

South Australian
Commissioner
for Children and
Young People

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Annual Report 2020/2021



Commissioner
Y for Children &
Young People

Acknowledgements

Thank you to all the children and young people who participated in various activities throughout the 2020/2021 year, sharing their insights, experiences and suggestions with me.

It is my privilege to be able to convey these contributions to those who can make the changes needed at the systemic level, and to provide recommendations to them which are fully informed by the voices of children and young people from across South Australia.

Thank you also to the various partners, stakeholders and contributors who have worked closely with me and my team to deliver the various projects and initiatives reported upon here. This work will assist in influencing governments and other relevant industry and community stakeholders to make changes that will improve the lives of all South Australian children and young people, particularly those in our community who are the most vulnerable and whose voices are not often heard.

Recognising Aboriginal and Torres Strait Islander People

The SA Commissioner for Children and Young People acknowledges the unique contribution of Aboriginal people's cultural heritage to South Australian society. Although participant details were not recorded specifically in relation to the cultural identity or background, a significant number of children and young people who took part in projects initiated by the Commissioner identified as Aboriginal.

For the purposes of this report the term 'Aboriginal' encompasses South Australia's diverse indigenous language groups and also recognises those of Torres Strait Islander descent. The use of the term 'Aboriginal' in this way is not intended to imply 'sameness' between Aboriginal and Torres Strait Island cultures, while recognising similarities which do exist.

ISSN

2652-8584 (Print)
2652-8592 (Online)

Suggested Citation

Connolly, Helen. Commissioner for Children and Young People, South Australia.
Annual Report 2020/2021.

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The Honourable John Gardner MP
Minister for Education
Member of the Executive Council

31st October 2021

Dear Minister Gardner

I am pleased to submit my 2020/2021 Annual Report, which has been prepared for presentation to Parliament as per the requirements of the statutory reporting of the *Children and Young People (Oversight and Advocacy Bodies) Act 2016* (OAB Act) and the Premier and Cabinet Circular PC013 *Annual Reporting*.

It is divided into three distinct sections: **Systemic Reporting**, **Project Reporting** and **Statutory Reporting**. As in previous years, the **Systemic Reporting** section identifies new and emerging issues set as priorities for the coming 12 months. It also includes a review of the progress on recommendations made in my previous annual reports. The **Project Reporting** section outlines the key projects, activities, and achievements of my office, during the reporting period.

Over the past twelve months an estimated 15,397 South Australian children and young people have chosen to engage with the work of my office. They have done this through face-to-face and/or online consultations, within workshops, focus groups, events and via other interactive mechanisms, such as polling and surveying on topics ranging from relationships and sexual health education to period poverty, digital poverty, child safe environments and the importance of play to name a few. This year my annual Student Voice Postcard initiative for primary school aged children attracted 8,379 responses, while the voices of children and young people directly informed 30 formal submissions and 10 major reports. A total of 42,669 children and young people participated in my three digital challenges, learning skills in computational, design and systems thinking.

COVID-19 continued to impact on children and young people in metropolitan and regional communities across South Australia, albeit not as severely as in other states. Senior school students and recent graduates experienced considerable impact, as these young people transitioned from school to tertiary studies or work, with reduced options and challenging economic conditions. They will need our support for some time yet.

South Australia's children and young people continued to generously share their ideas and concerns about their lives and those of their friends and family with me. I am committed to ensuring their voices are heard, and to influencing those who have the authority to make changes at the systemic level to address their concerns in the shortest possible timeframes. Where previous recommendations have not yet been actioned, I am seeking to understand what barriers exist. I remain optimistic that positive change will continue to be made by relevant government departments and other organisations who have been made aware of the system blindness, shortfalls, and failures that exist in relation to services aimed at or being delivered to children and young people across South Australia. By listening to their voices and by adopting solutions and recommendations they have made, we demonstrate the value we place on their participation in South Australia's community and foster their future engagement as young active and responsible citizens whose rights are being upheld and whose ideas are always worthy of our consideration.

This report is verified to be accurate for the purposes of annual reporting to the Parliament of South Australia.



Helen Connolly
Commissioner for Children and Young People

Contents

Introduction by the Commissioner	6
Key Achievements	11
Key Highlights	12
Key Outputs	13
Systemic Reporting	14
Issues Overview	16
New Issues Identified	17
Progress on Recommendations Made in Previous Years	22
Project Reporting	30
Major Projects and Initiatives	32
Rights Promotion and Protection	34
Awareness Raising of Systemic Issues	37
Systemic Advocacy	39
Engagement and Participation	43
Statutory Reporting	48
Role of the Commissioner	50
Key Responsibilities	50
Children and Youth Engagement	51
Direct Consultation	51
Promoting Participation	55
Surveys and Polling	57

External Relations and Communications	58
Submissions	61
Presentations, Speeches and Discussion Panels	63
Media Coverage	65
Committees and Boards	66
Sponsorships	67
Summary of Enquiries	68
Reporting of Public Complaints	68
Organisational Structure	69
Legislation Administered by the Agency	70
Related Agencies	70
Work Health and Safety Issues	71
Employment Opportunity Programs	72
Executive Employment in the Agency	72
Contractors	72
Financial Performance Overview	73
Risk Management	74

Introduction

As South Australia's Commissioner for Children and Young People my mandate is to give effect to the UN Convention on the Rights of the Child (UNCRC) as per South Australia's *Children and Young Peoples (Oversight and Advocacy) Act 2016* which sets out the need to promote and protect the rights, interests and wellbeing of all children and young people throughout the state. The UNCRC embeds and protects the rights of children and young people around the world and gives them the right to be active citizens in today's society.

In accordance with Article 12 of the UNCRC – that 'children are entitled to express their views freely and participate in all decisions that affect them' – I work to give South Australian children and young people a 'voice' and to ensure their views are 'given due weight' according to their age and maturity.

I also seek to influence and identify the responsibilities and roles that public, civic, and commercial sectors of our community have in relation to children and young people's rights. This includes emphasising the importance of listening to children and young people and taking their opinions seriously, as well as advocating for them to be positioned 'front and centre' in law, policy, practice, and service delivery.

Only then will we be meeting our state, national and international legal requirements; accepting responsibility and being accountable for the decisions we make and the actions we take to protect and promote the rights of South Australia's children and young people throughout the State.

Through relationships with schools, youth organisations, local government, and service providers, I directly seek to hear from children and young people in all aspects of my work. This work includes development of advocacy plans, public policy submissions, and provision of independent advice to government and the community, around issues of concern and importance.

I have engaged with thousands of children and young people in metropolitan and regional areas of South Australia about issues that are important to them. Children and young people consistently tell me they want their education, healthcare, and other services aimed at them, to reflect the efforts of adults who trust, listen, respect and value them as individuals.

At the core of valuing and respecting children and young people, is acknowledging and legitimatising the view that they are critical stakeholders who have a right to have input into decisions that impact their lives. They want adults to see them as citizens, whose wants and needs are unique to them, which are distinct from those of adults.

As young people are only too aware, they have been born into a century that is characterised by rapid and unprecedented civic, social, technological, environmental, and political change. This change has created uncertainty and complexity that has shaped the individual and collective values, identities, and sense of self and belonging of all children and young people. As citizens, they have been vocalising their concerns about growing inequality, disrespect, and exclusion of themselves and others their age based on gender, sexuality, ability, ethnicity, and class for some time.

They have also been vocalising their concerns in relation to the impact climate change is having, particularly on vulnerable populations locally and around the world. In the 21st century these concerns are emerging as key issues, affecting intergenerational trust. This is particularly so when governments and leaders dismiss children and young people's concerns and seemingly take limited or no action to address the issues they see as critical.

As a global generation they value diversity, and place huge importance on each person's fundamental right to express their own identity. They see this diversity in their everyday lives, and they expect this to be reflected in the institutions with which they have contact, as well as in the programs and services with which they engage. Perhaps most importantly, they want to see respect for diversity reflected in their education and healthcare services.

Over the last four years, hundreds of South Australian children and young people have consistently raised issues around being in environments in which they do not feel comfortable, and where their interactions with adults are either unfriendly or unsafe. They not only describe unfriendly and unsafe interactions with peers and family members, but also with adults in government, business and community organisations and settings.

When children and young people do voice their concerns, many say they are not taken seriously, or that the issues they raise are not adequately addressed. For children, safety is social as well as physical – it means

feeling accepted, listened to and valued, as well as being able to express themselves without fear of judgment or of being made to feel they don't belong.

An enduring theme in many of the conversations I have with South Australian children and young people is their desire to be more engaged in their communities. They want adults to support them to feel hopeful for the future by finding out what's going on in their lives. This includes adults making a commitment to standing up for their rights when they learn or witness them not being upheld.

In the latter half of 2020, I received 8,379 postcards from 219 Public, Catholic, and Independent schools, across metropolitan Adelaide, regional centres, and rural and remote communities. These children in the 8–12 years age group told me they want more of a voice, and to be taken seriously – in the classroom, in their homes, in the community, and at government level. They see this as the key to making their own lives better and to improving their communities overall.

Many children told me about the pressures and expectations they feel about doing well at school and beyond, and of knowing what they want to do in the future. While many enjoyed school and liked learning, many children told me they did not think school was set up in the best possible way. In their view, school wasn't successfully engaging all students and needed to be much more inclusive and far less punitive. Many children described having a "tough schedule" and large amounts of schoolwork and homework that left them with "little time for family and friends" or for other extracurricular activities such as sport, music, drama, debating, or dance, to name a few.

A common suggestion made by children on ways adults could improve their lives, was to help children express themselves more effectively, particularly in their relationships with friends and family when they are 'going through tough times'. This included providing the conditions and situations that would make it easier for children to talk to adults about how they're feeling.

A significant number of children said they felt that adults tend to dismiss their worries, and this was because they think “most think kids don’t go through things like depression and anxiety”, or that adults think they “don’t have difficulties in friendships or relationships”. They spoke about adults not realising that children sometimes struggle to know what to do and what to say to help themselves (and others) in tough situations.

While some children are focused on global solutions to global issues, almost all children are focused on the importance of making connections at a local level. One of the consequences of living in a global world is that young people’s connections to their local community have decreased. More young people feel less attached to where they live. Given the decline in public investment in local community infrastructure it’s not that surprising that young people’s wellbeing is at an all-time low.

