

New Tasmanian Youth Justice Facility Model of Care

February
2026

Summary of consultation draft

Creating a supportive, rights-based environment
to help children and young people thrive and
safely return to and remain in the community.



This is a summary of the draft *Tasmanian Youth Justice Facility Model of Care.*

The Tasmanian Government is developing the Tasmanian Youth Justice Facility Model of Care to help inform how Tasmania will care for young people in detention.

This summary version has been developed to accompany the consultation draft. On our website, you can access:

- the full consultation draft
- a plain English version
- a video about the Model of Care and consultation process.

How can I make a submission:

You can provide your feedback by:

Online Survey: respond to the questions outlined in this document directly via the Survey, which you can access on our [website](#).

Email: send your thoughts on the Model of Care and questions to newyjfacility@decyp.tas.gov.au using the subject line Tasmanian Youth Justice Facility Model of Care.

Mail: send a physical copy of your response to:

Department for Education, Children and Young People
Attention: New Youth Justice Facility Project Team
GPO Box 169
Hobart TAS 7001

Other than indicated below, submissions will be treated as public information and will be published on our website.

No personal information other than an individual's name or the organisation making a submission will be published.

If you would like your submission treated as confidential, whether in whole or in part, please indicate this in writing at the time of making your submission, clearly identifying the parts of your submission you want to remain confidential and the reasons why. In this case, your submission will not be published to the extent of that request.

Survey questions

01. How should we deliver services for children and young people and their families so they feel safe, and are heard, valued and respected?
02. What do children, young people and their families need to experience?
03. What do Aboriginal children, young people, families, staff and communities need?
04. What is needed for children and young people to successfully return to family and community?
05. What values, skills and knowledge do the people who work with children and young people need?
06. What do parents, carers and families need?
07. What programs and activities are needed to engage, support and grow children and young people?
08. What does the community need to support children and young people in the facility, outside the facility and when they leave?
09. What does the community need to build a sense of safety when children and young people leave the youth justice system and return to the community?
10. What else? Who else? Where else?
11. You may also wish to provide feedback specific parts of the Model of Care. You can provide feedback on the:
 - Practice Standards
 - Relational pathway
 - Care plan domains
 - Organisational framework

Acknowledgement of Country

In recognition of the deep history and culture of this island, we acknowledge and pay our respects to Tasmanian Aboriginal people, the traditional Owners and ongoing Custodians of Tasmania. We recognise Tasmanian Aboriginal people's continuing connection to Land, Sea, Waterways, Sky and Culture and extend our respects to Elders, past and present. We are committed to working in partnership with Tasmanian Aboriginal people, to address the over-representation of Aboriginal children and young people in detention, ensuring they are safe and supported to live culturally rich and thriving lives.

Acknowledgement of victim survivors

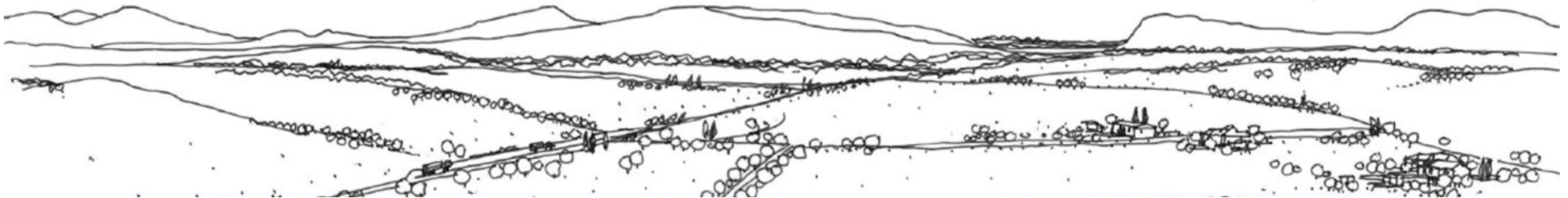
This Model of Care addresses recommendations made by the Commission of Inquiry into the Tasmanian Government's Response to Child Sexual Abuse in Institutional Settings. We acknowledge the trauma that continues to affect people with lived experience of child abuse. We are committed to being sensitive to this trauma as we use the learnings from past wrongs to protect the rights of current and future generations of children and young people and keep them safe from harm.

Acknowledgement of lived experience

We acknowledge and deeply respect the contributions of individuals with lived experience of Tasmania's justice system, recognising the invaluable expertise they bring through their personal journeys. Their perspectives provide critical insight into the challenges and opportunities for meaningful change, helping to shape more effective, compassionate and collaborative approaches. We also honour the role of families, friends and support networks in this journey, appreciating their contributions to learning, growth and the pursuit of better outcomes for individuals and communities alike.

Acknowledgement of victims of crime

We recognise that every crime has a real and lasting impact on victims, their families and the wider community. This Model of Care is designed to support children and young people to take responsibility for their actions, understand the impact of their behaviour and address underlying triggers and factors that contribute to offending. Through promoting restoration and reparation and supporting rehabilitation, we aim to reduce reoffending and prevent further harm. By focusing on positive change, we aim to contribute to safer communities.



