

NSW OOHC Quality Assurance Framework

Child Overview

Home Page

Report Effective Date: End of June 2020

The Child Overview is a child centered tool provided as a part of the NSW Quality Assurance Framework (QAF) for Children and Young People in Out of Home Care.

The Child Overview provides individual level information relating to the children and young people that you have case management responsibility for. Information contained within this tool looks at the areas in a child's life including:

- * Safety (Safety)
- * Belonging & Stability (Permanency)
- * Wellbeing (split into five subdomains):
 - Intellectual Potential
 - Good Health and Development
 - Emotional & Psychological Wellbeing
 - Social Functioning
 - Cultural & Spiritual Identity

The aim of the Child Overview is to provide a single point of information for agencies & caseworkers to create a picture of how a child or young person is faring. The Child Overview will outline areas that need to be addressed to improve a child's outcomes.

Child or Young Person Details

ChildStory ID	C-123456789
Current Placement Start Date	29/04/2020
Age As At Most Recent OOHC Entry	9
Aboriginality	Aboriginal
Cultural Affiliation	Aboriginal
Disability	Y



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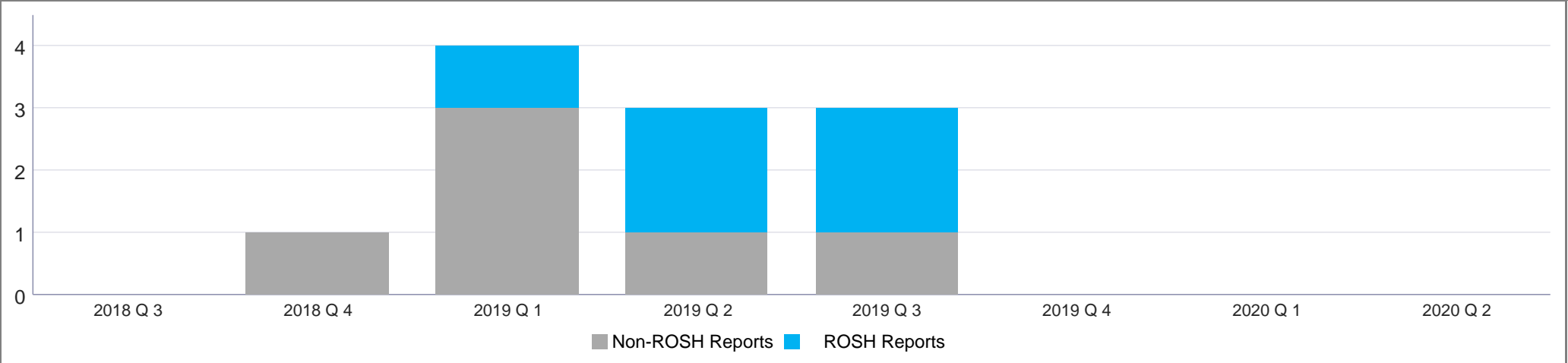


SAFETY

Children and young people have the opportunity and support needed to ensure that they are physically and psychologically safe and free from maltreatment.



Reports During the Past 2 Years



Reports			
Report Type	Past Year	Past 2 Years	Past 5 Years
ROSH Reports	3	3	6
Non-ROSH Reports	3	4	8

Primary Helpline Assessed Issues from Most Recent ROSH Reports
C/YP at risk due to own behaviour- serious risk taking behaviour
NEGLECT: No parent carer available/willing/able to provide care
PHYSICAL ABUSE: Other non-accidental injury

Does the child feel safe where he/she lives now?	
Date Completed	Response
20/06/2020	Yes, completely
1/12/2019	Not really



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Primary ROSH Helpline Assessed Issues

Grouped Issues	Past Year	Past 2 Years	Past 5 Years
C/YP at risk due to own behaviour	1	1	1
Neglect	1	1	2
Physical abuse	1	1	2

Field Assessments with Substantiated Issues

Grouped Issues	Past Year	Past 2 Years	Past 5 Years
C/YP at risk due to own behaviour	1	1	1
Neglect	0	1	2
Physical abuse	1	1	2



PERMANENCY Belonging and Stability

Children and Young people have permanency and stability in their living situations,
and the continuity of family relationships and connections is preserved.

