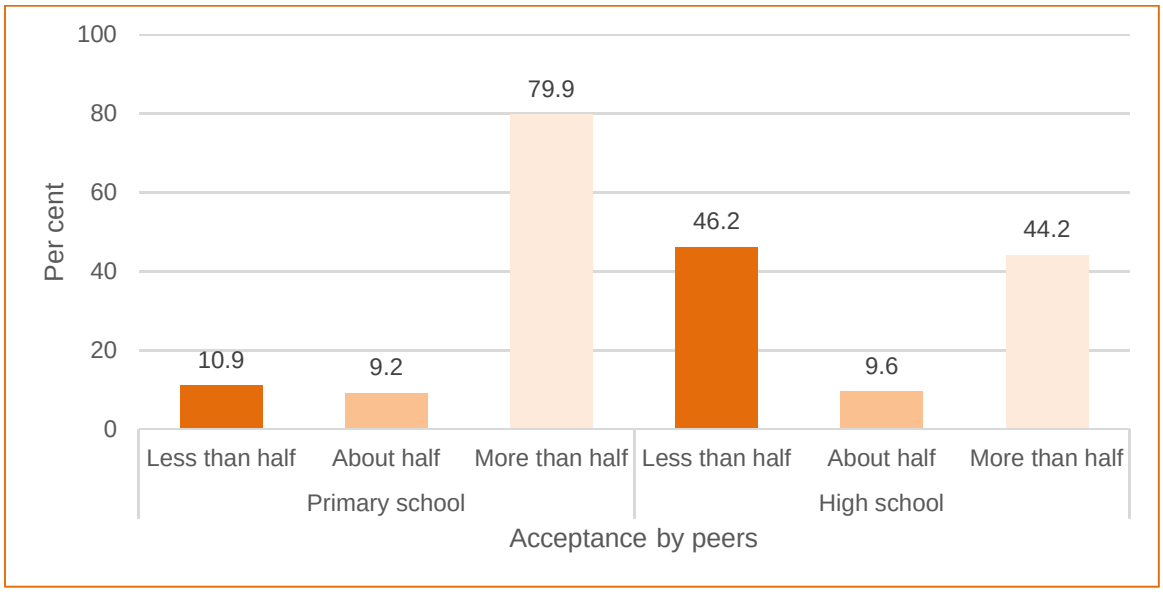
Figure 23: Teacher reports of child happiness by level of schooling



10.4 Children's friends

Almost three quarters (73.4%) of children were reported by their teachers to be accepted by more than half their peers, 9.3% were accepted by about half their peers, and 16.4% were reported to be accepted by less than half of their peers. Figure 24 shows that children in primary school were reported to be significantly more accepted by their peers than the children in high school, with 79.9% of primary school children accepted by more than half of their peers, compared to 44.2% of children in high school. There was no difference in the levels of child acceptance by Aboriginality, CALD status, type of placement, or district.

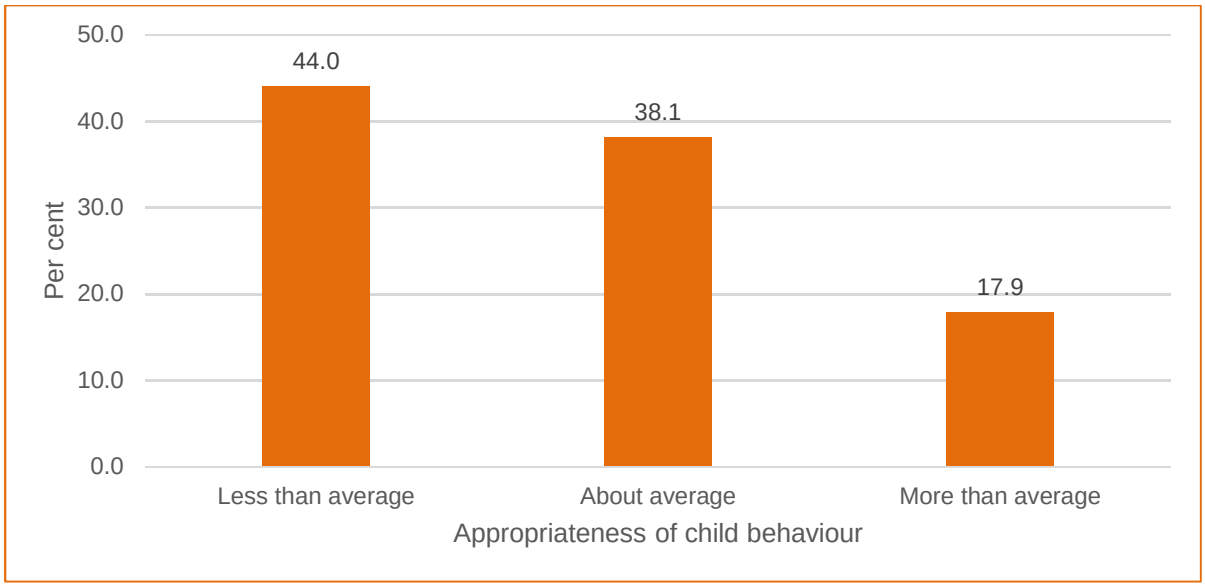
Figure 24: Teacher reports of child acceptance by their peers by level of schooling



10.5 Child behaviour

Teachers reported that 44.0% of children exhibited less appropriate behaviour than average, while 38.1% were average, and 17.9% exhibited behaviour that was more appropriate than average for typical students of the same age (Figure 25). There was no difference in distributions by level of schooling, Aboriginality, CALD status, type of placement, or district.