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Why we are developing the Model of Care

Why we are developing the Model of Care

The Tasmanian Government is working to reduce the number of children and young people entering or re-entering the youth justice system.

The Tasmanian Government is working to reduce the number of children and young people entering or re-entering the youth justice system and to enhance community safety.

The Government has outlined a 10-year plan to improve the youth justice system. The plan, called the Youth Justice Blueprint, aims to:

- Prevent youth crime so fewer children and young people enter the system
- Divert children and young people away from the justice system as soon as possible
- Use therapeutic responses instead of punishment
- Connect government and community services so they work together
- Train and support staff to work in a culturally safe and therapeutic way.

The Government has also agreed to the recommendations made by the Commission of Inquiry into the Tasmanian Government's Response to Child Sexual Abuse in Institutional Settings (Commission of Inquiry). The Commission of Inquiry investigated child sexual abuse in institutions such as schools, hospitals, out of home care and youth detention centres.

The Commission of Inquiry uncovered deep failures by the Government to keep children and young people safe. These included failures to keep children and young people safe in detention.

The new Tasmanian Youth Justice Facility is one of the changes recommended by the Commission of Inquiry. For those children and young people who are in detention as a last resort, these changes aim to make youth detention safer, more therapeutic, and focused on rehabilitation. This, in turn, aims to reduce repeat offending and keeps communities safer.

Recommendation 12.16 requires that the new facility provide a safe, positive environment that helps young people heal and prepare for life after detention.

Recommendation 12.18 describes the way youth justice services will be delivered for children and young people in detention, from first arrival at the facility through to leaving. The Model of Care describes how this will happen.

There are 39 recommendations in the Commission of Inquiry report related to youth justice reform. The recommendations relating specifically to the Model of Care are:

Recommendation 12.16

The Tasmanian Government should ensure its proposed new detention facility (and any future detention facilities) are small and homelike and incorporate design features that reflect best practice international youth detention facilities. This includes features that:

- a. promote the development of trusting and therapeutic relationships between staff and children and young people
- b. facilitate and enhance trauma-informed, therapeutic interventions for children and young people
- c. minimise stigma to children and young people
- d. facilitate and promote connections between children and young people, and their families and communities
- e. protect children and young people against the risks of child sexual abuse (including harmful sexual behaviours)—for example, by enabling line-of-sight supervision as far as possible, without infringing on children and young people's privacy.

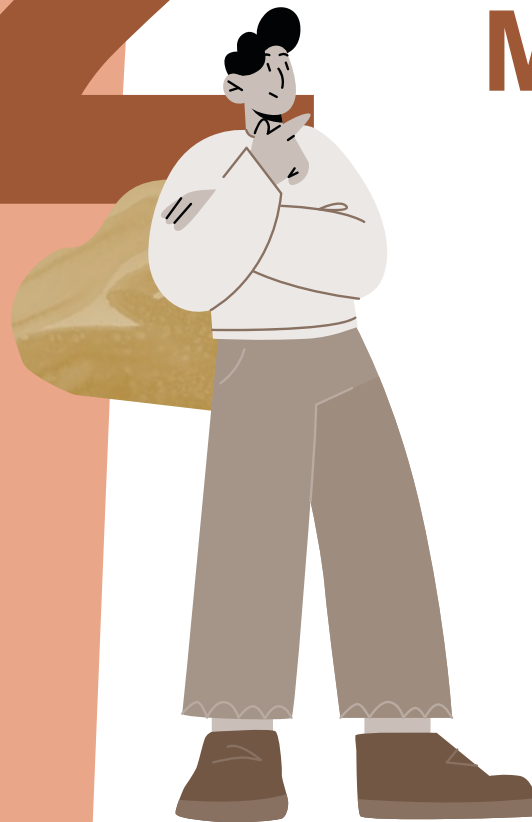
Recommendation 12.18

The Tasmanian Government should ensure:

- a. use of the Behaviour Development Program is discontinued in Ashley Youth Detention Centre and not adopted in any new detention facility
- b. the Youth Justice Model of Care planned to be developed by 2025 includes a specific operating philosophy, service objectives and service standards for detention facilities that are based on non-punitive, child-centred, trauma-informed, culturally safe practice and reflect international best practice in youth justice
- c. staff in youth detention facilities have the skills needed to undertake evidence-based, trauma-informed, child-centred interventions with children and young people, including the skills to anticipate, de-escalate and respond effectively to challenging behaviours without resorting to force or restrictive practices
- d. implementation of the Youth Justice Model of Care and updated Practice Framework for youth detention is monitored by the governance structure outlined in Recommendation 12.7.

02

What is the Model of Care?



What is the Model of Care?

A model of care describes how evidence-based care services are organised and delivered to a person or population.

In December 2024, the Tasmanian Government released the [Youth Justice Model of Care](#). It describes therapeutic, trauma-informed, timely and culturally safe services to reduce young people's involvement in the youth justice system. The Youth Justice **Facility** Model of Care (this document) is similar but relates specifically to the new facility. It outlines:

- how staff at the new facility will deliver services (by meeting the **practice standards**)
- how children and young people will be supported, from when they enter the facility to when they move back into the community (the **relational pathway**); it includes the **service responsibilities** and the main areas of care the service will provide (the **care plan domains**)
- the **organisational framework** that will enable the Model of Care to work well.