Due to the lack of resources (or infrastructure) and meeting places designed specifically for them, children and teenagers are being actively dissuaded from having a physical presence in their own neighbourhoods. They don’t see or experience how valued they are, how they fit in, or where they belong.

Play is critical to children and teenagers’ health and wellbeing. Young people have a developmental need and a right to play, and as the adults in their lives, it is our job to uphold this right by addressing any barriers to play that they face. In my **Press Play** report I examine the importance of play in young people’s lives and put forward strategies to address barriers to play at the individual, community, cultural and systemic levels.

Teenagers want to increase opportunities for ‘older kids’ to participate in ‘play’. This even includes building playgrounds in high schools that have been specially designed by teenagers. They also want opportunities to have more of a say on how their communities look and feel in relation to their wants and need. They want to see spaces and places that have been built ‘by and for them’.

Many young people said that for these kinds of initiatives to succeed, barriers to accessing public transport and the Internet also need to be addressed. This would enable young people to stay connected and to get around more easily. They want to be able to move around independently with confidence and to feel safe as they do so; without reliance on the adults in their lives who can’t always make themselves available.

Young people across South Australia have raised what they see as serious inadequacies about the quality of their relationships and sexual health education. Many young people believe the current curriculum does not prepare them at all well for the challenges they face in an increasingly diverse and rapidly changing world.

The interplay of sex, relationships and technology, the changing social attitudes toward pornography and sharing of sexual images online, are some of the most pressing issues young people face. They are calling out for adult support in these areas. They have serious concerns for how their relationships and sexual health education is falling behind what is really happening in their day to day lives. Particularly in relation to the most challenging social issues around gender inequality, sexual assault, and violence.

Young people have said that they require a range of people to guide and support them, including parents and carers, friends, professionals, and teachers. They also said they need to know what respectful relationships look like, as this will give them the knowledge and skills they need to understand and identify negative relationships when they happen, and more importantly, how to take action if things go wrong. They want to learn to make positive decisions relating to their physical and sexual health. Decisions that will also benefit their mental health and wellbeing.

Many sexually or gender diverse children and young people continue to be ‘invisible’ in the classroom, causing these young people to feel shame and confusion about why their identity is still not openly discussed, or their experiences validated or even considered.

There is a responsibility for the broader education system to lay down the foundations of what it means to be in a healthy relationship, and to be experiencing sexual health, safety and wellbeing. Achieving this involves responding to current realities, pressures, and behaviours, ensuring these relate directly to young people's lived experiences of relationships and sexuality – and not those of their parents or teachers.

To promote and protect the health, safety and wellbeing of our state's children and young people, it's time for adult decision makers to position them front and centre in their thinking and planning, and to have a contemporary, mature, and pragmatic conversation about what they need to be taught about relationships and sexuality. This involves extending relationship and sexual health education to incorporate a holistic point of view; one that integrates issues of gender diversity and gender equity with sexual health, safety, and wellbeing.

Following on from my 2019 report on poverty (**Leave No One Behind**) I undertook further work on period poverty during this reporting period. What I heard was that period poverty is a significant issue affecting students, teachers, and school administrators within schools across South Australia, and that the scale of the problem is much larger than was first thought. In addition, many young people told me that the stigma they associate with menstruation, the lack of knowledge they have about their bodies and how to manage their periods is very stressful.

They also talked about how period pain is rarely acknowledged or considered in relation to school performance and attendance. In some cases, children and young people reported that when they do tell a teacher or school administrator that they have period pain, they are either told to cope with it, or are not believed.

Given the wide-ranging impacts of menstruation on key aspects of a young person's life, the onus should be on all sectors – education, business, health, and community – to recognise menstrual wellbeing and dignity as a systemic issue that is fundamental to children and young people's rights. Adding economic productivity and

gender equity issues into the mix and it becomes clear that a focus on policymaking that supports menstrual wellbeing is well overdue. We need to address the current failings in our responses to menstrual awareness, menstrual education and menstrual management for the benefit of all South Australian's who menstruate, particularly for children and young people.

In the reporting period I released a report on the impact of school exclusion on children and young people. The report followed an exclusion summit I undertook with key stakeholders. The aim of the summit was to consider what can be done to ensure all children in South Australia access a quality education and achieve the academic qualifications they need to set them up for future success. This is because I continue to hear from children and young people and their families that our education system is failing them.

Young people report that formal and informal processes of exclusion and suspension often make them feel unwelcome, and actively prevent them from accessing the mainstream schooling system to which they are entitled. They tell me that a focus on symptoms means the causes of young people's disengagement from school often go ignored.

Behind every child who is excluded from school is a story of loss and pain, both for the child and their family. Suspension and exclusion are punitive processes that can have long-term effects on children's confidence, their educational attainment, and their treatment within the school system.

Anything with the potential for such a substantive impact on a child's wellbeing and their future attainment must be subject to the most rigorous examination of what standards of justice and representation are being applied. Our response as a State should never be to impose a sanction that further excludes a child because they're disengaged with learning. The onus is on us to find out what the cause or causes are and to address these in a tailored child-centred way.

Parents and carers have spoken to me about their desperation with the types of behaviour management practices being used in schools, and how they adversely affect the wellbeing of their child or children. This includes how these practices impact on the parent's ability to work and support their family when their child is the focus of disengagement from learning and how schools often fail to consider that the child's disability, medical condition, developmental, or other individual needs are not being met adequately enough to sustain their interest and engagement in learning and attending school.

Advocates, therapists, and support workers describe their frustration with the apparent unwillingness of schools to acknowledge that behaviour management practices are simply not working and are in fact causing harm in many cases. They – like me – despair that children just starting their education are being excluded in their Preschool and Reception years, often because there is a lack of adequate support to help children regulate their emotions in the 'new' school environment in which they find themselves.

We must remember that the purpose of our education system is to deliver on the needs of South Australian children and young people. Where this isn't being achieved, we must change the system to meet those needs – not blame the child or young person for the education system's shortfalls.

My 2020/2021 work program continued to be directly related to the primary areas and outcomes children and young people set in my 2017 **Listening Tour**. My focus on listening directly to children and young people, collaborating on projects they have identified, and representing their diverse voices in the public arena, continues to provide South Australian children and young people with opportunities to participate in decisions that impact on their lives. In so doing, we strengthen our democratic institutions and structures to build a stronger state for a future in which all South Australian children and young people can participate and experience what it feels like to succeed. It is that feeling that will propel them toward other opportunities that will benefit them individually, and in turn seen them fully engage with their school, their family, their hobbies and their other recreational activities across their school and broader local communities.

Helen Connolly

Commissioner for Children and Young People

Key Achievements

- Undertook **48** face-to-face consultations, **6** workshops, **2** online consultations and **5** events engaging directly with **1,447** children and young people through the reporting period.
- Facilitated engagement and participation of **1,184** South Australian children and young people through a policy advocate program, citizen led research, community conversations and the Commissioner's Advisory Committee.
- Gathered direct feedback from **12,766** children and young people via **8** online and offline surveys, polls and feedback forms, including **8,379** postcards received from South Australian children aged 8–12 years.
- Increased awareness of the United Nations Convention on the Rights of the Child and the work of the South Australian Commissioner for Children and Young People through **16** formal presentations and **15** speaking engagements to key adult stakeholders.
- Influenced public policy through **26** formal submissions of which **1** was submitted to the United Nations, **5** were submitted to the Commonwealth government and agencies, and **20** were submitted to State government agencies.
- Sought contributions from children and young people that directly informed recommendations made in **10** major reports.
- Responded to **30** individual requests for advice, advocacy, and intervention.
- Facilitated participation of an estimated **42,669** children and young people from government and independent schools, libraries, and community groups in the 2021 Commissioner's Digital Challenges: Let's Speak Robot, Space to Dream and Zoom Out.
- Engaged with **8,379** children and young people aged 8–12 years in relation to what matters to them most through the Commissioner's Student Voice Postcard initiative.

Key Highlights

- Launched **yChange – South Australia’s first curriculum aligned, project-based action civics program** at Parliament House during 2021 Youth Week.
- Hosted the **Exclusions Forum – Keeping Kids Connected to Learning and Schooling Summit** bringing together key stakeholders to provide feedback on the recommendations made in the Graham Review.
- Hosted Australia’s first **National Period Summit**, bringing together over 100 representatives from organisations around Australia to discuss and develop new ways to realise menstrual wellbeing by addressing issues of period poverty and its management as well as menstruation taboo and stigma.
- Influenced the City of Adelaide to commission an **artwork “to send a strong message to young people that they are welcome in the Adelaide CBD”** that saw artist Dave Court create a youthful space featuring a smart powered bench that provides access to free Wi-Fi and a recharging station in the southwest triangle of Tarntanyangga.
- Hosted the **Tapping into Our Talents Youth Symposium Leading for Our Future** event for 120 young people from migrant and refugee backgrounds, held to celebrate the contribution young people from diverse backgrounds make to the community.
- Spoke to hundreds of SA Health Professionals about the new 10-year **Women’s Child and Youth Health Plan** for South Australia, and what it might consist of if informed by the lived experiences of South Australian children and young people.
- Co-presented the **“Reflections on COVID-19”** Exhibition in partnership with City of Adelaide, consisting of more than 14 posters displayed at four venues across Adelaide’s CBD, featuring quotes from young South Australians who provided insights into the impacts of COVID-19 on their lives.
- Co-presented the **“Space to Dream” Exhibition at MOD**, featuring 20 top rated 3D and 2D designs from students who completed the 2020 Space to Dream Design challenge.
- Influenced a range of Government Departments to adopt a **child rights and child safe environments approach** to all relationships and interactions with children and young people.