Care History	
Care Period Start Date	1/01/2012
Days in Current Care Period	3104
Current Placement Start Date	29/04/2020
Current Placement Type	Carer - Relative or Kinship Carer
Days in Current Placement	62

Case Plans	
Current Valid OOHC Case Plan	Y
OOHC Case Plan Start Date	7/05/2019
OOHC Case Plan Goal	Permanent Care
Leaving Care Plan Required	Y
Leaving Care Plan	N

Placement History	Current Care Period	Ever
Number of Placements (Excludes Respite)	7	8
Number of Respite Placements	10	12
Number of Whereabouts	5	5

Child Assessment Tool (CAT) Score		
CAT	Score	Date
Most Recent CAT	Medium Needs	3/05/2020
2nd Most Recent CAT	High Needs	1/01/2017
3rd Most Recent CAT	Low Needs	3/01/2013

Siblings	
Total Siblings	6
Number of Siblings under 18 yrs	4
Number of Siblings in Care	3
Number of Siblings in Same Placement	2

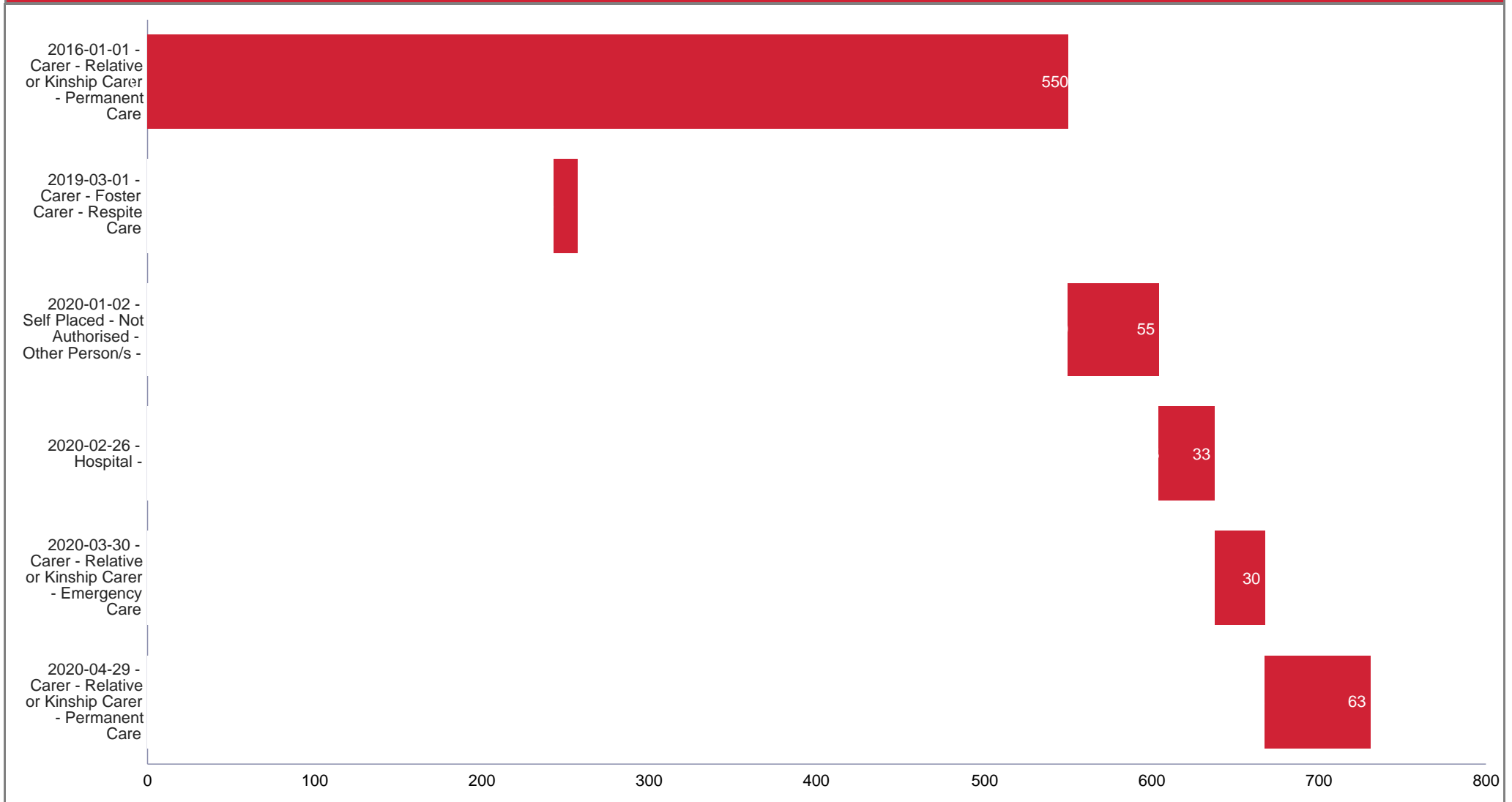


PERMANENCY Belonging and Stability

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Days in Care by Placement Type and Placement Purpose over the Past 2 Years





WELLBEING

Cultural and Spiritual Identity

Children and young people in OOHC have the opportunity, encouragement and support to engage with and develop their own culture, ethnic and spiritual identity.



Genealogy	
Parents' Generation	2
Grandparents' Generation	3
Great Grandparents' Generation	1

Cultural Identity and Support	
Cultural (Support) Plan Required	Y
Cultural (Support) Plan In Place	N