The purpose of this Youth Justice Facility Model of Care is to provide:

- a safe and secure facility for children and young people where healing and wellbeing are the primary focus
- an environment where children and young people are supported to understand and to address the causes of their offending behaviour, to prevent reoffending and enable their successful return to the community
- an environment where children, young people, staff and visitors feel safe and supported
- the community with confidence that children and young people in detention are in a safe, purpose-built facility that provides a high standard of care and support for rehabilitation, which in turn aims to reduce reoffending and strengthen community safety.

The vision for the Model of Care is:

To enable an environment where children and young people experience the highest standards of child-centred, rights-based, therapeutic care and education, services and opportunities, supporting them to enhance connections, return and remain successfully in the community.

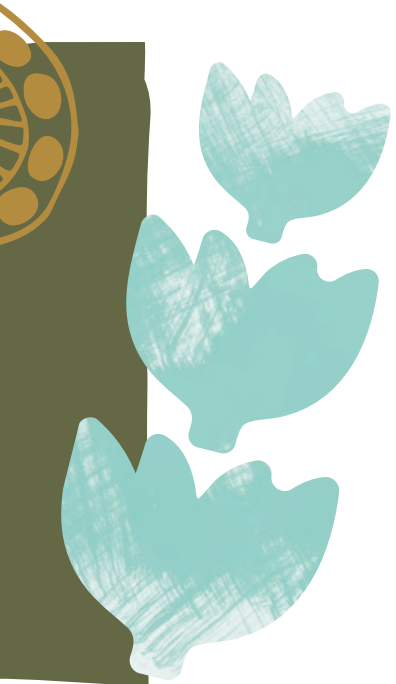
The Model of Care aims to promote community safety, rehabilitate and reintegrate children and young people who offend, and contribute to a reduction in youth reoffending. To do this the objective of the Model of Care is to provide a service that:

- is safe, secure and rehabilitative and that protects children and young people from abuse
- is relationship-based and trauma-informed
- promotes connections with family, community and culture
- provides education, vocational, employment and recreational opportunities
- provides supports to address offending behaviour
- minimises stigma and promotes wellbeing
- provides the community with confidence
- promotes networks for life through a strong throughcare approach.

These objectives will contribute to the development of explicit service standards and performance measures.

New Facility Model of Care – Key Foundations

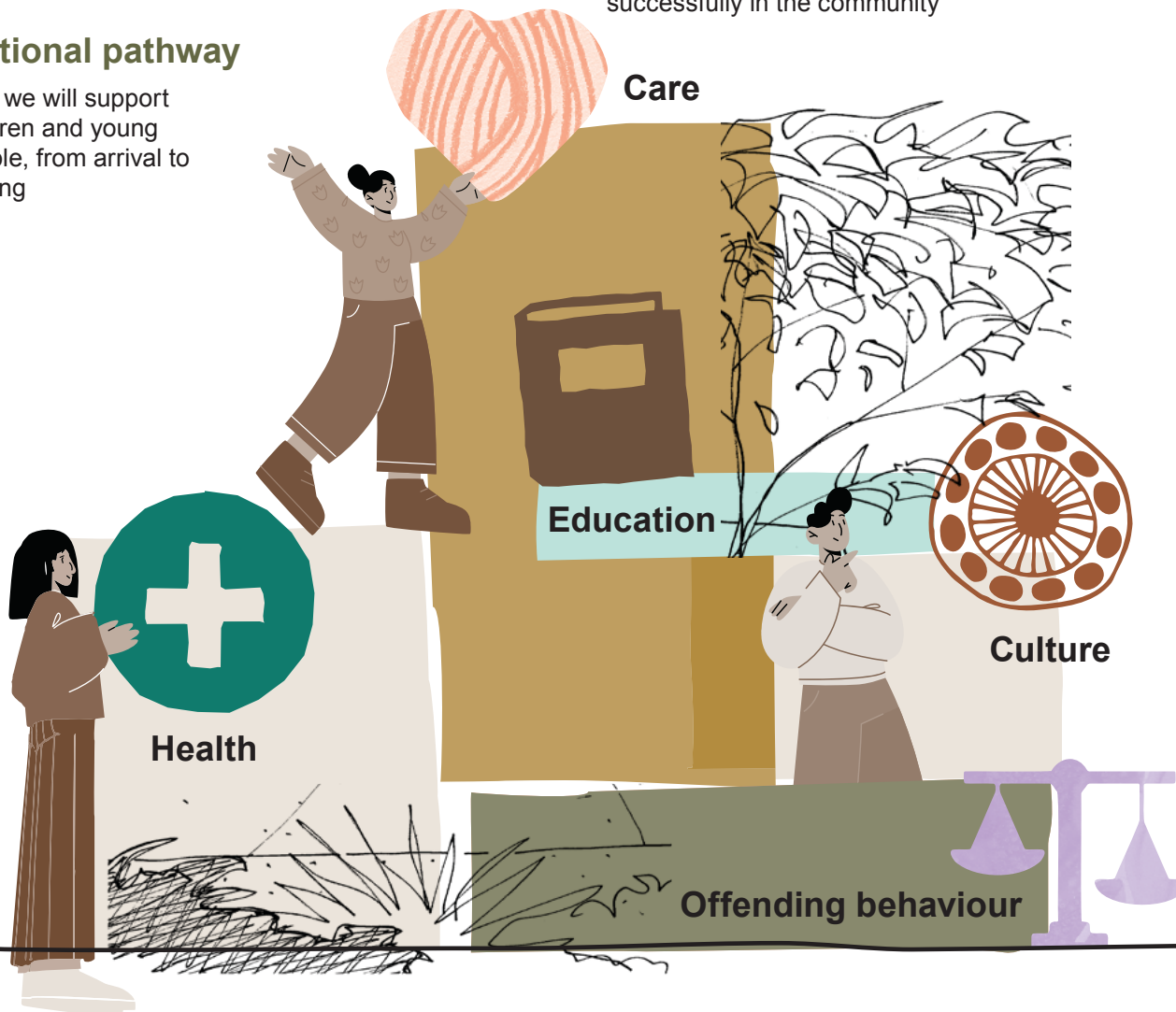
- Child first, offender second
- Child-centered and rights-based
- Physical, procedural, relational and cultural safety/security
- Understanding of the impact of crime on victims and the importance of restoration, reparation and rehabilitation
- Relational, therapeutic, trauma-transformative
- Participation, empowerment, agency
- Importance of family, culture and community
- Develop a 'network for life' through enduring connections, when in detention and on transition and return to the community
- Multi-disciplinary assessment and individualised care planning
- Partnerships with child, young person and family
- Education and programs - planned and purposeful: vocational and employment; focus on interests, strengths, opportunities and addressing offending.
- Staff safety, wellbeing, supervision, values-led, professional development, leadership
- Integrates holistic systems and ecological approach