Figure 25: Teacher reports of the appropriateness of children's behaviour compared to typical students of the same age

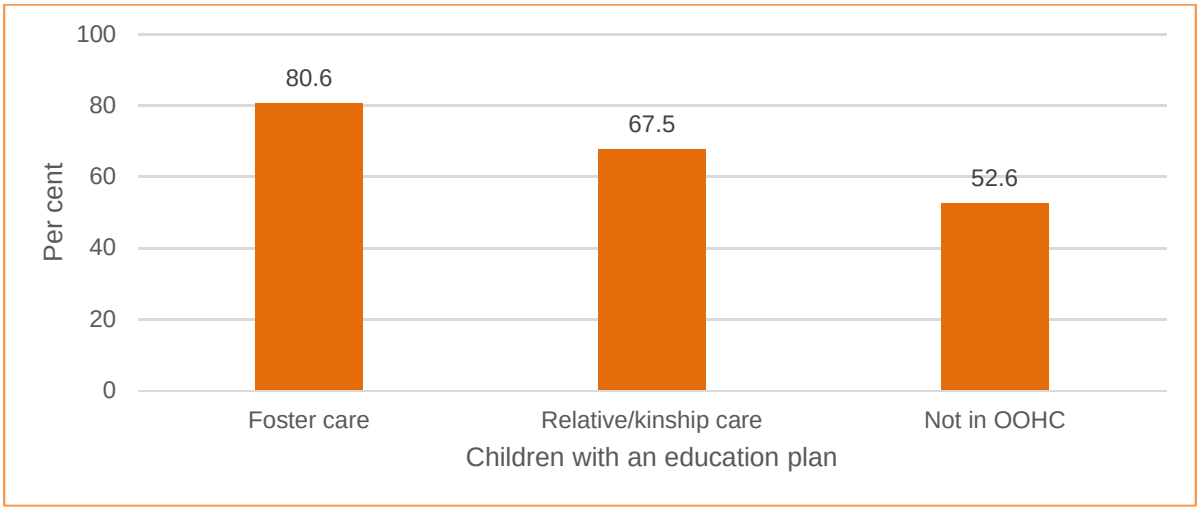


11 Support at school

11.1 Education plans

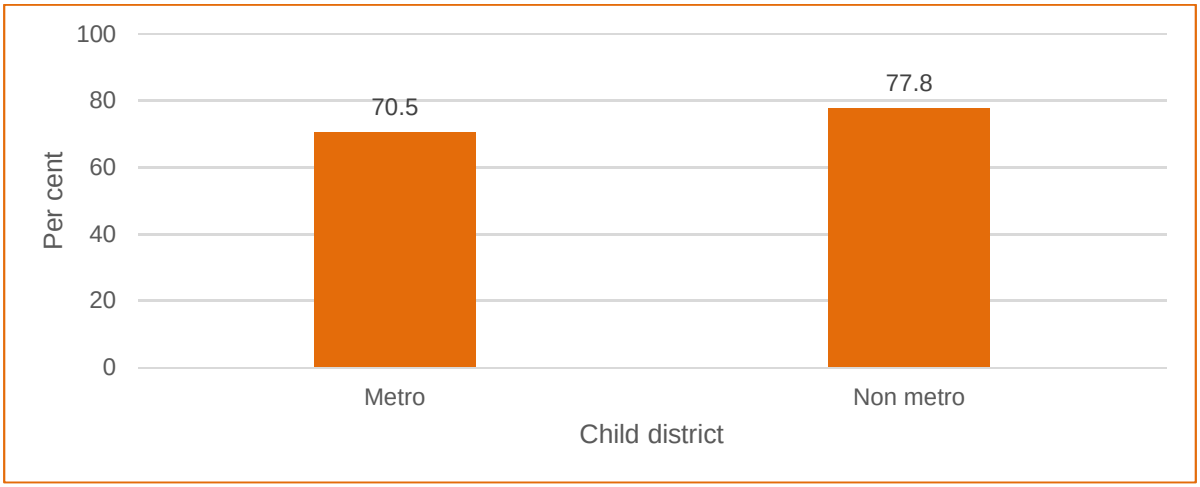
Almost three quarters (73.8%) of children were reported to have an OOHC education plan. A child's likelihood of having a plan did not vary with level of schooling, Aboriginality, or CALD status. There were significant variations in the likelihood of a child having an education plan depending on type of placement, with 52.6% of children not in OOHC, 67.5% of children in kinship care, and 80.6% of children in foster care having an OOHC education plan (Figure 26).

Figure 26: Teacher reports of children with an OOHC education plan by type of placement



There were also differences in the likelihood of having an education plan depending on district, with 77.8% of children in non-metro areas having a plan, and 70.5% of children in metro areas having a plan (Figure 27).

Figure 27: Teacher reports of children with an OOHC education plan by district



Of those who did not have a plan, 51.6% had teachers who reported they did not know an OOHC plan was required while 25.8% had a plan being developed. Of those who had a plan, 86.5% had a plan that had been revised in the last 12 months, 11.0% had a plan where the review was not yet due and 2.5% had not had their plan reviewed.