Date Plan Last Updated	1/02/2017
Carer Identified as Aboriginal	Y

Language Spoken, Spiritual and Cultural Affiliations	
Birth Parents Speak	Gumbaynggir, English, Spanish, Malaysian
Child or Young Person Speaks	English; Gumbaynggir
Child or Young Person Identified as Multicultural	Yes
Primary Cultural Affiliation(s)	Aboriginal
Non-Primary Cultural Affiliation(s)	Malaysian, Spanish
Religious/Spiritual Affiliation(s)	Catholic, nec



WELLBEING

Cultural and Spiritual Identity - Aboriginal

Children and young people in OOHC have the opportunity, encouragement and support to engage with and develop their own culture, ethnic and spiritual identity.



Aboriginal Cultural Connections Questionnaire (ACCQ)

Date ACCQ Last Completed	20/06/2020
Child or Young Person identified as Aboriginal	Yes
Child or Young Person identifies who their family/mob is	Yes
Child or Young Person identifies the town/city their family/mob is from	Yes
Child or Young Person can name the land/clan/country/nation they are from	Yes
Child or Young Person lives on country	No
Child or Young Person goes back to country	Once or twice a year
Child or Young Person knows Aboriginal words or language	Yes
Child or Young Person knows their totem	No
Child or Young Person would like to learn more	Yes
Child or Young Person identified connections to	Kin/family, Aboriginal carers, Aboriginal caseworkers, Aboriginal services, Aboriginal school groups or staff, Elders