Key Outputs

- Released ***Press Play – Activating young people's health and wellbeing through play*** – a report looking into what systemic changes are needed to ensure children, as well as young people have more opportunities to 'play'.
- Spoke at the **International Workshop on Dignified Menstruation** to raise awareness around period poverty in South Australia, including issues of stigma and taboo surrounding menstruation.
- Released ***The Things That Matter 2 – views of 8–12 year olds on life, school and community*** – a report reflecting the views of over 8,000 South Australian children on what matters most to them and what they would change about their lives.
- Released ***Trust is a Must – what does it take to be child friendly and child safe?*** A guide for SA organisations on how to create child safe environments that meet the standards set in the *National Principals for Child Safe Organisations*.
- Released ***Blame Game – perspectives from children and young people on the impact of school exclusions*** highlighting concerns relating to excessive use of exclusions and suspensions in SA schools, particularly in relation to students with learning disabilities.
- Released ***Child Rights Progress Reports SA 2020*** – the first of an annual suite of reports monitoring and mapping South Australia's progress against the recommendations made by the UN Committee on the Rights of the Child.
- Released ***Cover Books in Nutella – and other creative ways to encourage children to read*** summarising the Children's Stories workshop co-presented with the Children's University Adelaide and Australian Children's Laureate Foundation with guest presenters Australian Children's Laureate, Ursula Dubosarsky and SA author and illustrator, Andrew Joyner which 100 young people aged 10–12 years had attended during 2020 National Children's Week.
- Released ***Menstruation Matters – the impact of menstruation on wellbeing, participation, and school attendance*** – unpacking the stigma and barriers for young people who menstruate when they're at school, playing sport, or at work.
- Released ***Sex Education in South Australia – what young people need to know for sexual health and safety*** – a report examining the need for improvement to the quality, relevance and content of current relationships and sexual health education being taught to SA children and young people, particularly in relation to the intersection between sex, relationships, and technology.
- Released ***Health Hub – ideas for creating children and youth friendly health services*** to offer health practitioners practical advice on ways to improve delivery of health services and expertise to children and young people based on knowledge of what they have said they want and need and believe will work best for them.



Systemic

Reporting

Issues Overview

Throughout the year I have continued to inform Government Chief Executives, Members of Parliament, business leaders, community leaders, and the broader public about the concerns that have been raised with me directly by South Australian children and young people. These issues have been raised through consultations, forums, surveys, and polls and continue to reflect a system that is not placing children and young people's rights front and centre.

When decisions made at the systemic level fail to see the whole child or young person involved, it is a failure of that system – not the child or young person. Similarly, when services do not adequately attend to the needs and circumstances of children and young people being impacted by family breakdown, financial and social vulnerability, and/or poverty and conflict, it is a failure of the system – not the individuals.

Decision makers and service providers tend to focus on the symptoms of system failure rather than on the causes. By doing so they lose sight of who it is the system exists to serve, and instead risk creating programs that do not uphold a child or young person's rights, disregard their views and opinions, and are overly short-term or adult centric in their approach and actions.

System failings can also occur because of lags in service delivery, or responses that cannot meet the pace of change. Many of the political, economic, technological, and social changes that have occurred at the local, national, and global level have an immediate and far-reaching impact on the everyday lives of children and young people. These rapid changes also impact on their future aspirations, long-term health and wellbeing, education, and citizenship outcomes.

COVID-19 continues to impact on a proportion of South Australian children and young people, and their families. Though the impact has not been as widespread as in other Australian states and territories, it has without doubt exacerbated many of the challenges already being faced by those across our community who are doing it tough.

New Issues Identified

There have been several new systemic issues identified as priorities during the 2020/2021 financial year. These new issues have been identified through consultation, direct representation from children and young people, and via enquiries from individuals and organisations advocating for changes needed at the systemic level.

They are presented in this section to flag their importance as new and emerging system failings that have been recently identified and will be the subject of a variety of initiatives and activities undertaken by the Commissioner. The focus will be to further refine the problems raised and identify what needs to be done to bring about improvements.

They are grouped under the following headings:

- System Blindness
- System Shortfalls
- System Failures



System Blindness

Outcome Area	Young South Australians are safe and nurtured
Issue	Gender Stereotypes and Sexism at School
UNCRC	<i>Article 2: Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of their status.</i>

Background

The dominance of sexism, gender norms and gender roles in the lives of children and young people has been raised across all aspects of my work. Children and young people want their education system to respect diversity and be gender aware, gender inclusive and gender sensitive. Gender stereotyping and sexism impacts every child and young person from Reception through to Year 12. It is well and truly time for this to change.

Children and young people need to feel physically, emotionally and mentally safe in their relationships, with classmates, family members and the broader community. Time and time again they have expressed frustration and concern that actions taken by schools to address sexism and harassment have not involved children and young people. Without their contemporary understanding of what is being experienced at the day-to-day level the solutions devised to address gender stereotyping and sexism in our education system is bound to fall short of student expectations.

To ensure all children and young people have equal opportunities and to end gender-based inequality, we must actively tackle sexism in schools. This means challenging gender stereotypes and gendered norms. It means looking at the knowledge, skills, and resource barriers that stop young people feeling as though they are not being heard, and instead establishing mechanisms that enable students to report incidents in ways that ensure they will be taken seriously and acted upon in ways that address the issue rather than exacerbate it. This includes those behaviours that are being modelled or tolerated by teachers, educators, and school administrators, as well as by students themselves.

This issue is impacting on the wellbeing, participation and experience of schooling for all children and young people. It is time for South Australian schools to develop and implement contemporary student led anti-sexism strategies.



System Blindness

Outcome Area	Young South Australians participate actively in society.
Issue	The negative experiences faced by teenagers at work.
UNCRC	Article 32: Governments must protect children from economic exploitation or performing work that can interfere with their education or could be harmful to their development.

Young people have frequently raised issues relating to their workplace conditions and the challenges they face at work. This includes issues of respect, that range from a lack of access to toilets, to harassment by employers and abuse from customers. There are also issues around employer expectations that include availability and the need to have and use personal digital devices for work purposes to change shifts and keep up to date with schedules. Many teenagers also reported that these negative experiences were exacerbated due to the COVID-19 pandemic.

While bullying at school has received extensive attention and research, few studies have provided information about teenagers’ experiences of their workplace. They have reported similar behaviours occurring there that are not monitored and which they often have no capacity to control or seek to have someone intervene about on their behalf.

Internationally, there is a growing recognition that young workers are more likely than older workers to not only experience bullying in the workplace but to also observe it, and this creates a perception or fear that is associated with poor psychological wellbeing. Where studies have included an analysis of young people’s responses, they have tended to find young workers experience worse mental

health effects from bullying in the workplace than older workers.

One Australian study found that young people aged 18–29 years experienced greater adverse mental health effects from bullying than their older counterparts and were also more likely to report a higher incidence of person-related bullying (Magee et al. 2014).¹

The 2010 Australian Workplace Barometer of the youngest workers (18–24 year olds) reported the lowest level of workforce engagement.

Workplace bullying has been identified as a major health and safety issue for employees of all ages around the world. It is considered by some health professionals to be “more dangerous than physical violence”. In order to protect young workers it is important that we develop a better understanding of how teenagers experience work. Understanding the impact of workplace cultures and practices, on a teenage workforce is a current policy blindspot.



System Shortfall

Outcome Area	Young South Australians participate actively in society.
Issue	Young South Australians have a lack of knowledge of and engagement with civics and citizenship.
UNCRC	<i>Article 5: Governments and parents must ensure children are equipped with the knowledge to understand their rights.</i>

Young South Australians' civics and citizenship competency is well below national and international standards. School based competency scores illustrate a gender and opportunity gap. Internationally, and at home, there is a greater discourse on the growing mistrust in government and democracy, especially amongst younger citizens. The potential consequences of low levels of civics proficiency are disengagement from democracy's ideals and values and ultimately from its processes.

We know that young people care deeply about issues such as the environment and working towards a fairer more equitable society. We consistently hear from South Australia's young people that they want more practical opportunities to make a difference and to engage in their communities in contemporary ways.

The goal of civics and citizenship education in Australia is to provide young people with the confidence, knowledge, understanding and skills that enable them to develop their civic identity, live as citizens in their local and wider communities, and create a future that enhances the quality of life for all. A healthy and sustainable democracy must address barriers to young people's participation in it.

Currently only about 32% of eligible young people in their 18th year are registered to vote in South Australia. Evidence from the last federal election in May 2019, shows that for young people who were then aged 18 and 19 years (and on the electoral roll) only about 50% cast a vote. This low participation rate saw a record number of fines issued to young South Australians by the Australian Electoral Commission.

Further, although there is a mechanism for young people aged 16 or 17 years to pre-enrol so that they can become registered to vote, the majority don't know about this and those who do are not taking advantage of it. In fact, many young people do not even know they need to be registered to be able to vote in state, federal and council elections.

Enrolments for people aged 18–19 years consistently sit between 1% and 2% of the total number of voters in each electorate, regardless of geography. This suggests that there is a pressing systemic issue presenting significant barriers that are common to all young people; firstly to get on the roll, and secondly – once enrolled, to cast their vote.



System Failure

Outcome Area	Young South Australians are physically, mentally and emotionally healthy.
Issue	Lack of a systemic and service response for children who are displaying problematic or harmful sexual behaviours.
UNCRC	<p>Article 19 of the CRC: States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation.</p> <p>Article 34 of the CRC: State Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.</p>

Following the Royal Commission into Institutional Responses to Child Sexual Abuse (RCIRCSA) all State and Territory governments committed to prevention and better responses to child sexual abuse, including ensuring children and young people impacted are safe and well.

The RCIRCSA found that child-on-child problematic or harmful sexual behaviour is a critical issue. The Commission noted that harmful sexual behaviour by children appeared to be more prevalent than previously thought. However, due to a lack of consistent national data collection there has been an under investment in appropriate primary, secondary and tertiary intervention at a systemic level. Prevention requires services and appropriate responses for children with harmful sexual behaviours to operate across education, health, child protection, and justice systems.

Current approaches in South Australia are largely siloed within agencies and disciplines and are mostly focussed at the tertiary level. Responsibility should be wider than the ‘usual suspects’ of health, justice and child protection and include education, families, and front-line workers who

are recognising and responding to problematic sexual behaviour.

South Australia requires more primary and secondary approaches, including building a better understanding of children’s development and devising strategies that support children to behave in ways that protect their own safety and that of others.

Organisations need to build the capacity of their workers to confidently and appropriately work with children and families where problematic sexual behaviour arises. This includes ensuring non-punitive measures are applied. The measures must not exclude or stigmatise children and young people who have problematic sexual behaviours, while also ensuring their problematic behaviours are not being used to harm other children.

South Australia must implement a public health response that is multi-disciplinary and multi-agency that delivers prevention, early intervention, psycho-educational therapy and case management.

Progress on Recommendations Made in Previous Years

In last year's annual report, I made a series of recommendations relating to key systemic policy issues. These were in addition to the set of recommendations made in my 2019/2020 annual report.

This section shows progress made on these recommendations and what actions have been taken to implement them.