Table 7 shows that teachers were the staff person most frequently responsible for following up on OOHC education plans (73.3%), followed by principals (43.3%), and year coordinators (21.4%). More than one person could have been selected as responsible for ensuring the plan is followed.

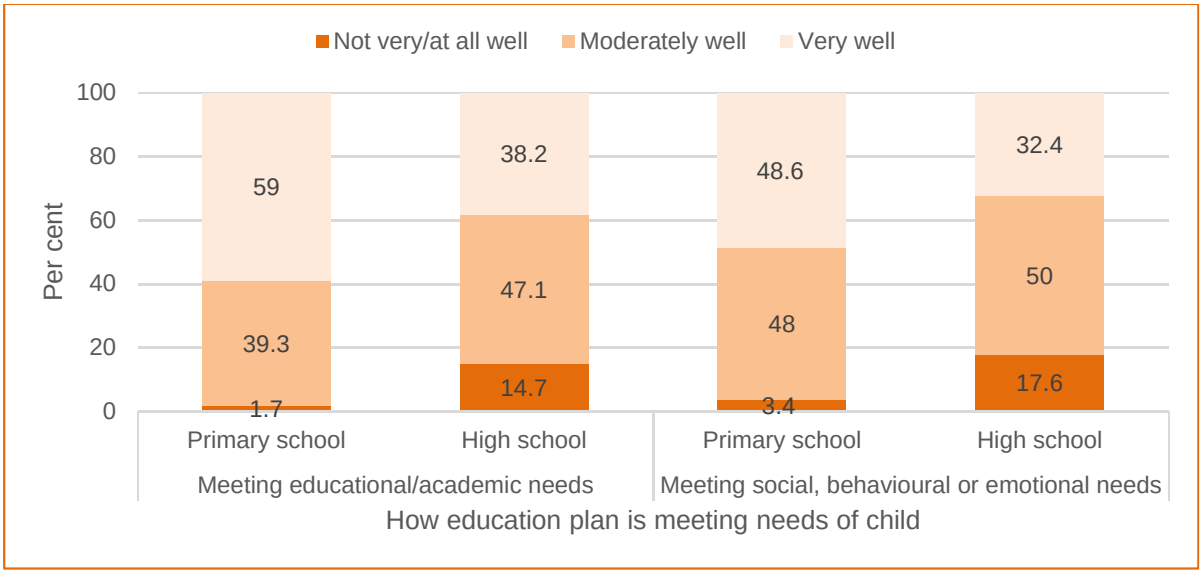
Table 7: Teacher reports of who ensures the OOHC education plan is being implemented

Ensures Education Plan is Being Followed	n	%
Principal	91	43.3
Teacher(s)	154	73.3
Year coordinator	45	21.4
School counsellor	20	9.5
OOHC coordinator	34	16.2
Other	54	25.7
Total	**210**	**100.0**

Of the children with education plans, 60.5% were being implemented very well, with the remaining 37.3% being completed moderately or not very well. There was no difference by level of schooling, Aboriginality, CALD status, type of placement, or district.

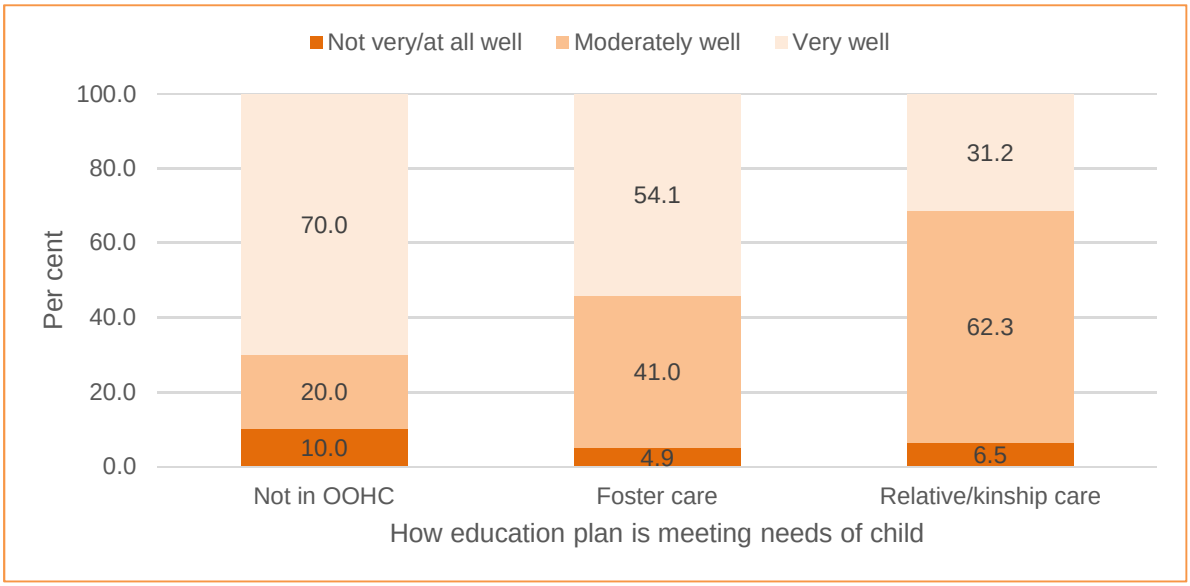
Teachers reported that 55.7% of children were having their educational needs met very well by their education plan, and 46.0% were having their social/behavioural/ emotional needs met very well by their education plan. While the distribution did not vary significantly by Aboriginality, CALD status or district, there was a significant difference depending on their level of schooling. Figure 28 shows that education plans of those children in primary school appear to be meeting their needs better than the education plans of children in high school for both Education/Academic needs, and Social, Behavioural or Emotional needs.