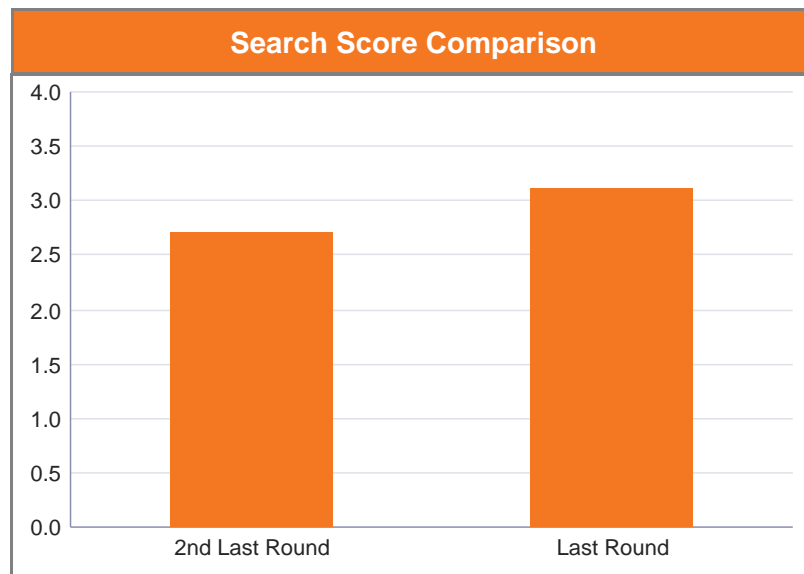
WELLBEING

Cultural and Spiritual Identity - Multicultural

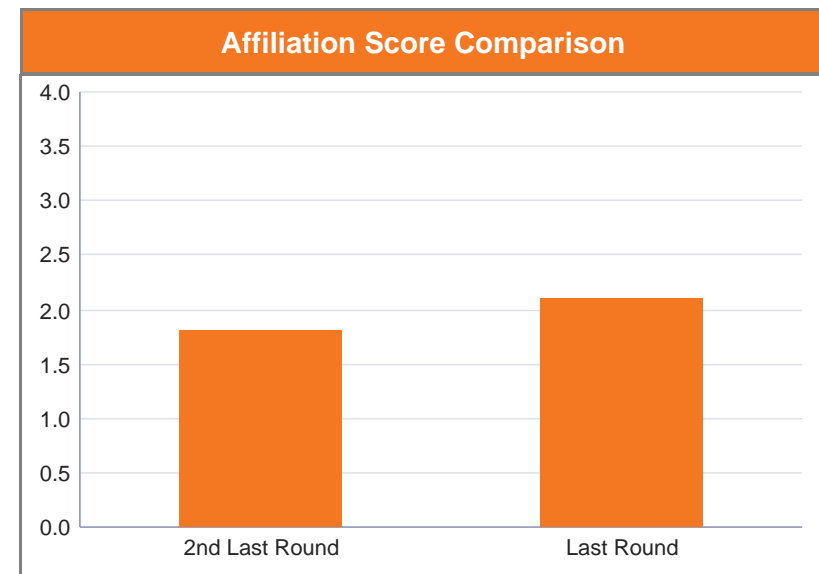
Children and young people in OOHC have the opportunity, encouragement and support to engage with and develop their own culture, ethnic and spiritual identity.



Multi Ethnic Identity Measure (MEIM)						
Round	Date Completed	Total MEIM Score	Search Score	Additional Info (Search)	Affiliation Score	Additional Info (Affiliation)
Last Round	20/06/2020	2.6	3.1	High	2.1	Medium to High
2nd Last Round	7/10/2019	2.25	2.7	Medium to High	1.8	Low to Medium



A Low Search score of 0-1 may indicate this child is highly exposed to his/her culture or might not see that they need to search their cultural background. Please refer to the Self-Report and Chapter 5b QAF User Guide - Multicultural for detailed scoring and guidance.



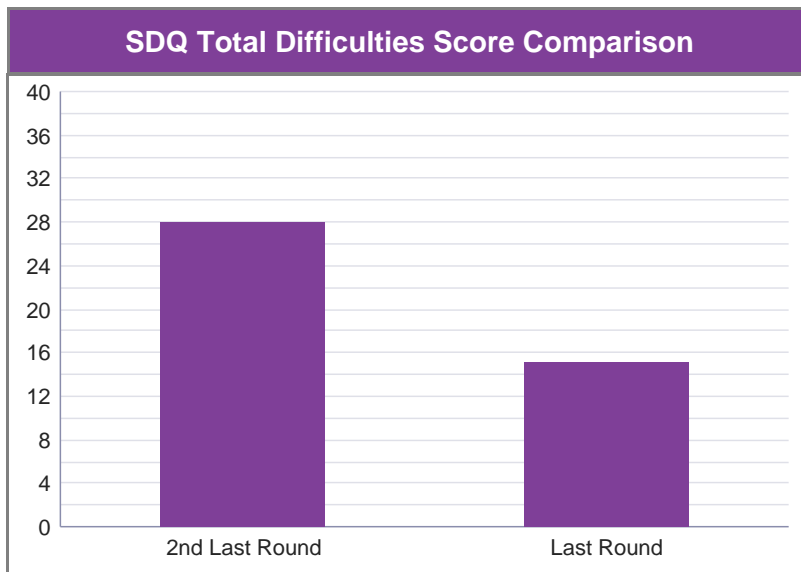
A Low Affiliation score of 0-1 may indicate this child is in need of additional support to connect and expose to his/her culture. Please refer to the Self-Report and Chapter 5b QAF User Guide - Multicultural for detailed scoring and guidance.