Recommendations are given a rating based on the engagement and actions taken by key stakeholders and decision makers as follows:

 RED

No evidence of policy or practice changes since the recommendations was made. No improvement in children's or young people's experiences.

 AMBER

Some evidence of policy or practice change, but the recommendation has not yet been fully implemented.

 GREEN

Recommendation implemented and notable positive differences to the groups of children and young people for whom the changes were intended to benefit.

System Blindness

Policy and system blindness to the rights and needs of children of incarcerated parents.

Recommendations Made

That the SA Department for Correctional Services (DCS) adopt a child rights and child safe environments approach to all relationships and interactions with children and young people.

This includes family visits, provision of information for children on prison processes, prisoner reconnection, and reintegration with family.

In addition, DCS should focus on the parenting status of offenders, and invest in parenting support initiatives for male and female prisoners, which aim to support incarcerated parents prevent their children from becoming involved in offending.

Progress Rating

 GREEN

Response/s to Recommendations Made

DCS provided a three-tiered response to this recommendation:

- Implemented a DCS Child Safe Environment Policy aligning with the 2019 National Principles. This policy promotes case workers to assist clients to reunify and navigate relationships with children and family.
- DCS has developed several ways that children can connect to incarcerated parents, including face to face, Facetime 'iPad' connection, and mother/father reading programs. For mothers, a monthly interactive visit runs after hours.
- Both the Adelaide Women's Prison (AWP) and Yatala Prison are being upgraded to improve the quality and design of infrastructure with the aim of enhancing rehabilitation. Enhancements include design and build of a new visitors centre "that is non-institutional and encourages meaningful interaction between incarcerated parents and their children, as well as offering age-appropriate spaces for children."
- The AWP Mother and Infant Program aims to diminish the impact of a mother's imprisonment on her dependent infant.
- Rollout of a new end-to-end case management system to enhance the existing system, including provision for data collection that can create a positive parenting profile.

Comments

The CCYP commends the introduction of child safe environments and looks forward to learning how the changes to policies and practices introduced by the Department will be monitored and outcomes recorded.

System Blindness

Policy and system blindness to the rights and needs of young carers.

Recommendations Made	That the Department for Education work with school leadership teams and carer support agencies to develop and implement a young carer support model for all SA schools. This model would include the adoption of a single point of contact for information and advice for students with a significant caring role at home, with the focus being on supporting them to maintain their academic levels and social inclusion, as well as their connection with peers and the wider school community.
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Progress Rating	● AMBER
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Response/s to Recommendations Made	<p>The Department for Education in its reply stated:</p> <ul style="list-style-type: none"> – That a Young Carers in Education Booklet is available in hard copy for all schools. – Young Carers are able to seek support through school Student Wellbeing Leaders. – For students who self-identify as young carers there are some school-based strategies in place that include: <ul style="list-style-type: none"> – development of individual learning plans – flexibility in assessment and attendance expectations – alternative education options such as Open Access College and Flexible Learning Options – eligibility for SACE recognition of the young carer's caring responsibilities through the 'Community Learning' module. – The department's school-based support for undisclosed carers has strategies designed to support and respond to the impacts of caring roles while also promoting the safety, engagement in learning and educational outcomes for all students. They include: <ul style="list-style-type: none"> – taking a trauma-informed practice and education approach – using the Attendance Matters strategy to address any barriers to young carers' school attendance – using the Responding to Risks of Harm, Abuse and Neglect – Education and Care strategy to support young carers – providing information for parents and carers about how to access school-based support from the department's website; and – providing information and resources on the department's staff intranet for teachers and educators, on how best to support young carers to remain engaged with their education and connected to their school community.
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Comments	<p>In light of this response the CCYP found the following:</p> <ul style="list-style-type: none"> – When searching for young carers on the Department's website the first results were unrelated to young carers. – When searching under the parents and families tab and looking into health and disability support there is no reference to young carers. – The tab for students has no section providing information on how they can access young carer support. <p>The CCYP believes more can be done by the Department to provide easy access to relevant information aimed at young carers and their families.</p>
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System Shortfalls

Lack of options for young people under 15 years of age who are homeless, or at risk of becoming homeless, who are not receiving the attention, resources and support they need.	
Recommendations Made	That the Department for Human Services take a lead role in developing an interdepartmental response that ensures education, health care, youth justice, mental health and child protection services are all working together to formally plan and respond to the needs of children under 15 years of age who are at extreme risk of ongoing homelessness.
Progress Rating	<div><div></div> AMBER</div>
Response/s to Recommendations Made	<p>There was no formal response provided by the Department for Human Services relating directly to this recommendation. However, the Department did provide some information on the following:</p> <ul style="list-style-type: none">– Intensive Family Services providing intensive and targeted support to families with children aged 0–18 years. This includes children with multiple and complex needs who are likely to enter the child protection system.– Youth Justice Diversion Program – providing accommodation for the short-term while in the youth justice system. This accommodation also provides services that can cater to intensive and quick support for families in the short-term, and which aims to link the child or children to services that can meet their long-term needs.
Comments	Although these programs address some aspects recommended to protect children from becoming homeless, there are other circumstances relating to homelessness that still need to be addressed, particularly those relating to preventing young people who are already homeless from entering the child protection or youth justice systems.

System Shortfalls

Lack of bail accommodation options for young people leading to unnecessary periods in custody.

Recommendations Made That the State invest in a youth bail accommodation facility, and that an independent lead agency oversee the development, implementation and monitoring of an individual release plan for every child and young person leaving detention.

Progress Rating  AMBER

Response/s to Recommendations Made In its reply the Department of Human Services included information about its Youth Justice Diversion Program pilot that will be implemented in the next year:

The program operates from the premise that the younger a child is when they enter into a custodial facility the more likely they are to re-enter the facility and experience longer stays. Incarceration in a facility due to lack of family or accommodation supports, interrupts the capacity of child wellbeing services to quickly respond to the emerging needs of the child, and separates children from family based environments.

The Diversion program pilot is intended to test a model of utilising less institutional environments for the short term police custody period, and instead broker a longer term system solution for those children who are unable to satisfy the court with a suitable address for community remand.

Funding of \$0.7 million per annum (indexed) has been provided for the introduction of a triage and support service to connect children at risk of being remanded in custody due to lack of accommodation or family support services. This includes brokering short term accommodation and linking children and families to longer term intervention to better prevent the child's further entry into the SA youth justice or child protection systems.

The brokerage model would enable the short term purchase of accommodation, whilst also intensively and quickly supporting families through the crisis period. It is proposed that a brokerage model of \$10,000 be attached to each child, enabling the service to purchase accommodation and support services based on the triaged needs of the child and their family. This would also include linking children and families to longer term support needs, including family counselling, education, and financial support. The program will be evaluated to see the relevance for rolling out for an older cohort (>13 years old).

DHS has conceptualised the basic foundations for the service model and will shortly provide a consultation paper and expressions of interest for a governance committee including representatives from key stakeholders, including ALRM, DCP, Legal Services Commission and SAPOL.

Comments The CCYP believes this is a step in the right direction, but is concerned that it will only be used for children between the ages of 10 and 13 years who have not been in contact with the youth justice system before. It is hoped that if this pilot is successful the program would be extended to children from a wider age range and be able to cater to those older SA children who have already come into contact with the youth justice system.

System Shortfalls

Lack of systemic mental health supports for primary school aged children.

Recommendations Made The Department for Health and Wellbeing adopt a public health approach to children's mental health, increasing the number and variety of school-based mental health supports and interventions for primary school aged children.

Progress Rating ● RED

Response/s to Recommendations Made There was no response to CCYP's request for information.

Comments

The State's Mental Health Services Plan sets as a goal the creation of a new clinical model: Embedding mental health services into other settings including child and youth services and emergency service.

When this was updated in November 2020, this project had not yet commenced. It is now not known where these services will be embedded.

Although there was a budget for mental health services for children in the State Government's 2020/2021 Budget, this funding was combined with other mental health services. It is not clear, therefore, how much money was allocated to children and young people or on what program/s it would be spent. A clear discrete budget line should be included, so that it can be properly monitored.

Recent public reporting from medical professionals about the state of mental health services in South Australia raises concern.

System Failures

Lack of timely support for young people from complex families who are falling through the cracks.

Recommendations Made Government to establish an appropriate child-focused body resourced to work with government and non-government organisations and young people who living with complex needs to implement a Young People at Risk Framework. This would be underpinned by formal agreements and include provision for long term case management, therapeutic interventions, and individualised support for these young people.

Progress Rating ● RED

Response/s to Recommendations Made There was no response to CCYP's request for information.

Comments There could be no evidence found of this recommendation proceeding, although some departments appear to be doing intensive work for some groups of children, such as the work being done between SAPOL and DCP in relation to children in residential care who go missing.

A disturbing increase in the use of suspension, part time schooling and school exclusion as behaviour management strategies for children and young people who become disengaged with their education.

Recommendations Made That the SA Department for Education undertake a policy and practice review of the use of school suspensions and exclusions, with an emphasis on creating opportunities for children, young people and their families to have representation and direct involvement when their use is being considered, particularly in relation to their use on children living with a disability.

Progress Rating ● AMBER

Response/s to Recommendations Made In 2020, SA Minister for Education John Gardner, commissioned a review, which was undertaken by Professor Linda Graham from the Centre for Inclusive Education at the Queensland University of Technology. The subsequent report was tabled on 2 December 2020 alongside the Commissioner's *Blame Game* report. The Graham Report had 76 recommendations.

Of these, the South Australian Government has accepted 7 recommendations, with a further 10 recommendations accepted in principle and another 58 recommendations signalled for further consideration. One recommendation was not accepted relating to the transition of Year 7 students into high school.

In relation to suspensions and exclusions, the CCYP has been told that the government has committed \$15m in additional funding over 4 years to support the development and implementation of a systemic strategy to drive a significant reduction in the use of exclusionary discipline.

Comments The 2020 State Budget stated that additional funding relating to the Suspensions, Exclusions and Expulsions inquiry of \$3.8m had been allocated. However, this allocation was not detailed. So far there have been no updates in relation to the recommendations made by the Graham report.

System Failures

Vulnerable children and young people, particularly those in residential care, are being caught up in the judicial system and becoming criminalised.