Figure 28: Teacher reports of how well is the OOHC education plan meeting the child's educational/academic needs and social/behavioural/emotional needs by level of schooling



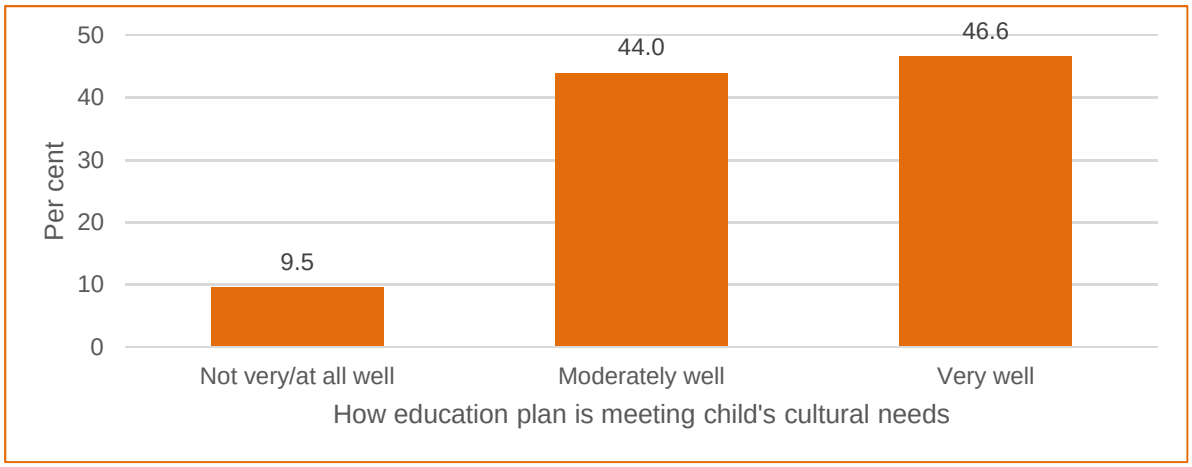
There was also a significant effect based on the child's placement type for how well the education plan was meeting the child's social, behavioural, or emotional needs. It appears children in foster care and those not in OOHC were having their social, behavioural and emotional needs met very well by their education plan than those in relative/kinship care (Figure 29). There was no significant difference based on placement type for how well the plan was meeting the child's educational needs.

Figure 29: Teacher reports of how well is the OOHC education plan meeting the child's social/ behavioural/emotional needs by type of placement



Teachers reported that among children with CALD or Aboriginal backgrounds, 46.6% had a plan that was meeting their cultural needs very well, with 9.5% not having their cultural needs met in the education plans very well or at all well (Figure 30). The child's Aboriginal or CALD status did not significantly affect the degree to which their education plans met their cultural needs.

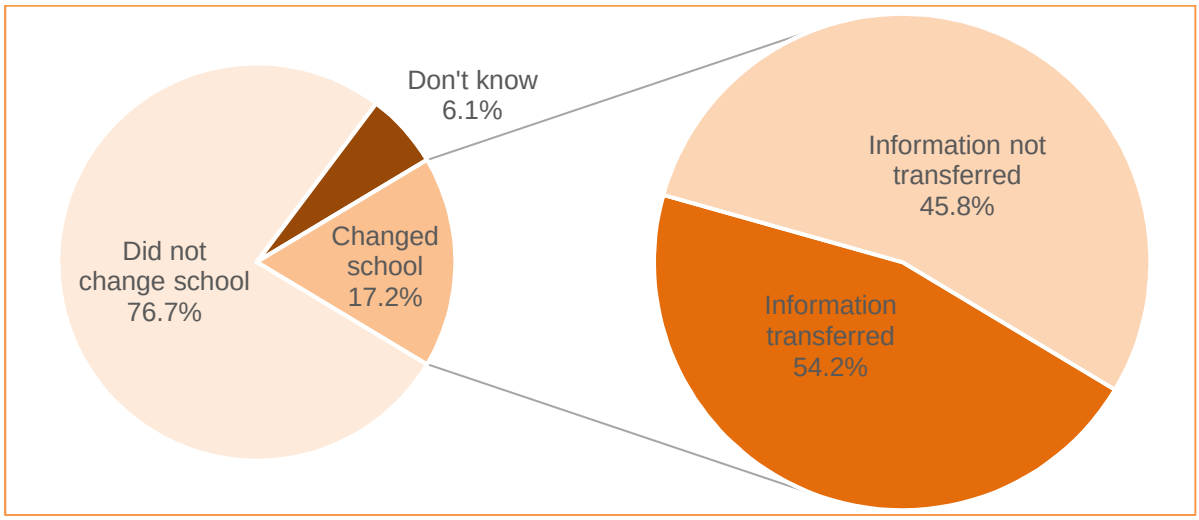
Figure 30: Teacher reports of how well the OOHC education plan meeting the child's CALD or Aboriginal background



11.2 Transfer of information when changing school

Figure 31 shows that 17.2% of children were known to have changed schools in the last year, with 6.1% of children's teachers reporting that they were unsure if the child had changed schools in the last year. Of the 17.2% of children known to have changed schools, 54.0% did not have their information transferred with them to the new school.