WELLBEING

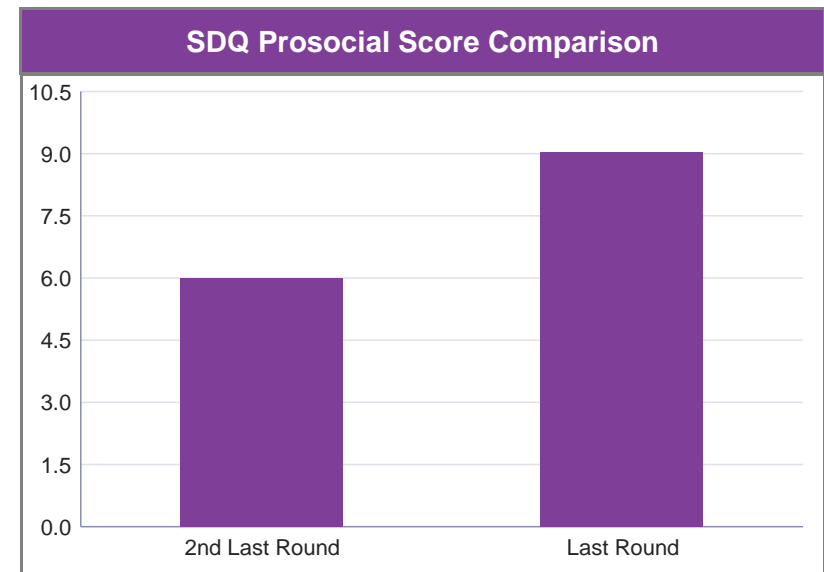
Emotional and Psychological Wellbeing

Children and young people have the opportunity and support needed to manage their mental health and wellness.

Strengths and Difficulties Questionnaire (SDQ)					
Round	Date Completed	Total Difficulties Score (TDS)	Additional Info (TDS)	Prosocial Score (PS)	Additional Info (PS)
Last Round	20/06/2020	15	Slightly raised	9	Close to average
2nd Last Round	1/12/2019	28	Very High	6	Low



A Total Difficulty Score (TDS) of 14 and above may indicate this child is in need of additional support or casework intervention. Please refer to the SDQ report and Chapter 4 QAF User Guide - SDQ for detailed scoring and guidance.



A Prosocial Score (PS) of 6 or less may indicate this child is in need of additional support or casework intervention. Please refer to the SDQ report and Chapter 4 QAF User Guide - SDQ for detailed scoring and guidance.



WELLBEING

Good Health and Development

Children and young people have the opportunity and support needed to maximise their physical health, strength and functioning.



Health	
Child or Young Person on Health Pathways	Y
Health Referral Date	10/07/2012
Health Referral Status	Complete
2A Primary Health Screening Date	15/08/2012
2A Primary Health Screening Status	Complete
2B Comprehensive Health Screening Date	15/12/2012
Immunisation Record	Y
Dental Record	N
Disability	Y
Disability Detail	Specific learning/Attention Deficit Disorder (other than intellectual)

Child within school enrolment age

Education Planning

Education Plan Recorded in ChildStory in the Last 12 Months	Y
Education Plan Last Updated	1/04/2020

Student Mobility

Period	January 2017 - December 2019
Total School Moves	2
School Moves Between Years	1
School Moves Between Terms	0
School Moves Within Terms	1

NAPLAN Performance and Participation

Year	Reading	Numeracy	Spelling	Grammar	Writing
Year 3	Withdrawn	Withdrawn	Withdrawn	Withdrawn	Withdrawn
Year 5	Middle 2	At NMS	Middle 2	Top 2	Middle 2
Year 7	At NMS	Top 2	Middle 2	Middle 2	Top 2
Year 9	Below NMS	Middle 2	Middle 2	At NMS	Middle 2

NAPLAN Growth

Year	Reading	Numeracy
Year 3 to Year 5	No Data	No Data
Year 5 to Year 7	Limited	Substantial
Year 7 to Year 9	Limited	Some