Recommendations Made That the Department for Child Protection (DCP) implement systemic measures that refer children in care away from the judicial system as a first resort. This includes DCP working with police regions to implement local protocols between residential care units and police stations to ensure vulnerable children and young people receive treatment and care, not police involvement.

Progress Rating ● AMBER

Response/s to Recommendations Made The DCP referred CCYP to the following programs:

- Early intervention pathways, including Family Group Conferencing pilot to keep families together.
- Investing in our future initiative to provide priority for children in care
- ‘Young People Connected, Communities Protected: South Australia’s Youth Justice State Plan 2020–2023’ – an interagency approach aimed at steering children and young people away from the youth justice system.
- The Missing Guardianship Children and Young People Steering Committee (the Steering Committee) which continues to drive policy and practice through the Memorandum of Administrative Arrangement (MOAA) between the South Australia Police (SAPOL) and the Department for Child Protection (DCP) which demonstrates interagency collaboration to address safeguarding of missing children and young people who are under guardianship.
- The Steering Committee identifies examples of child and young person-centred best practice collaboration between DCP and SAPOL which results in quality outcomes for children and young people and drives the embedding of such best practice through training and promotion in each agency. Examples of best practice with positive outcomes for children and young people continue to feature outcomes focused communication, coordinated planning and service responses between SAPOL, DCP and other members of the care team for the individual child or young person, as well as ‘above and beyond’ policing.

Comments Although all of the above are positive actions that indirectly ensure children in care do not end up in the judicial system, there appears to be limited ‘systemic measures’ in place to specifically address the criminalisation of children in residential care.



Project R

Reporting

Major Projects and Initiatives

Throughout the 2020/2021 reporting year (with the support of my team) I undertook programs, projects, and initiatives across four key areas:

1 Rights Promotion and Protection

For all South Australian children and young people to be respected, valued, and heard, I inform children and young people, as well as the broader community, about their rights and the role my position as Commissioner plays in promoting, protecting, and supporting these rights. This includes amplifying children's and young people's voices, enfranchising children and young people's participation in public life, and developing policies that expand opportunities for children and young people to enjoy meaningful participation in their community. I work to ensure that the interests of children and young people are placed front and centre in everyday life, so that decision-makers are actively engaging children and young people as stakeholders, particularly in relation to decision and services that impact directly on them.

2 Awareness Raising of Systemic Issues

To achieve change it is sometimes necessary to shift attitudes on a specific issue toward a particular group of children and young people in our community. Through reporting and awareness raising, I seek to change community attitudes, public opinion, beliefs, and narratives, to create public support on an identified issue that children and or young people have brought to my attention. I partner with the broader community to substantiate these issues, enabling me to respond to and represent children and young people in a genuine way.

3 Systemic Advocacy

I utilise research, policy, advocacy and investigative methodologies to lead and complement government and community involvement in development, implementation and evaluation of laws, programs and policies that impact on children and young people. This includes, more specifically, social policy development, legislative change, operational policy, and practical improvement/s.

4 Engagement and Participation

I actively seek to engage, include, and empower children and young people in matters relating to them. This includes supporting them to be critical stakeholders in service and program planning, as well as in governance and operational delivery. This is achieved through direct representation of children and young people on issues they themselves identify, as well as through consultation with them on issues others have identified as being relevant to them. This enables me to speak on behalf of children and young people with credibility. I actively support individuals and systems to listen to, understand, and act on the views, experiences and information provided by children and young people. I also work to develop systems and structures that can actively involve children and young people in decision making, particularly in areas that impact on their interests and wellbeing directly. At all times, I seek to engage in meaningful dialogue and debate around issues that children and young people have identified as having a negative impact on their lives.

Rights Promotion and Protection Major Projects

Trust is a Must – what does it take to be child friendly and child safe?



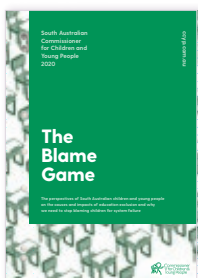
On the 30th anniversary of National Child Protection Week (6–12 September 2020) I released my *Trust is a Must* report containing feedback from children and young people about how organisations can be more child friendly and child safe. Since 2017, under the *Children and Young People (Safety) Act 2017* organisations that work with children must have child safe environment policies and practices, which are submitted to the Department for Human Services.

The report's findings primarily came from an online survey of more than 260 South Australian children and young people. Most respondents were between the ages of 12 and 17 years (94%).

They were asked what they think it takes to be child safe? The survey followed on from a series of conversations with more than 80 children aged 10 to 22 years who I asked to contribute their ideas on what feedback mechanisms could be put in place to make organisations more child friendly and child safe.

Children and young people said they want organisations to take them seriously when they provide feedback, make complaints, or raise issues and for them to be kept informed of any outcomes or changes made as a result of their communication. They also want to feel welcomed when they walk into an organisation, and like seeing diversity in the workplace.

The Exclusions Project



In November 2020 I released *The Blame Game* – *perspectives of South Australian children and young people on the causes and impacts of education exclusion and why we need to stop blaming children for system failure*. The report covers South Australian children and young people and their families' experiences of school suspension and exclusion. The report was tabled in parliament alongside a report commissioned by the Minister for Education titled *Inquiry into Suspension, Exclusion and Expulsion Processes in South Australian Government Schools*.

Both reports uncovered systemic weaknesses in schools that resulted in children and young people being suspended and excluded. Children and young people living with a disability, Aboriginal students, children in care, and those from low socio-economic backgrounds were found to be over-represented amongst those students to whom school suspensions and exclusions were applied.

This report was followed up by the Keeping Kids Connected to Schooling and Learning Summit undertaken in March, which gave an opportunity for stakeholders working at the coalface to

provide feedback on the contents of both reports. Stakeholders included school principals, NGOs, and representatives from government departments. The subsequent report containing their feedback and viewpoints was sent to the Minister and Department for Education's CE for consideration in July 2020.

A larger national school exclusions project has continued with the *Blame Game* report used to inform the national project.

Project partners include: University of South Australia, South Australian Primary Principals' Association, Australian Secondary Principals' Association, South Australian Secondary Principals' Association, Queensland Secondary Principals' Association, Commissioner for Children and Young People Victoria, Commissioner for Children and Young People Western Australia, and the West Australian Secondary School Executives Association.

Children and Young People Living with a Disability

In 2020, a Disability and Inclusion Participation Officer was engaged to further the advocacy for children and young people living with a disability. This involved hearing directly from this group of children and young people on what issues are important to them and their families. Importantly, while SA children and young people living with disability are faring well when compared with their counterparts nationally, young South Australians under 18 years have higher rates of disability than the rest of the country (16.7% compared to 13.1% nationally and increasing) with one or more developmental vulnerabilities identified at school entry.² The most common disability amongst South Australia children is autism (3.1% of all children).

During the year, I met with 144 children and young people over 25 sessions facilitated by 10 service providers, 12 schools and one public session. Two sessions were held via Zoom. Sessions were supported by Auslan interpreters, communication devices, visual aids and play-based activities.

Young people were invited to share what was important to them and discussions included conversations about pets, friends, family and play.

Young people participating ranged in age from 9 years to young adults. Their diagnoses included individuals with intellectual and physical disabilities, psychosocial disability and autism, vision, and hearing impairment. They attended public and private schools, including special schools, special units, or classrooms in mainstream settings.

A survey was sent out to schools and service providers to which 36 young people responded. The information gathered in these consultations is being collated and combined with information gathered from over 500 young people living with disability who responded via other surveys. A report will be released next year to inform future advocacy in this area.

Responding to Children Displaying Problematic Sexual Behaviour

In 2019, in response to recommendations made in the 2017 Royal Commission into Institutionalised Responses to Child Sexual Abuse (RCIRCSA), I undertook an audit of services in South Australia currently being made available to children displaying problematic sexual behaviour. This audit found there were significant shortcomings in responses relating to health, education, human services, and child protection, as well as a dearth of data on the prevalence of problematic sexual behaviour in children.

In subsequent discussions it was decided that both an Advisory and Working Group was needed to discuss the issues and barriers identified, to better support these children.

The groups were established at the beginning of 2021 and has so far:

- provided feedback to the Department for Education on the development of their approach to problematic sexual behaviours
 - provided support in relation to research projects being undertaken in this area by the Australian Centre for Child Protection, University of South Australia and Department for Child Protection; and
 - supported the Department for Human Services to include information about problematic sexual behaviours in their suite of materials aimed at families.
- Advocacy and support will continue throughout 2021/2022 to ensure South Australia has adequate primary, secondary, and tertiary responses in place.
- allowed for a greater insight into the workings of each department, including where gaps and strengths exist. This has resulted in a more collaborative approach to addressing the issues and help to break down existing siloes.

Awareness Raising of Systemic Issues

Major Projects

Child Rights Progress Reports

On 10 December 2021, on International Human Rights Day I released my first annual report on South Australia's progress on the Recommendations made by the UN Committee on the Rights of the Child released on 1 November 2019.

The recommendations fall under six main areas: health, education, child protection, child justice, disability, and physical punishment.

My team and I will be monitoring these recommendations on an annual basis to see how well South Australia is doing and to ensure that state bodies “seek to give effect to the United Nations Convention on the Rights of the Child.”³

Subsequent reports will include recommendations made in relation to violence against children, the environment, and creating child-safe organisations.

Press Play – Activating young people's health and wellbeing through play

Most research about play focuses on the importance of play for young children. Rarely is the importance of play for older young people examined so I wanted to talk to South Australian teenagers about the importance of play.

Press Play was released in August 2020, summarising the findings of a survey of more than 500 young South Australians aged 13–18. The report outlines what children and young people define as play, as well as what barriers prevent them from participating in more play. These included having too much homework and not nearly enough ‘play’ time embedded into delivery of their school learning agenda.

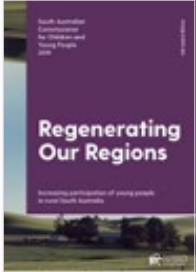
Play is one of the few ways young people experience the world beyond the direction and moderation of adults. Play also allows young people to participate in moderate risk-taking

behaviour that helps develop the cognitive and social skills they need to navigate the adult world. Given the importance of young people attaining these skills, it could be argued that play becomes increasingly important as children age. When asked about practical everyday barriers to play, young people said they often felt too tired and busy with school, homework, and other commitments to engage in play. They also frequently expressed concern and inequity around the scarcity of community sport and recreational facilities designed specifically for teens, observing most facilities are designed for either adults or young children.