Model of Care

Relational pathway

- How we will support children and young people, from arrival to leaving



Vision

To enable:

- An environment where children and young people experience the highest standards of child-centred, rights-based therapeutic care and education, services and opportunities, supporting them to enhance connections and return and remain successfully in the community

Purpose

To provide:

- A safe, secure and rehabilitative facility for children and young people where healing and wellbeing is the primary focus
- An environment where children and young people are supported to understand and address their offending behaviour to prevent reoffending and enable their successful return to the community
- An environment where children, young people, staff and visitors feel safe and supported
- The community with confidence that children and young people in detention are in a safe, purpose-built facility that provides a high standard of care and rehabilitation support

Practice Standards

- Child-centred and rights-based
- Enduring connections
- Culturally safe and connected
- Safety and wellbeing of children and young people
- Therapeutic and trauma transformative
- Staff support and wellbeing
- Continuity and throughcare

Organisational framework

- People and Workforce
- Governance
- Monitoring, reporting and evaluation
- Partnerships and programs
- Technology
- Infrastructure

03

Practice standards



Practice standards

In this Model of Care, seven practice standards guide how care is delivered.

The practice standards set clear expectations for creating safe, supportive and culturally respectful environments that prioritise healing, connection and positive development. Each practice standard explains what good practice looks like, why it matters, and what it means for both the children and young people, and the staff.

Indicators show what must happen to meet each practice standard. The indicators are summarised below. A full list of indicators for each practice standard is contained in the Consultation Draft.

Practice standard and what it means	Why is it important?	What this means for staff	What this means for children and young people	Key indicators
1. Child-centred and rights-based Putting the child or young person's rights, needs, and voice at the centre of care and planning, ensuring protection, participation and preparation for life after detention.	This approach focuses on healing and growth rather than punishment, helping reduce reoffending and keeping the community safer.	- We meet the needs and uphold the rights of all children and young people. - We do not define the child or young person by their offending behaviour.	- I understand my rights, have a say in decisions that affect me, and have my needs met. - Staff and others see me as more than my offending behaviour and support me to address this. - My rights matter and I can expect that adults uphold them. I can expect to be included and supported to participate, and my views are taken seriously.	- Care planning always considers the child or young person's rights, needs and voice. - Children and young people are treated as individuals, not defined by their offending behaviour. - Decisions and routines are age-appropriate, inclusive and support participation.
2. Enduring connections Supporting strong, lasting relationships with family, community, and culture during detention.	Connections with family, community, and culture help children and young people in detention feel safe, build trust, and develop a sense of belonging. This supports rehabilitation and reduces reoffending.	- We support the child and young person to stay connected with people who matter to them and to build positive relationships. - We form and build partnerships that help the child and young person.	- I can keep and grow connections with people who matter to me. - I am connected with people who help me and have got my back	- Connection to family, culture, and community is prioritised in all planning. - Regular, meaningful visits and contact are actively supported. - External relationships (e.g., psychologists, mentors) are maintained. - Families are engaged as partners, and reintegration planning strengthens networks.