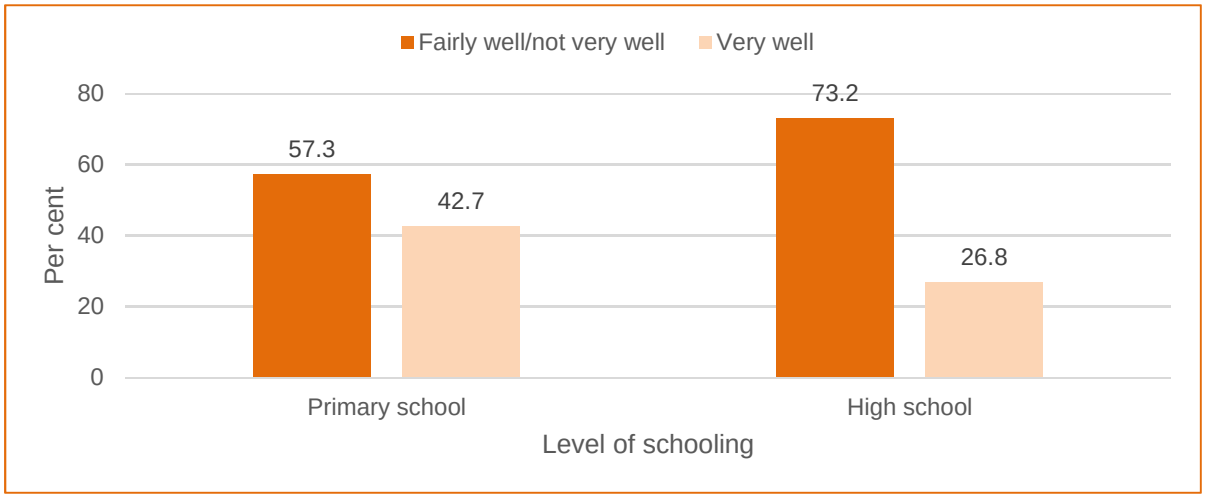
Figure 31: Teacher reports of children that changed schools and the information transferred during school moves



11.3 How well teacher knows the child

Around 2 in 5 (40.1%) of children were known very well by their teachers. The remaining 59.9% were known either fairly well or not very well by their teacher[5]. While this did not vary significantly depending on the child's Aboriginality, CALD status, type of placement or district, it did vary significantly with level of schooling. Figure 32 shows that less of the high school children had teachers who reported knowing the child very well (26.8%) compared to children in primary school (42.7%).

Figure 32: Teacher reports of how well they know the child by level of schooling



[5] These two categories were combined due to very low numbers of children having the teacher report that they do not know them very well (n=4).

11.4 Caregivers' involvement in school

Of the 90.9% of children who's teachers knew their parents well enough to make a judgement, 65.7% had parents who were judged to be very involved in the child's learning and education, with the remaining 34.3% reported to be either somewhat or not involved. Caregiver involvement did not vary significantly by the children's level of schooling, Aboriginality, CALD status, or district, but did vary significantly with type of placement. Figure 33 shows that a lower percentage of children in relative/kinship care had caregivers who were reported to be very involved (60.3%) compared to children in foster care (68.7%). It is interesting that the group of children with caregivers reported to have the highest level of involvement are children not in OOHC (81.0%), who are likely to be children recently returned to the care of their parents.

Figure 33: Teacher reports of involvement of the caregiver in the child's learning and education by type of placement