Press Play includes three key recommendations from young people aimed at addressing the barriers to play they experience at the individual, community, cultural and systemic level.



Regional Youth Voices Forum: Port Pirie



Following on from my 2019 Regional Youth Voices Forum held in the Mid North region of the state, I organised a similar forum in the Port Pirie region. This was due mainly to concerns raised in relation to the wellbeing of young people living there.

Using a similar approach to the original Regional Youth Voices Forum, more than 100 students from years 10 and 11 from John Pirie Secondary School, St Mark's College, Mid North Christian School, and Yourtown's Flexible Learning Options program, attended.

The forum asked these Port Pirie students to apply a strength-based approach to problem solving. This involved mapping Port Pirie's community strengths and using these to develop an advertising campaign to attract visitors to their town. This allowed the group to map some of the issues facing young people in their community and identify stereotypes being applied to young people in Port Pirie. The forum also served to recruit young people for a youth engagement and participation mechanism, supported by Yourtown.

The report summarising the Forum – *Regenerating our Regions III – Port Pirie* will be released later in 2021.

Systemic Advocacy

Major Projects

Menstruation Matters and the National Period Summit

'Period poverty' was highlighted as an issue in my 2019 *Leave No One Behind* Report and continues to be a focus of my engagement and advocacy. During consultations about poverty in 2019 and 2020 I heard that young people who menstruate were missing school because their household was unable to afford period products.

To gain a deeper understanding of the barriers facing children and young people in relation to period poverty, I launched two consecutive surveys between May and September 2020. A total of 2,985 children and young people aged 7 to 22 years provided 3,267 responses to these two Period Surveys.

Initially, the focus of the campaign was to 'end period poverty' through the introduction of an accessible and non-stigmatising supply and distribution scheme that ensures a full range of free period products in schools for students who need them. Survey responses indicated that accessing products was a major issue for young people, and particularly challenging for those still in primary school.

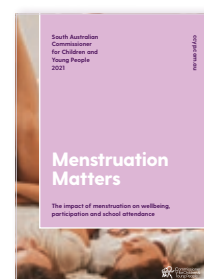
During this reporting period, it became clear from responses that issues related to menstruation are much broader than just those covered in 'period poverty'. Beyond access to products, young people described how a lack of education, menstrual pain, and stigma surrounding periods,

can be significant barriers to wellbeing and participation in their education, work and social lives.

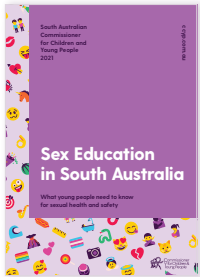
The *Menstruation Matters* Report was tabled in Parliament in March 2021. Since the report's release, I have been leading ongoing advocacy to recognise menstruation as a systemic gender equity and equal opportunity issue that requires a systemic response, including but not limited to product provision.

I work with stakeholders across government and community sectors to reduce menstrual stigma and embed menstrual wellbeing in policy and provide comprehensive education for all children across all schools. The aim of this education is to support schools to introduce measures that will ensure menstruation is not a barrier to any child or young person's school attendance.

On 30 June 2021, I collaborated with Taboo, Chalice Foundation and Period Revolution to host Australia's first National Period Summit, bringing together over 100 representatives from organisations around Australia to discuss and develop new ways of realising menstrual wellbeing.



Relationships and Sexual Health Education in Schools



In 2020, I worked alongside a group of young people who were concerned about the inadequacies of relationship and sexual health education in South Australian schools. In the same year they raised their concerns with the Parliament of South Australia's Social Development Committee asking the Committee to inquire into the 'adequacy of sexual health, health and wellbeing, and relationships education' in South Australian schools.

Although their request was not granted, they decided to continue their advocacy efforts by working with me on the development of a Sex Education Survey of children and young people aged 12–22 years. The survey was distributed online and attracted more than 1,200 responses.

In May 2021, I released the findings of this survey in my '*Sex Education in South Australia: what young people need to know for their sexual health and safety*' report.

The report examined young people's views on the adequacy of their relationship and sexual health education around the key themes of quality, appropriateness, accessibility, and timeliness.

It also examined the extent to which the context, content, and experience of this education empowers young people to make informed decisions about how they can be safe from harm and ensure their sexual and physical boundaries are respected.

Importantly, it presents recommendations made by young people themselves on ways in which relationship and sexual health education can be improved.

Since the release of the report I have been working with various stakeholders, including SHINE SA and the Department for Education, to improve relationship and sexual health education in SA schools.

Health Advocacy: Health Hub



During the reporting period, I have had high level engagement with the SA Department for Health and Wellbeing on the development of their Women's and Children's Health Plan. This has involved speaking to hundreds of senior clinicians, and health network professionals about how to consider the voices of children and young people when designing the plan. Stakeholders included those who are running current services, as well as those that are being proposed, and engaging one on one with children and young people in clinical settings.

My staff have also engaged with a series of service level planning events and workshops that were externally facilitated by Mel Lambert, founder, and director of Think Human. In a parallel process my staff have also been working closely with the service transfer design team from the Women and Children's Hospital Network who are responsible for planning the new Women's and Children's Hospital. These conversations have included identifying the needs of young people as city users frequenting the North Terrace precinct. City of Adelaide has been approached in relation to increasing public Wi-Fi access as well as how best to upskill WCHN staff in their dealings with children and young people.

In addition, Health Hub, a South Australian first, has been developed as a one-stop-shop resource for clinicians when it comes to interacting with children and young people accessing the health care system. The publication is designed to upskill health practitioners on the diversity of South Australian children and young people, providing

insight into what they need from adults working in health services. This how-to-guide was an idea initiated directly from young people themselves who suggested a comprehensive publication of this kind would be invaluable. The publication has been distributed free of charge to medical centres across the state.

Gender Diversity Model of Care

This SA Health project is designed to provide a contemporary, state-wide model of care for gender diversity services that articulates how SA Health and its partners can deliver appropriate, timely and evidence-based health services for South Australian children, adolescents and young adults who experience gender diversity and/or gender dysphoria.

Over the past 12 months, SA Health has been seeking input people from trans and gender diverse young people, consumer organisations, and support groups on a range of issues relating to service delivery, to establish a state-wide model of care for gender diverse young people.

A series of workshops were designed by SA Health to explore service needs. The workshops included gender diverse young people, parents/carers, young adults and adults as well as service providers, community organisations, support groups, and other relevant stakeholders.

The Commissioner addressed multiple stakeholder workshops to help identify strengths, gaps and opportunities for improvement in current service models. The presentation was informed by conversations with gender diverse young people and their parents and carers, and included recommendations made in the *First Port of Call* report that have been both considered and adopted in the planning phase.

Women's Child and Youth Health Plan

The South Australian Women's Child and Youth Health Plan 2021–2031 is the foundation to identify the key health service directions and strategies needed to align SA Health and Wellbeing services being delivered across the state over the next 10 years with the needs of the community. My staff and I have been working closely with the Department at multiple milestone points in the plan's development. The SA Health Summary Framework for Consultation document released in March 2021 has highlighted this ongoing work in the following way:

"We heard from the South Australian Commissioner for Children and Young people about what matters most from children and young people, including their health. The Commissioner has emphasised that there are children and young people in SA not doing as well as we want them to be or receiving the support they

need to succeed. This includes children in care and protection, those involved in youth justice, children with a disability, children falling through the gaps in systems, such as education and health, and those who have experienced trauma and discrimination. The Commissioner has emphasised the need for agencies to work together to break the cycles of disadvantage and bring about change for all children and young people who need extra support to develop and flourish. Critical to improvement will be embedding the voice of the child or young person across all elements of service delivery, improvement, and evaluation."

I have also prepared and provided an overview document to SA Health that outlines the values identified by children and young people which underpin all systems and services. Specifically, what things look like at the plan level, the services level, and the practitioner micro-level.

Engagement and Participation

Major Projects

The 'hub' Project

The 'hub' project arose out of the 2019 *Youthful Adelaide* Report as a new online space where teenagers living in South Australia can go to 'get information, have their say, and connect'. Initially, hub was offered as a dedicated website with a variety of sections featuring a rights' focus. Partnerships with several key interest groups around the State were formed (including SA Public Libraries Association, the South Australian Certificate of Education Board, Music SA, Art Gallery of South Australia's Neo initiative, Carclew, Adelaide Youth Orchestra, Young Adelaide Voices, the Academy of Interactive Entertainment, and the Australian Esports League). These organisations contributed content for upload onto the website including ways for young people to participate in their programs and initiatives.

Since its initial release in April 2020, hub has grown into a youth led-initiative and is currently being redeveloped into an online space made for young people by young people.



A young person has been employed to manage the new engagement platform working closely with a team of young interns under the age of 22, who will co-ordinate the operation of the new platform.

This new hub team are aiming to engage hundreds of young people between the ages of 14 and 18 years to contribute to the platform so they can connect to other young people throughout SA.

Get Around It

The Get Around It Instagram page continues to showcase young South Australians aged 14 to 22 years who are 'thinking, making and doing great things'. During the year, a total of 12 young people were featured. They were involved in a diverse range of enterprises across numerous fields and areas of interest that included mentoring, community leadership, activism, charity start up, small business, visual arts, and new media.

Get Around It continues to grow as a highly visible platform that is becoming a go to 'talent bank' for young South Australian's. In addition to the Instagram page a foldout 'zine' was produced at the end of 2020 and distributed across Adelaide in early 2021. The zine featured all the young people posted on Get Around It during its first year, thereby providing another avenue through which to celebrate and promote young people's achievements.



GovLab – Young citizen's agenda project

CCYP has continued to work with GovLab – a research centre based at New York University whose mission is to improve people's lives by changing the way we govern. This includes exploring what might constitute an innovative process for involving young people aged 13–18 years in influencing policy.

The goal of this project is to find a new way to enfranchise young people so that they can influence public policy. The work undertaken to

date has been focused on developing a framework to better understand the challenges young people face when they seek to influence policy.

The report on the GovLab project will be completed in the latter half of 2021 and will showcase how the state can enfranchise young South Australians to become more active and informed citizens.

Policy Advocates

CCYP has partnered with YMCA's Youth Parliament Program to build a platform for young people interested in advocacy and policy creation. Participants experience meaningful opportunities to be directly involved in advocacy and policy work.