Practice standard and what it means	Why is it important?	What this means for staff	What this means for children and young people	Key indicators
3. Culturally Safe and Connected Creating an environment where Aboriginal and Torres Strait Islander children and young people feel respected, understood, and connected to their culture and identity.	Cultural safety strengthens belonging, addresses historical and systemic inequalities, and supports healing and rehabilitation.	We support children and young people to be themselves and to connect with their culture(s) and community.	- I feel respected and valued to identify with who I am. - I have choices in how I connect with my people, stories, and places.	- Children feel safe to express and explore their cultural identity. - Cultural safety is embedded in policies, training, and daily practice. - Aboriginal staff and culturally led programs are prioritised. - Families and communities are involved in care planning and visits.
4. Safety and wellbeing of children and young people Providing a physically and emotionally safe environment through security, supportive relationships, and positive behaviour strategies.	Helps children and young people trust others, regulate emotions, and engage in positive relationships. This creates the foundation for rehabilitation and growth.	- We commit to safety through consistency and fairness in our care and responses to children and young people. - We provide routines and expectations that support children and young people to feel safe and be well.	- I am safe and well and I feel safe and well. - I can rely on consistent and fair responses from adults. - I know and understand the routines, rhythms, and rituals of my environment. - I trust that my needs and wellbeing are top priorities.	- Physical, procedural, and relational safety are balanced to create a secure, therapeutic environment. - Staff build consistent, respectful relationships and support emotional regulation. - Positive behaviour support is used to understand behaviour as a response to unmet needs. - Restrictive practices are minimised; co-regulation and resilience are promoted.

Practice standard and what it means	Why is it important?	What this means for staff	What this means for children and young people	Key indicators
5. Therapeutic & Trauma Transformative Using a trauma-informed approach that prioritises healing and recovery over punishment.	This approach helps children and young people process trauma, build resilience, and make lasting positive changes. This in turn supports reintegration and reduced reoffending.	- We are committed to providing care that is supportive and healing so that children and young people recover, develop and sustain growth - We understand the impacts of trauma and are committed to responding to children and young people in predictable, consistent and safe ways.	- I feel supported to heal and to make lasting changes. The adults know and understand me. - I have a say in my care planning. It is led by me and is about me, my wishes, views and needs. - I have safe and good relationships with family, friends and adults caring for me - I am supported to better understand myself and to develop positive social skills. - I feel understood and know that the adults will keep me safe, even when my behaviour is difficult. - I am being supported in a way that helps me stay out of trouble with the law.	- Care focuses on healing, not punishment, recognising trauma as a key factor. - Daily routines and environments are predictable, safe, and therapeutic. - Staff use every interaction to build trust and support emotional growth. - Children and young people are empowered to participate in decisions and prepare for reintegration.
6. Staff support and wellbeing Ensuring staff have safe working conditions, strong leadership, training, and support systems.	Supported staff can provide consistent, therapeutic care. This builds trust and promotes positive outcomes for children and young people.	- We commit to supporting our workers and keeping them safe. - We provide our workers with the skills, knowledge and environment they need to maintain their wellbeing and keep them safe.	- I experience positive relationships with the people who care for me. They are kind, understanding and calm, and I can trust them. They know how to keep me safe. - I can see that the people caring for me, care about me, notice my strengths and support me to be the best I can be. The adults caring for me hang out and hang in with me and are fair, calm and fun with children and young people.	- Staff safety is supported through policies, training, and a purpose-built environment. - Leadership is visible and fosters a supportive culture. - Staff receive ongoing training and reflective supervision. - Wellbeing initiatives and mental health support are available to prevent burnout.
7. Continuity and Throughcare Providing consistent care and support before, during, and after detention. Maintaining connections and integrated planning.	Continuity reduces disruption, supports reintegration, and addresses the root causes of offending for better long-term outcomes.	We provide children and young people with continuity of relationships and services throughout their journey. This includes return to their family and community.	I know that people make sure I have important relationships and supports that will continue to meet my needs. I am connected and reconnected with people and the help I need, including when I return to my family and community.	- Each child and young person has a consistent, trusted adult throughout their journey. - Care plans are individualised, culturally responsive and regularly reviewed. - Reintegration planning starts early and includes family and community connections. - Services are coordinated to ensure continuity before, during, and after detention.

04



The relational pathway

The relational pathway

The 'relational pathway' (service model) describes how each child or young person in detention will be supported, from entering the facility to moving back into the community.

Each child or young person will have their own relational pathway. On this pathway, they will be supported to strengthen connections, build a 'network for life', and prepare to take part positively in their life and community. The stages of the relational pathway, from arrival to leaving, are described below.

The relational pathway helps ensure the wellbeing of children and young people in detention and prepares them to return safely to the community. This, in turn, aims to reduce repeat offending and improve community safety.

A team of care planners, key workers and community partners will work with the child, young person and their family to plan and deliver care that meets their unique needs, goals and wellbeing outcomes. Care plans are comprehensive and cover the main areas (or domains) of the child or young person's life, as outlined below.