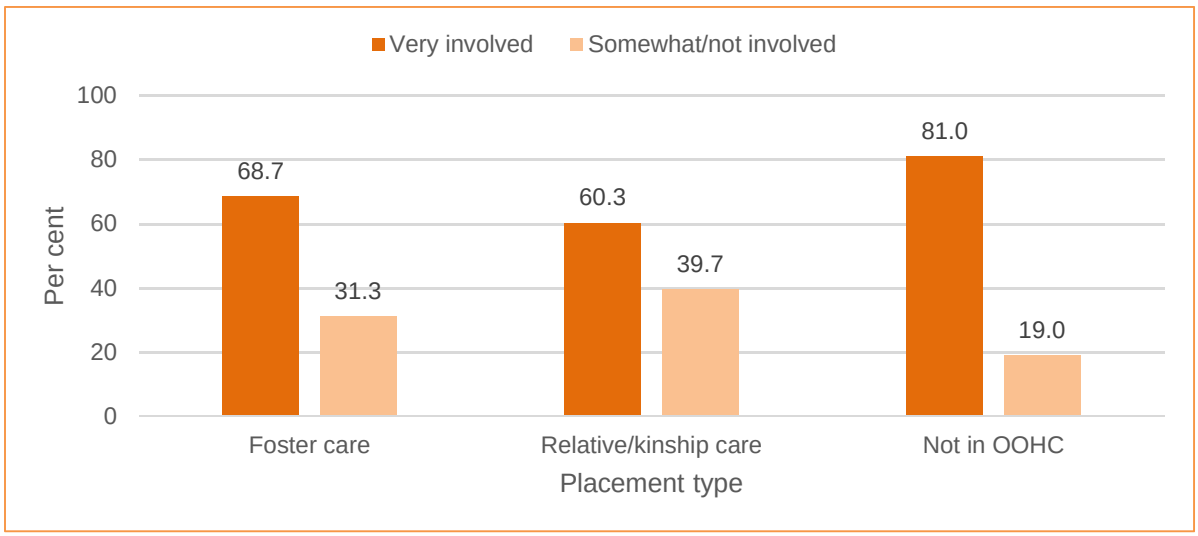


Table 8 shows that 80.4% of children had caregivers who had contacted the teacher, year coordinator, or principal. Figure 34 shows that 82.5% of children of non-CALD background had caregivers who met with their teacher, year coordinator, or principal, which was significantly higher than the caregivers of children from CALD backgrounds (68.8%). There was no difference in whether the caregivers contacted either the teacher, year coordinator or principal by the child's level of schooling, Aboriginality, type of placement or district.

Table 8: Teacher reports of different forms of caregiver involvement in their child's schooling

To the best of your knowledge, has the carer:	No n	Yes n	Yes %
Contacted student's teacher, year coordinator, or principal	62	255	80.4
Contacted the school counsellor	264	53	16.7
Attended an individual parent-teacher meeting	87	230	72.6
Attended an education planning meeting for the student	160	157	49.5
Attended an event in which the student participated (e.g. sporting event)	118	199	62.8
Done none of the above	307	10	3.2

Figure 34: Teacher reports of caregivers that contacted the child's teacher, year coordinator, or principal by child CALD status

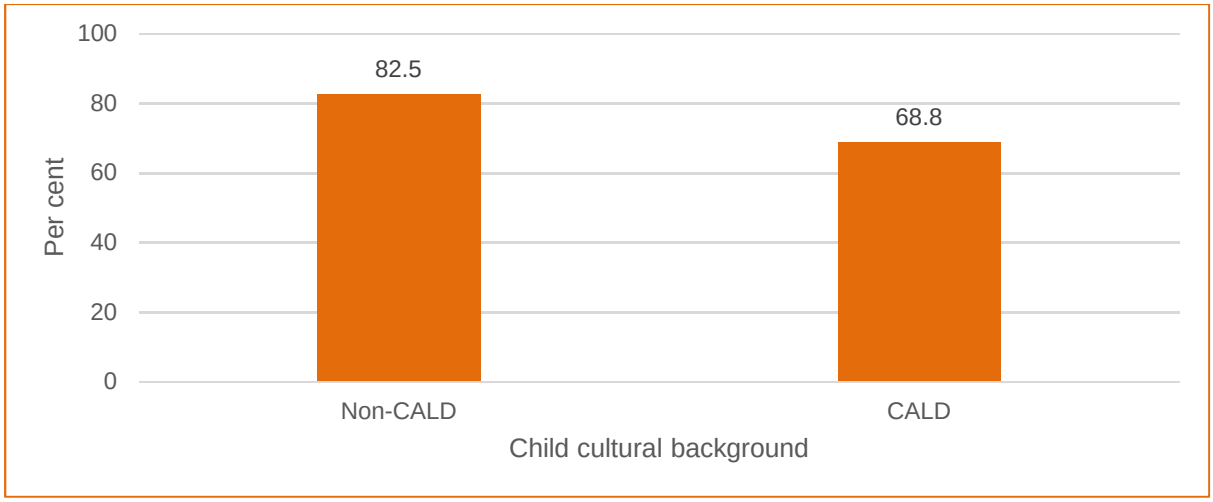


Table 8 also shows that 72.6% of children had caregivers who attended an individual parent teacher meeting, with no significant differences by Aboriginality, CALD status, type of placement, or district. Table 8 also shows that 49.5% of children had caregivers who attended an education planning meeting, with Figure 35 showing that Aboriginal children, children in foster care, and children in non-metro areas were significantly more likely to have a caregiver who attended an education planning meeting.

Figure 35: Teacher reports of the child's caregiver attending an education planning meeting by child's Aboriginality, type of placement, and district