Building on the skills, knowledge, and capabilities of young people, participants create advocacy plans for legislative bills they worked on during their time with YMCA's Youth Parliament Program.

The aim of the program is to contribute to the broader agenda of empowering and supporting young people to influence the State's social policy direction.

In 2020, Policy Advocates worked on the inadequacies of relationship and sexual health education in South Australian schools and the post-COVID recovery including what would be needed in a Future Generations Agenda for South Australia from the point of view of young people.

Citizen Researchers

CCYP has partnered with youth focused organisations to develop a peer-based participation research project. The project aims to support young people “doing it tough” to engage and work alongside peers, on a topic they care about and taking a ‘peers are experts within their own field of experience’ approach.

Currently there are three youth focused organisations participating in the program. They are working to find out more about the following directly from young people themselves:

1. What are the experiences and consequences of couching surfing for young people in South Australia?
2. How might employment service providers’ better support young people?
3. How might young people with care experiences be better equipped for the challenges of adulthood?

Partnerships: YMCA SA, Youth Inc., CREATE Foundation

yChange

After the pilot in 2020, my team and I launched yChange in May 2021. yChange is SA’s first curriculum aligned, action civics, project based resource for primary and secondary school teachers and their students. It was developed because SA young people consistently told the Commissioner that they want more opportunities to have a voice on issues that matter to them; issues such as climate change, job opportunities and voting, to name a few.

The yChange lesson plans for teachers and action civics resources for students have been locally and nationally supported and reviewed.

They empower students to identify an issue in their local community, workshop solutions, and contribute ideas for taking action to address the problem, including making recommendations for change directly to leaders and law makers, thereby connecting young people more closely with their local communities.

Speaker of the House of Assembly, the Hon. Josh Teague, and President of the Legislative Council, the Hon. John Dawkins welcomed guests to Parliament House for the launch on 6 May, which was co-hosted by the Parliament of South Australia.

Find out more at ychange.com.au



The Commissioner's Student Voice Postcards Initiative 2020



Since its introduction in 2019, all primary and combined schools across South Australia have been invited to support primary school aged students participate in my annual “Student Voice Postcards” initiative. This is a way for me to directly hear the views of 8–12 year olds – a demographic previously lacking a dedicated platform here in South Australia.

The postcard asks children a different set of four questions each year framed around the following recurring themes: (1) what is most important to them; (2) what are their aspirations; (3) what are their concerns; and (4) what would they change about their lives if they could.

Each year the anonymous responses are analysed with findings documented in my

‘Things That Matter Most’ report series. These reports are provided to key decision makers and policy makers working in areas relevant to children and young people across South Australia.

In 2020, a total of 8,379 complete postcards were received from 8–12 year-olds representing 323 schools that included Catholic, Independent, Government, Special, and Aboriginal and Torres Strait Islander schools from the Adelaide Hills, Barossa, Light and Lower North, Eyre and Western, Far North, Fleurieu, and Kangaroo Island, Limestone Coast, Murray and Mallee, Yorke and Mid North, as well as throughout metropolitan Adelaide.

Find out more at commissionerspostcards.com.au

The Commissioner's Digital Challenge



The Commissioners Digital Challenge is an annual digital challenge that opens on the first day of the school year and closes on the final day of Term 3. The Challenge was introduced in direct response to feedback received from children and young people in relation to their concern that they are lacking essential digital skills. The Challenge has been designed to engage and empower young digital citizens because ‘digital skills are life skills critical for future jobs, social inclusion and to help build a more equitable world’.

Resources are made freely available to participants via a dedicated website accessible by all schools (primary and secondary) as well as by libraries and community groups (such as Scouts and Guides) and by children at home with their families. The website also features a library of free extended learning resources for both

educators and those taking the Challenge at home.

Since its introduction, a total of 588 organisations have engaged with the Commissioner's Digital Challenge. Of these, 389 schools and 33 libraries in South Australia have taken part (287 Government, 53 Catholic and 49 Independent). It is estimated that 42,669 children in South Australia took part in Learn to Speak Robot and/or Space to Dream between the start of 2019 and the end of 2020. Zoom Out, launched in early 2020, is also expected to show strong participation numbers.

The Challenge has also started to organically attract high levels of interest outside of South Australia with 64 schools from interstate and overseas taking part during this reporting period. This includes schools in Japan, the US (New York, Washington) and Hawaii.

Students who complete the Challenge receive a digital certificate. A series of digital rewards of value are offered each year by Challenge partners and reserved for schools in South Australia.

Industry partnerships: Grok Academy (formerly Australian Computing Academy), EdTechSA, Makers Empire, Microsoft Education, Prodigy Learning, MOD Museum of Discovery, Myriota, VEX Robotics and Building Bots.

Community partnerships: Australian Space Agency - Australian Space Discovery Centre, Public Libraries Service of SA, Girl Guides SA, Scouts SA,

Children's University Adelaide, Premier's Reading Challenge and the Advanced Technology Project (Department for Education).

The Challenge consists of three distinct units designed to teach computation, design and systems thinking skills as follows:

Learn to Speak Robot – Computational Thinking
Space to Dream – Design Thinking
Zoom Out – Systems Thinking

Find out more at commissionersdigitalchallenge.net.au

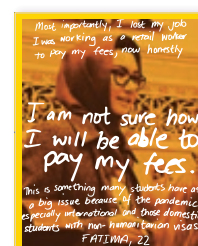
Reflections on COVID-19 Exhibition

The personal insights of 14 young South Australians who kept journals detailing the impact of coronavirus on their lives was turned into a street art exhibition, which ran through May to the end of July 2020. The exhibition explored four key themes at the following locations:

- Identity at Francis Street Laneway
- Connection at Hutt Street Library
- Participation at South West Community Centre
- Hope at North Adelaide Library

A joint project between Commissioner for Children and Young People and City of Adelaide, the exhibition shone a spotlight on the pandemic's impact on young South Australians taking quotes directly from the 'Reflections on COVID-19' report released in June 2020.

Partnership: City of Adelaide





Statutory

Reporting

Role of the Commissioner

The Commissioner for Children and Young People is a statutory officer independent from direction or control by the Crown.

The Commissioner promotes and advocates for the rights, development and well-being of all children and young people in South Australia. The Commissioner is committed to advocating for children and young people's involvement in decision-making that affects them, with particular consideration given to those children and young people who are considered vulnerable and whose ability to make their views known is limited.

Key Responsibilities

The Commissioner has a number of key responsibilities that include:

- promoting and advocating for the rights and interests of all children and young people in South Australia
- promoting the participation by children and young people in the making of decisions that affect their lives
- advising, and making recommendations, to Ministers, State authorities and other bodies (including non-Government bodies) on matters related to the rights, development and wellbeing of children and young people at a systemic level
- inquiring into matters related to the rights, development and wellbeing of children and young people at a systemic level (whether a Governmental system or otherwise)
- assisting in ensuring that the State, as part of the Commonwealth, satisfies its international obligations in respect of children and young people
- undertaking or commissioning research into topics related to children and young people
- preparing and publishing reports on matters related to the rights, development and wellbeing of children and young people at a systemic level; and
- such other functions as may be conferred on the Commissioner by or under the *Children and Young People (Oversight and Advocacy Bodies) Act 2016* or any other Act.

Children and Youth Engagement

Under the *Children and Young People's (Oversight and Advocacy Bodies) Act 2016* the Commissioner is required to consult and engage with South Australian children and young people. She does this in a variety of ways, including meeting with groups of children and young people face-to-face, as well as through surveys, polling, forums, and events.

Since her appointment in 2017 the Commissioner's primary way of engaging has been talking to children and young people directly. This continued in a reduced capacity throughout the 2020/2021 reporting period due to the ongoing impact of the COVID-19 pandemic.

Direct Consultation

Throughout the reporting period the Commissioner spoke with 1,447 South Australian children and young people through workshops, face to face meetings, and forum events.

Date	Project	Engagement Type	Number
9 July 2020	Individual consultations – Morphett Street	Face to face conversation with the Commissioner	4
6 August 2020	Session with Youth Inc. on Mental Illness	Workshop with the Commissioner	9
7 August 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	26
10 August 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	31
11 August 2020	Julia Farr Youth Group	Face to face conversation with the Commissioner	5
	<i>Young adults invited to share their experiences</i>		
13 August 2020	Session on Safety with Marion YAC	Workshop with the Commissioner	8
20 August 2020	Carers & Disability Link – Barossa	Face to face conversation with the Commissioner	7
	<i>Young people invited by CADL from range of Barossa schools</i>		
21 August 2020	Adelaide West Special School	Face to face conversation with the Commissioner	5
	<i>A single class – incl young people with alternative communication systems (eye gaze)</i>		
25 August 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	14

Date	Project	Engagement Type	Number
27 August 2020	Session with Multicultural Communities Council of South Australia young leaders	Workshop with the Commissioner	12
27 August 2020	Our Lady of Lavang Members of the <i>Plasticine Club</i>	Face to face conversation with the Commissioner	9
31 August 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	26
1 September 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	30
8 September 2020	Session with Henley High School Core 10 leadership group	Workshop with the Commissioner	11
11 September 2020	Mitcham Primary (Link Program) <i>Students with physical disability attending mainstream school</i>	Face to face conversation with the Commissioner	5
12 September 2020	Can:Do 4 Kids <i>Saturday social group for CYP with hearing aids</i>	Face to face conversation with the Commissioner	4
17 September 2020	Our Lady of Lavang <i>Same group of students – plasticine club</i>	Face to face conversation with the Commissioner	9
24 September 2020	Our Lady of Lavang <i>Same group of students – plasticine club</i>	Face to face conversation with the Commissioner	9
14 September 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	29
21 September 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	29
22 September 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	16
25 September 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	16
14 October 2020	Gender Stereotypes Session	Workshop with the Commissioner	15
26 October 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	6
20 October 2020	Purple Orange Youth – Board Meeting <i>Young adults invited to share their experiences</i>	Face to face conversation with the Commissioner	6
29 October 2020	Elizabeth Vale Primary <i>Included students from mainstream classes and two students from special options class</i>	Face to face conversation with the Commissioner	7
30 October 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	13
31 October 2020	Polling at NEO Teen Takeover	Event	184
3 November 2020	Purple Orange (Julia Farr) Peer Network group <i>Young adults with intellectual disability – “how can we help young people be ready for adulthood?”</i>	Face to face conversation with the Commissioner	6