Care plan domains

Care: Safe, supportive relationships and routines that promote wellbeing. This means: • Opportunities to stay connected with family, friends and community. • Access to activities that help grow, heal and learn life skills. • Support to understand their actions and make better choices through restorative practices.	Education: Access to learning and vocational opportunities tailored to individual needs. This means: • Education program to grow reading, writing, maths skills and achievements. • Creative and hands-on activities like art, music, sport, gardening and cooking. • Vocational training and work experience to build skills for future employment. • Recreational programs that bring joy, connection and a sense of achievement. • A voice in choosing activities that reflect their identity and goals.	Health: Meeting physical, mental, and emotional health and disability needs. This means: • Access to health professionals including doctors, nurses and mental health workers. • Support for physical, emotional and mental health needs, including trauma and disability. • Respect for their cultural beliefs and preferences in health care. • Continuity of care that supports them during and after detention. • A compassionate and trusting approach that includes family and community.	Culture and identity: Opportunities to connect with cultural identity and community. This means: • Respect and celebration of their culture, identity, language and traditions. • Programs and spaces that help them connect with their culture and community. • Safe opportunities to yarn (talk) about personal and cultural experiences. • Support from staff and mentors who understand and value their background. • Respect for all cultural and gender diversity. • A strong sense of belonging and pride in who they are.	Offending behaviour and transition/leaving: Receiving support to understand the reasons behind their offending, triggers, the feelings of victims, how to make things right and to stop offending behaviour. Planning for safe return to the community. This means: • Help to build strengths and make better choices using approaches like the Good Lives Model. • Programs focused on healing, accountability and rehabilitation. • Opportunities to repair harm and contribute positively to the community. • A care plan that includes their voice, family and cultural connections. • Throughcare and preparation for supported leaving to enhance connections and positive outcomes.
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Arrival



Assessment,
planning and support



Daily life



Leaving



Arrival

Arrival is the first stage for a child or young person in detention – and often the most stressful. Staff at the facility will be well trained in understanding trauma and well prepared for the arrival of a child or young person. The child or young person will feel that the service is ready for them, can support them safely and that their immediate needs will be met when they arrive.

- **Warm welcome and orientation:** The child or young person is shown around the facility and given time to settle. They are provided with a **Child Rights Charter** in easy-to-understand formats.
- **Family and carers involvement:** Family and carers are invited to support the child or young person where possible. If they can't be there, they are kept informed and supported.
- **Immediate needs met:** Health and wellbeing needs are checked and addressed straight away.
- **Safe space:** The child or young person has a quiet area to meet staff and receive support before joining others.
- **House decisions:** Which house they stay in depends on age, gender, culture, disability and safety, with the child or young person having a say.
- **Key support people introduced:** The child or young person meets their **key workers and care planner**, who will support them and help keep community connections, preparing for successful return to the community.

Why is it important?

Entering a facility can trigger trauma responses like aggression or withdrawal. A calm, compassionate approach helps the child or young person feel safe and supported, reducing distress and preventing further harm. Early assessment and family involvement, where possible, build trust. They set the foundation for positive relationships and continuity of care.



Assessment planning and support

When a child or young person enters detention, a thorough assessment is carried out to understand their needs, risks and strengths.

The child or young person and their family help make the care plan, and a team of specialists may be involved to check things like mental health, education, speech and language, trauma and cultural needs. The care plan will be based on the child or young person's strengths and goals across the five care plan domains. It will also include steps to understand and address offending behaviour, preparing them early for successful return to the community.

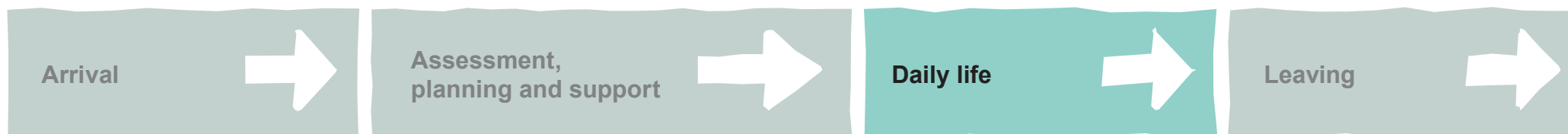
Each child or young person will have a care planner and key workers who work closely with them and their family. The approach is child-centred and based on children's rights. This is to ensure they get what they need, stay safe, have a voice, and prepare for life after detention.

Each child or young person also has a 'positive behaviour support' plan, which will help manage behaviour in a compassionate and constructive way. This plan treats behaviour of concern as a response to unmet needs or trauma. Staff use calming approaches so children and young people can learn self-control, while respecting their rights.

Why is it important?

Assessment, planning and support is co-created with the child or young person, their family, and a multidisciplinary team. This is to ensure support looks at the whole person and is designed for them.

It focuses on strengths and ensures care is child-centred and rights-based. It is designed to promote healing, reduce reoffending, and prepare the child or young person for successful reintegration into the community.



Daily life

Life in the facility is designed to be safe, structured and supportive. Children and young people will have routines that help them feel safe and secure, while giving them opportunities to learn, grow, address their offending and prepare for life when they return to community.

Daily life will include:

- Clear routines for meals, education, programs and recreation
- Safe spaces for rest and privacy
- Positive relationships with staff who care and support them
- Activities that build skills, strengths, confidence and wellbeing
- Programs to address offending behaviour
- Activities that strengthen community connections.