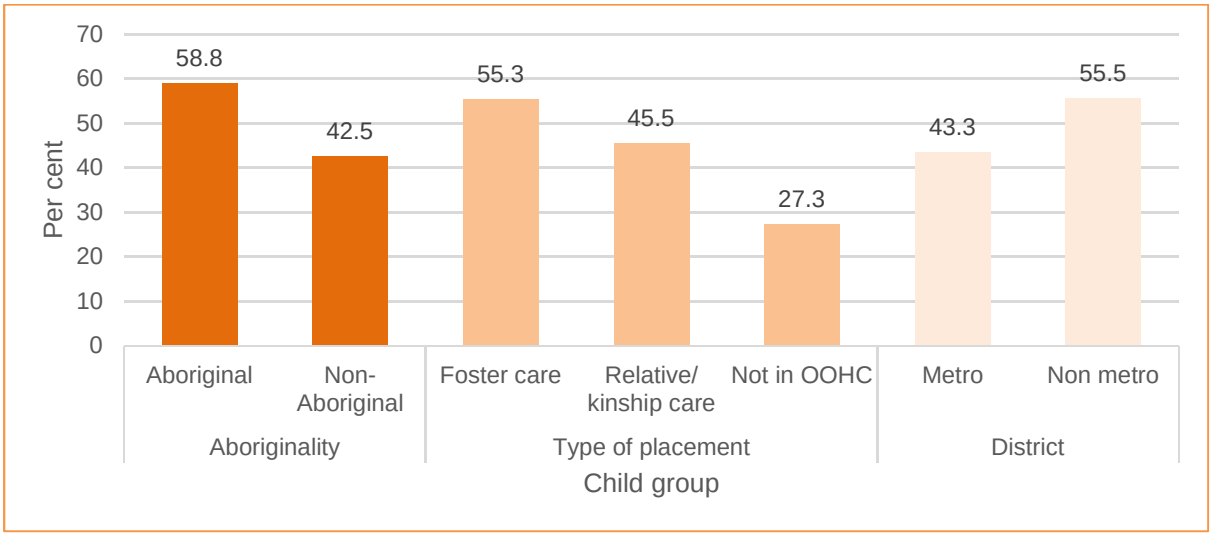
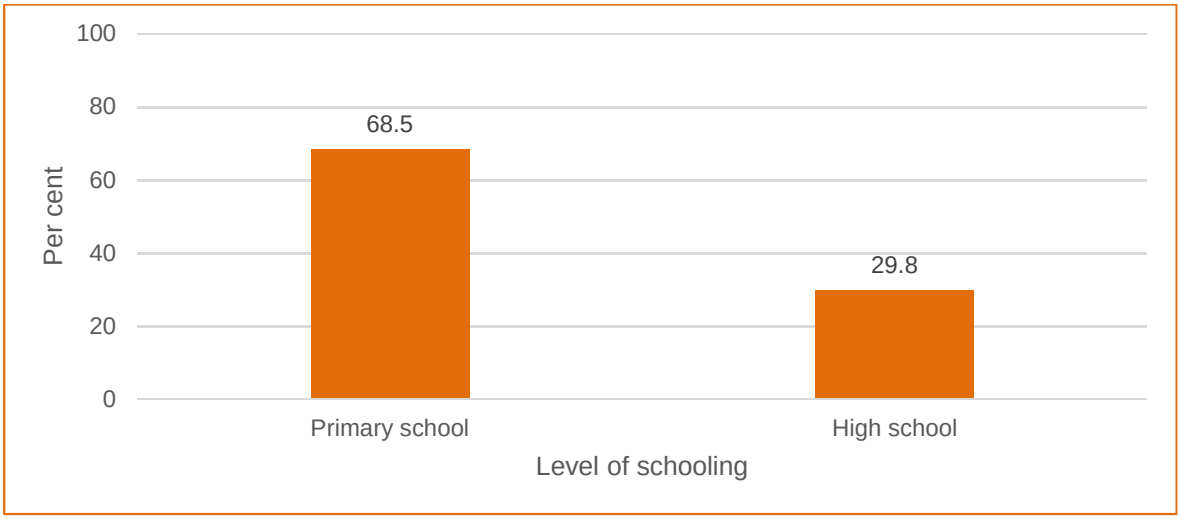


Table 8 shows that 62.8% of children had caregivers who attended at least one event in which the student participated. A higher proportion of primary school children had carers who attended events (68.5%) compared to children in high school (29.8%) (Figure 36). There were no significant differences by Aboriginality, CALD status, type of placement or district. Only 10 children (3.2%) had caregivers who were reported to not have had any of the listed forms of involvement with the school.

Figure 36: Teacher reports of the child's caregiver attending at least one event in which the child participated



11.5 Teachers comments about enhancing educational outcomes

Teachers were asked about what could be done to further educational outcomes for the children and their answers (n=200) are shown in Table 9. For half of the children (50.0%), nothing more was required above what was already being provided, 7.0% needed more one-on-one support, 7.0% needed more education related support and 4.5% needed more work with the caregiver and caregiver support.

Table 9: Teacher reports of how educational outcomes could be improved

Category of how Educational Outcomes Could be Enhanced	n	%
Nothing further required	100	50.0
More support - 1 on 1	14	7.0
More support - education related	14	7.0
Work with carer/carer support	9	4.5
Review/create plan	7	3.5
More support - general/other	7	3.5
Extra-curricular activities	6	3.0
More support - behaviour related	5	2.5
Different class/school	4	2.0
More support - classroom	4	2.0
Child assessment	3	1.5
Other	27	13.5
Total	**200**	**100.0**

12 Summary of key findings

It is important to note that the Teacher Survey sample is not a representative sample of all children who are currently in OOHC, nor a representative sample of the POCLS final care and protection orders cohort. The findings reflect the views of teachers who firstly had caregiver consent to participate in the on-line survey about the child in their care, and secondly those teachers completed the survey. There appears to be a common theme that cuts across the various findings of the Teacher Survey, which is that children who enter OOHC for the first time at younger ages were generally faring better than those who entered OOHC for the first time at older ages.

12.1 Child developmental progress

- Relatively large proportions of school-aged children (42.0%) and children in childcare centres or preschool (34.1%) exhibited clinical or borderline behavioural problems according to the early childhood educator/school teacher reports of the CBCL total problems scale. There were similarly large proportions for the externalising problems scale (42.3% and 35.6% respectively) while the proportions for the internalising problems scale were lower (27.0% and 22.1% respectively). The percentage of the school-aged children (42.0%) with behavioural problems based on the objective measure of CBCL aligns with the teachers' subjective rating, where 44.0% of the children were rated to show less appropriate behaviour than average.