Key: NAPLAN Band Category Achieved and Participation Status

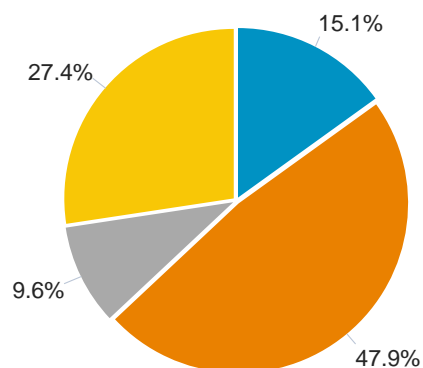
Below NMS	Below National Minimum Standard (NMS), difficulty making sufficient progress and need additional support
At NMS	Just achieved the National Minimum Standard (NMS), likely to need additional support
Middle 2	Achieved in the middle two NAPLAN bands
Top 2	Achieved in the top two NAPLAN bands
Exempt	Non-participation (exempt as less than a year in Australia from language background other than English, or significant disabilities)
Absent	Non-participation (absent/sick)
Withdrawn	Non-participation (withdrawn by carer/parent)
No data	Student not reached test scholastic year
Blank	No Education Data provided for child

Key: NAPLAN Growth Quartile Given Starting Score

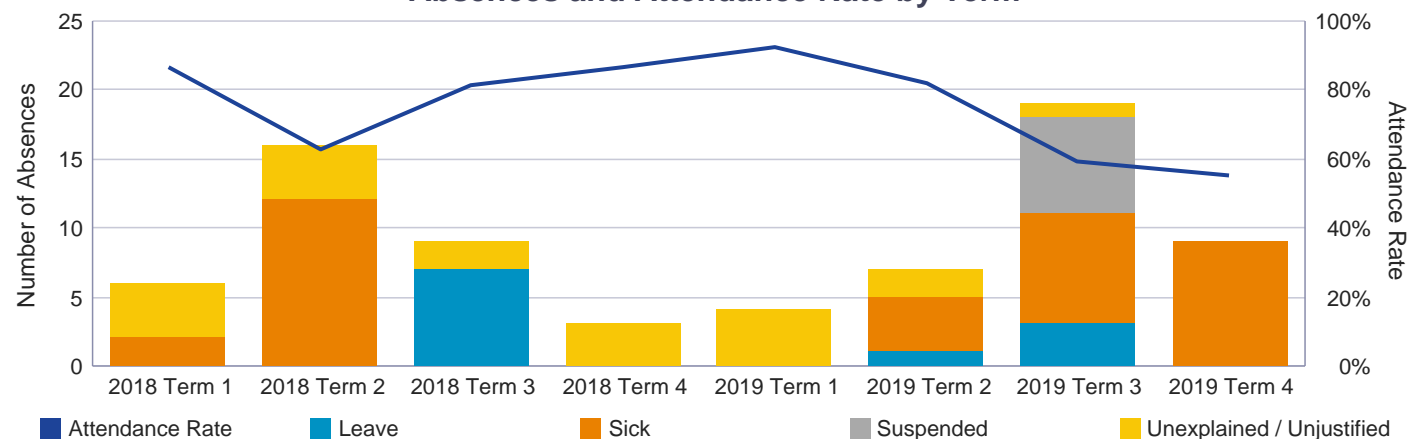
Limited	Limited growth - given prior score, lowest quartile of growth (0-25th percentile), may need additional support
Some	Some growth - given prior score, second lowest quartile of growth (26-50th percentile)
Moderate	Moderate growth - given prior score, second highest quartile of growth (51-75th percentile)
Substantial	Substantial growth - given prior score, highest quartile of growth (76-100th percentile)
No data	Student not reached test scholastic year or student did not participate in either or both of the prior and later tests
Blank	No Education Data provided for child

Child within school enrolment age

Absence Reasons (2 year summary)



Absences and Attendance Rate by Term



Year	Term	Attendance Rate	Comparison Rate	Days Enrolled	Days Exempted	Leave	Sick	Suspended	Unexpl./Unjust.	Absence Total
2019	4	55.0%	91.8%	25	0	0	9	0	0	11.3
	3	59.2%	91.0%	49	0	3	8	7	1	20.0
	2	82.1%	91.7%	43	0	1	4	0	2	7.7
	1	92.3%	93.6%	52	0	0	0	0	4	4.0
2018	4	86.5%	92.4%	25	0	0	0	0	3	3.4
	3	81.6%	91.5%	49	0	7	0	0	2	9.0
	2	62.8%	92.8%	43	0	0	12	0	4	16.0
	1	86.5%	93.7%	52	0	0	2	0	4	7.5

Key: Attendance Rate

Above or within 2 ppts of the comparison rate
Between 2 ppts and 10 ppts of the comparison rate
Greater than 10 ppts below the comparison rate