Daily life is structured around education and activities. During the week, children and young people attend school in the facility. Each child or young person follows a program that matches their learning level, needs and goals. Lessons follow the curriculum and include extra support for key skills. During breaks and lunch, children and young people return to their accommodation or spend time in communal areas with staff. After school, there are sports, creative projects, and vocational and cultural programs.

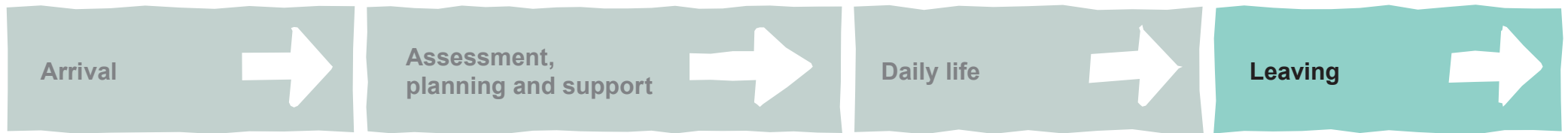
Many of these activities count towards certificates and help build skills for the future.

On weekends and school holidays, staff organise recreational and special interest activities. Family visits are encouraged and supported so children and young people can maintain important connections. Some programs and activities will occur within the community or involve local businesses and community members to give young people more opportunities, experiences and connections.

Why is it important?

Daily life in the facility provides structure and purpose to help children and young people feel safe, supported and ready for the future. Education and activities provide a sense of routine and achievement, while helping build skills.

The aim is to provide a safe, structured environment that supports education, wellbeing and preparation for life when they leave.



Leaving

Planning for leaving starts as soon as a child or young person arrives. Returning to the community is a big step. Therefore, the team works with the child or young person, their family and important people in their life to make a transition plan that supports them after they leave. This reduces the risk of offending, contributing to safer communities.

Transition planning looks at things like housing, education, training, health, cultural connections and legal support. The transition plan also keeps links with services that were helping the child or young person before detention and adds new supports if needed.

Government, community and Aboriginal service providers work together so there is a smooth handover from the facility to community services. Staff stay involved to provide continuity and support. This helps the child or young person build skills, connections and confidence for life after they leave.

Why is it important?

Leaving detention can be challenging, and without the right support, children and young people are more likely to struggle and return to offending. Transition planning gives them the best chance to succeed by making sure they have housing, education, health care and strong community connections. It helps them to be and to feel prepared and supported, reduces harm and promotes positive futures.

This proactive approach reduces the risk of reoffending and increases the likelihood of a safe return to the community, enhancing positive outcomes and community safety. Those leaving for adult justice detention will be supported to enable a relational approach to transition.



Organisational Framework

Organisational Framework

The organisational framework explains what is needed to make the Model of Care work. It has six main parts.

These parts of the framework work together to create a safe, therapeutic environment where children and young people can learn, heal and prepare for life after detention. Each part plays an important role in making sure detention is not just secure, but also supportive and focused on repair and rehabilitation.

People and workforce

A stable, skilled, trained, supported and united multidisciplinary team with shared values

Governance

Governance that supports a learning organisation, quality assurance and continuous improvement

Monitoring, reporting and evaluation

A strong focus on oversight, quality assurance, reporting, evaluation and continuous improvement

Partnerships and programs

Collaboration and programs to support the wellbeing and rehabilitation of children and young people

Infrastructure

Infrastructure that creates a safe, therapeutic environment and ensures the ongoing sustainability of the facility

Technology

Digital enablers, including security, systems and databases, data business rules, electronic daily log, recording and reporting templates

People and workforce

A stable, skilled, trained, supported and united multidisciplinary team with shared values

Staff are the most important part of the Model of Care. They spend time with children and young people every day and help them feel safe and supported. A well-trained and caring workforce reduces harm, improves wellbeing, and helps young people change their lives. This benefits the whole community by reducing reoffending and creating safer communities.

The service will hire people who have the right personal qualities and skills. Staff need to be patient, calm, able to build positive relationships and to work within the dynamic environment of the facility. They must believe that every child or young person can change with the right support. Staff will work in a way that is child-centred, non-punitive and trauma-informed. They will respect culture and diversity and respond with care, not punishment.

Staff will come from different professional backgrounds, such as youth work, psychology, teaching, health, and cultural support. They will work together as a team and also with families and community services, so that children and young people have support during detention and after they leave.

All staff will receive training in trauma-informed care and cultural safety. They will learn how to keep everyone safe without using force. Staff will also have regular supervision and mentoring to help them do their job well and look after their own wellbeing. They will hold minimum qualifications and will have chances to gain higher qualifications and progress in their careers. Aboriginal staff will be encouraged to take leadership roles, and all staff will learn about Aboriginal culture and safety.

Governance

Governance that supports a learning organisation, quality assurance and continuous improvement

Governance is about leadership and decision-making. It sets the structure for how the service operates and ensures all care and support are coordinated, therapeutic and safe. The facility will be led by an Executive Director and a Director for Custodial Youth Justice Services. Governance will focus on education, health, cultural safety, programs and partnerships. It will include Aboriginal representation through an advisory group, people with lived experience and community representatives.