- According to the early childhood educators and school teachers, older children were more likely to be rated in the clinical range of the CBCL total problems, internalising and externalising scales than younger children. This is consistent with the findings in Wave 1, where older children were more likely to be in the clinical range in the caregiver scored CBCL than younger children. Overall, teachers tended to give lower ratings of internalising problems than caregivers which may be because these problems do not exhibit themselves often in students' daily school activities or teachers may have less chance to observe internalising problems, such as being fearful, clingy or not eating well, in the school/class setting.

- About half of school-aged children were reported by teachers to be learning less (50.6%) and working less hard (46.9%) than their peers. Consequently, they were reported by their teachers to be more likely to be performing below average than their peers. The children in primary school were more likely to be performing below average in reading/English and maths than they were in other subjects, while those in high school were equally likely to perform below average in all subjects to a similar degree. It was found that one in four school-

aged children in the sample were not involved in extra-curricular activities at all and 26.2% of school-aged children did not have an education plan.

12.2 Services and support provided by early childhood and school teachers

- Approximately one-third (35.1%) of the school aged children were receiving services. The most common reasons for services were behavioural/social problems (43.1%), intellectual disability (28.4%), language/cognitive development (24.1%), and emotional or nervous difficulties (24.1%). Combined with the above findings on the CBCL and teacher's subjective rating of behaviour, this suggests that not all school-aged children who exhibited behavioural problems had sought and/or received services in the school they attended.

- Many children in the sample did not have their information exchanged after a change in their childcare centre, preschool, or school. Of the 20 children who had changed childcare centres or preschool, 85.0% did not have their information transferred. Of the school-aged children, 17.2% were known to have changed schools in the last year, with 54.2% not having their information transferred when they changed schools.

- Children who were in foster care at the time of the survey spent less time in childcare/preschool than children in relative/kinship care and those who had exited OOHC. Children in relative/kinship care, or who had exited OOHC, appeared to spend closer to the NSW average time in childcare/preschool than those in foster care. Children in childcare/preschool were significantly more likely to be receiving additional assistance or specialised services due to a diagnosed disability or special need in non-metro areas (22.4%) compared to metro areas (11.7%). There was no difference in the percentage of school aged children receiving services between metro and non-metro areas.

- Among school-aged children, teachers reported getting along very well with children from non-CALD backgrounds significantly more frequently (61.2%) than children from a CALD background (46.9%). This coincided with significantly more of the caregivers of children from a non-CALD background making contact with the teacher, principal or year coordinator in the last year (82.5%) than caregivers of children from a CALD background (68.8%).

- Children in foster care appeared to be more likely to receive different forms of educational support than those in relative/kinship care. When compared to children in relative/kinship care, children in foster care appear to be more likely to have an OOHC education plan (80.6% vs 67.5%), be more likely to be receiving services (43.5% vs 27.1%), be more likely to have their education

plan meeting their social/ behavioural/ emotional needs ‘very well’ (54.1% vs 31.2%), and be more likely to have a caregiver who is rated as ‘very involved’ by their teacher (68.7% vs 60.3%). It is interesting that measures such as teacher rated child happiness and CBCL scores did not vary significantly with placement type despite these differences around education plans and supports.

- Caregivers of Aboriginal children in school were significantly more likely to attend an education planning meeting (58.8%) than caregivers of non-Aboriginal children (42.5%).

Appendix

Appendix 1: Geographic classification

Geographic level 1	Geographic level 2	Geographic level 3
Metro	Southern metro	South Eastern Sydney
		South Western Sydney
		Sydney
	Northern metro	Central Coast
		Northern Sydney
	Western metro	Nepean Blue Mountains
		Western Sydney
Regional/remote	Southern non-metro	Illawarra Shoalhaven
		Southern NSW
	Northern non-metro	Hunter New England
		Mid North Coast
		Northern NSW
	Western non-metro	Far West
		Murrumbidgee
		Western NSW

References

Australian Department of Education and Training (2017). *Early Childhood and Child Care Summary. March Quarter 2017.* https://docs.education.gov.au/system/files/doc/other/eccc_in_summary_mar_quarter_2017.pdf

Australian Bureau of Statistics (2017). Released at 11:30 AM (CANBERRA TIME) 02/02/2018.

http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4221.0main+features22017

Australian Institute of Family Studies, Chapin Hall Centre for Children University of Chicago, & New South Wales Department of Family and Community Services. (2015). Pathways of Care Longitudinal Study: *Outcomes of children and young people in out of home care in NSW. Wave 1 baseline statistical report.* Sydney: N.S.W. Department of Family and Community Services.

Paxman, M., Tully, L., Burke, S. & Watson, J. (2014). Pathways of Care: Longitudinal Study on Children and Young People in Out-of-Home Care in New South Wales. Family Matters, 15-28.

Sawyer, M., Arney, F.M., Baghurst, P.A., Clarke, J.J. et al. (2001). The mental health of young people in Australia: key findings from the child and adolescent component of the National Survey of Mental Health and Wellbeing. *Australian and New Zealand Journal of Psychiatry, 35, 806-814.*

NSW GOVERNMENT