The goal of governance is to make sure the service respects rights, includes diverse voices, and creates a 'learning organisation'. This means an organisation (the facility) that values feedback and continuous improvement. Governance sets the vision and standards for how the service should run.

Monitoring, reporting and evaluation

A strong focus on oversight, quality assurance, reporting, evaluation and continuous improvement

Monitoring and evaluation are about checking and improving performance. This means regularly reviewing how things are working and making changes when needed. Internal systems and external oversight bodies, such as the Commissioner for Children and Young People and the Ombudsman, will make sure the service is safe and fair.

Feedback from children, young people and families will be central. Complaints will be easy to make, and young people will have a forum to share their views. Staff will also help improve the service through collaboration and learning. Monitoring focuses on quality assurance, evaluation, and using research and feedback to keep improving every day.

Partnerships and programs

Collaboration and programs to support the wellbeing and rehabilitation of children and young people

Children and young people in detention often have complex needs. To meet these needs, the service will work closely with families, carers and people who are important to the child or young person. Families will be supported to stay involved in care planning. Visits will be easy and regular, taking place in a welcoming, family-friendly space.

Partnerships will also include government services, non-government organisations, Aboriginal community controlled organisations, and community groups. These partnerships are vital during detention and when the child or young person returns to the community. Aboriginal partnerships will make sure cultural needs are met. Community agencies and businesses will provide opportunities for education, training and work experience.

Programs in detention will be planned and structured. They will help children and young people learn, grow, and change their behaviour. Some programs will focus on reducing reoffending by addressing the reasons behind offending. Others will build life skills, education and vocational training. Programs will also support emotional wellbeing and strengthen family and cultural connections.

Programs will be culturally safe and based on evidence and best practice. Aboriginal programs will be delivered by, or in partnership with, Aboriginal people and organisations. Where possible, programs will take place in the community or on Country. All programs will be reviewed regularly to make sure they work well. The voices of children, young people and families will be included in these reviews.

Infrastructure

Infrastructure that creates a safe, therapeutic environment and ensures the ongoing sustainability of the facility

The new facility is designed to be safe and therapeutic, supporting the health and wellbeing of children and young people. It will feel more like a home than an institution, with small houses for up to four children and young people and spaces that encourage normal daily routines. Rooms will have natural light and views of the surrounding hills and open land, and there will be outdoor areas and cultural spaces to help children and young people feel calm, connected and respected.

The design uses a 'building as perimeter' approach, that provides vision of the surrounding site and valley from within the buildings. The facility has been designed with a non-institutional feel.

Technology

Digital enablers, including security, systems and databases, data business rules, electronic daily log, recording and reporting templates

Technology is an important part of making the Model of Care work. Strong systems and tools help staff keep children and young people safe, make sure care is well organised and processes are consistent and transparent. This includes secure digital systems, data rules, and tools for recording and reporting information. These systems help staff share information quickly and accurately.

Technology will also make it easier for children and young people to access services. For example, virtual meetings can be used for health appointments, mental health support, or legal advice when in-person visits are not possible. These online services will be safe and private.

Keeping the physical environment and technology systems in good condition is essential. Digital tools will support planning, communication and monitoring so that care is consistent and meets the needs of each child or young person.

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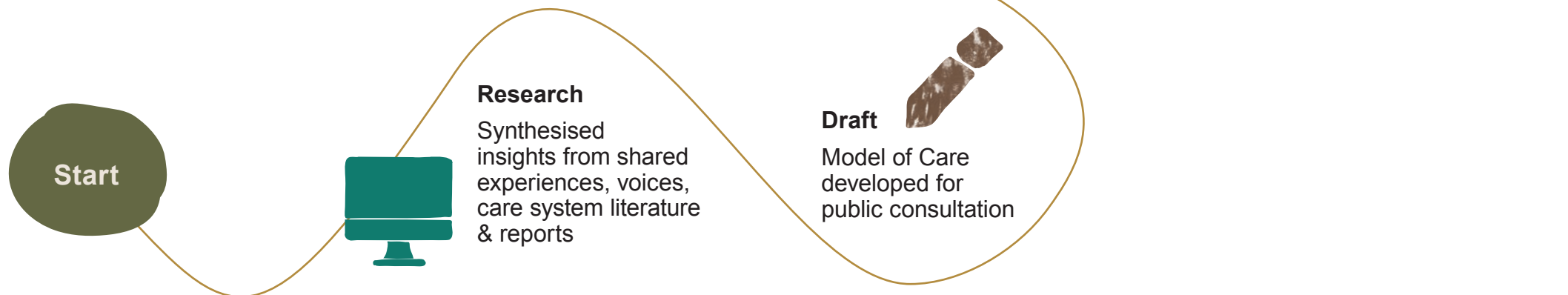


What are the next steps?

What are the next steps?

Feedback provided in this consultation process will be used to inform the following elements of the project:

- Model of Care (final)
- Partnerships, Programs and Services Strategy
- Practice Framework
- Workforce Strategy
- Training and Induction Program
- Operational Commissioning Strategy
- Policies, procedures and practice at the new facility.





Right – this image (the Connection value icon)
illustrated by Tanya Harper