Date	Project	Engagement Type	Number
9 November 2020	Gender Stereotypes Session	Meeting with the Commissioner	14
12 November 2020	Springbank High School <i>Students from disability unit and 'mainstream' classes aged 13–16 years</i>	Face to face conversation with the Commissioner	6
19 November 2020	Can:Do 4 Kids <i>Young people who communicate primarily via Auslan with support from interpreter.</i>	Zoom conversation with the Commissioner	3
23 November 2020	SPELD SA <i>Young people with learning difficulty/disability aged 9–16 years.</i>	Face to face conversation with the Commissioner	6
24 November 2020	Open Access College <i>Young people aged 11–17 years identified with a disability – vision, hearing, learning, physical.</i>	Face to face conversation with the Commissioner	5
25 November 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	18
30 November 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	7
30 November 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	14
15 December 2020	Gender Stereotypes Session	Face to face conversation with the Commissioner	46
19 January 2021	Session with CCYP Young Leaders	Face to face conversation with the Commissioner	21
22 January 2021	AMRC and CCYP Youth Symposium	Event	263
3 February 2021	Session with City of Unley Young Leaders	Workshop with the Commissioner	14
10 February 2021–ongoing	High Stakes, High School Consultations	Face to Face conversation with the Commissioner	13
15 February 2021–ongoing	High Stakes, High School Consultations	Face to Face conversation with the Commissioner	16
23 February 2021–ongoing	High Stakes, High School Consultations	Face to Face conversation with the Commissioner	11
26 February 2021–ongoing	High Stakes, High School Consultations	Face to Face conversation with the Commissioner	5
26 February 2021–ongoing	High Stakes, High School Consultations	Face to Face conversation with the Commissioner	15
11 March 2021	Klemzig Primary <i>Young people aged 9–12 years who are deaf and who primarily communicate via Auslan with 3 staff present to act as interpreters.</i>	Face to face conversation with the Commissioner	7

Date	Project	Engagement Type	Number
17 March 2021	Gawler & District College <i>Young people aged 11–17 years attending the special education unit. One student in a wheelchair. Other students with intellectual disability of varying degrees supported by 3 staff</i>	Face to face conversation with the Commissioner	9
23 March 2021	Regional Youth Voices Forum	Forum Event	108
31 March 2021	Reynella East Primary School	Face to face conversation with the Commissioner	12
31 March 2021	Seaford Secondary	Face to face conversation with the Commissioner	6
12 April 2021	Session with Gawler YAC	Workshop with the Commissioner	51
13 April 2021	Session with CCYP Young leaders to inform Submission on Suicide Prevention Plan	Face to face conversation with the Commissioner	6
14 April 2021	Life Skills Hub – Elizabeth Vale	Face to face conversation with the Commissioner	7
17 April 2021	Scouts Forum	Event	94
21 April 2021	Minda	Face to face conversation with the Commissioner	4
8 May 2021	Polling at Neo Teen Takeover	Event	62
18 May 2021	Cabra College	Face to face conversation with the Commissioner	8
24 May 2021	Barkuma School Leaver Employment Service	Face to face conversation with the Commissioner	5
27 May 2021	Wirreanda Secondary	Face to face conversation with the Commissioner	8
31 May 2021	High Stakes High School Consultation	Face to Face conversation with the Commissioner	15
16 June 2021	High Stakes High School Consultation	Face to Face conversation with the Commissioner	17

Promoting Participation

Under the *Children and Young People's (Oversight and Advocacy Bodies) Act 2016* one of the functions of the Commissioner is to promote the participation of children and young people in decision making so that they have a say in the decisions that are impacting on their lives.

To facilitate their participation, the Commissioner has developed a variety of ways for children and young people to become directly involved in her work. These include being on advisory groups, undertaking citizen research, conducting community conversations, and being part of the Commissioner's Advisory Committee. A total of 1,184 SA young people informed and participated in the work of the Commissioner via these mechanisms.

Date ranges	Advisory Group	Description	Number	Topics
July 2020 to June 2021	Citizen Researchers	Young people supported by youth organisations use action research principles to engage their peers with lived experience on topics of interest to CCYP/young people aged 13–22 years.	17	There are currently three groups researching three topics: Department for Child Protection, Couch Surfing and Job Active Providers.
July 2020 to June 2021	Commissioner's Community Conversations	These conversations have been created by using a collective impact approach, upskilling community agencies and young people to work together to identify issues and then come up with solutions that have input from young people themselves.	1,130 (est.)	Currently seven groups of young people aged 12–22 years representing four local councils, girl guides, a multicultural support organisation, and a recreation agency.

Date ranges	Advisory Group	Description	Number	Topics
August 2020 to present	Policy Advocates	Developed with YMCA's Youth Parliament this program is building a platform for young people interested in advocacy work by learning how to use formal processes to advocate for policy change at a system level and by choosing the issue they wish to advocate on.	18	Development of Future Generations Bill and Sexual Health Education advocacy.
August 2020 to present	Commissioner's Advisory Committee	A representative Committee that meets bi-monthly to inform the work of the Commissioner. Representatives come from youth focused organisations, clubs, and groups.	9	Identifying the election priorities for young South Australians for the upcoming State election.

Surveys and Polling

During the year, the Commissioner reached out to a larger audience of children and young people through surveys and polling around a range of subjects. The surveys and polls were undertaken both online and offline.

They included the Commissioner's Student Voice Postcard initiative which commenced in 2019 and is now in its third year. The postcard engagement with primary school aged children aged 8–12 yrs has been growing year on year with a total of 8,379 postcards received in 2020. Engagement with children and young people via surveys and polls throughout the reporting period totals 12,766.

Date	Project	Engagement Type	Number
July 2020*	Another Period Survey	Survey	1,074
August 2020 – October 2020	The Sex Education Survey	Survey	1,225
September 2020 – November 2020	Devices, Data and Digital Life Survey	Survey	254
October 2020 – November 2020	Postcards 2020	Postcards to schools	8,379
November 2020	Discrimination of LGBTQI children and young people	Survey	86
November 2020	Physical Activity Poll	Polling	184
April 2021 – June 2021	The Commissioner's Sport Survey	Survey	1,521
June 2021	Library Polling	Polling	43

*Another Period Survey commenced in June 2020, as reported in the CCYP 2019/2020 Annual Report.

External Relations and Communications

The Commissioner interacts with a variety of stakeholders across government, private enterprise and community organisations, with an active list of decision makers who include government officials, heads of not-for-profit organisations and community leaders who include educators, advocates and policy makers.

The Commissioner actively communicates key issues identified in relation to the promotion, protection, and prioritisation of the rights of South Australia's children and young people in a variety of ways. It includes making formal submissions, distributing official comments and positions papers, communicating key messages via direct messaging campaigns, corresponding stakeholders via letter writing, making speeches and delivering presentations, submitting opinion editorials and articles for print and online media, undertaking interviews with print and radio journalists and via select social media channels.

The main way the Commissioner interacts with her stakeholders and the broader South Australian community is through a dedicated website (www.ccyp.com.au). This is complemented by a suite of social media platforms that include Facebook, Instagram, LinkedIn, Medium and YouTube accounts.

There are two Instagram accounts – one for CCYP and one for Get Around It – a showcase initiative with an online component. Both are aimed at young people aged between 13 and 24 years. Older followers and related organisations often follow the the CCYP Facebook account and will often 'share' or 'like' content posted.

The CCYP Facebook account takes a multi-faceted approach, posting articles that promote events and activities, announcing calls-to-actions, undertaking polling, advertising survey grant funding, and inviting participation in surveys and polls undertaken via Survey Monkey.

The CCYP audience on both Facebook and Instagram consists of approximately 80% female and 20% male followers. Women aged 18–44 account for the majority, with women aged 35–44 the largest age bracket within this segment (23%). Men aged 18–34 account for the largest bracket, with the male segment (12%). 91.75% of Facebook followers do not follow CCYP on Instagram. 68.3% of Facebook followers and 45% of Instagram followers are from Adelaide.

As at 30 June 2020:

- ccypsa/ on Facebook had a reach of 146.2k for the year with 1,782 followers (an increase of 382 on the previous year). The largest post was the Sex Education Survey with an audience reach of 59.1k (ad boosted).
- ccyp_sa on Instagram achieved 106.2k with 986 followers (an increase of 309 on the previous year). The largest reach was for a post on The Hub at 18.3k (ad boosted).

- Facebook, Instagram and Messenger advertising achieved a total reach of 126.2k of which 20,000 was organic. A total of \$1,525 was spent on social media advertising throughout the reporting period.
- Get Around It on Instagram has 699 followers (an increase of 219 from the previous year).

Most popular website ccyp.com.au web pages for the reporting period were as follows:

- Home (16.9k: 21.8%)
- CCYP Reports (8k: 0.4%)
- The Commissioner (5.4k: 7%)
- Current projects (2.8k: 3.7%) of total pages viewed.

User attention

- 14,048 new users
- 11.98% Bounce Rate (lower is better)
- One minute was the average time spent on the website by new visitors
- Three minutes was the average time spent on the website by returning visitors.

Younger children are engaged via notices sent to parents, carers, and educators and via the Department for Education e-newsletter to schools. Targeted mailouts to South Australian public and independent schools and libraries are also undertaken in relation to key initiatives which include the Student Voice Postcard initiative and Commissioner's Digital Challenge.

Other initiatives also have their own dedicated websites as follows:

commissionersdigitalchallenge.net.au

Provides information and downloadable content for educators and community organisations supporting students of all ages to participate in the Commissioner's annual Digital Challenges (Learn to Speak Robot/Space to Dream/Zoom Out) run

through schools, as well as through community libraries and Scouts and Guides clubs.

hub.ccyp.com.au

Created specifically for 14–18 year olds, hub is designed to be an online youth club facilitating interactions between young people through polls and surveys, competitions, blogs and opinion pieces that they contribute.

commissionerspostcards.com.au

Showcases and provides information on the Commissioner's annual Student Voice Postcard initiative for all South Australian primary school children aged 8–12 years so they can tell the Commissioner what matters to them most.

endperiodpoverty.com.au

Raising awareness in relation to the issues of stigma and shame surrounding period poverty and menstruation more broadly. The website offers a range of resources on ways to advocate for South Australia to introduce an accessible, non-stigmatising supply and distribution scheme for a range of free hygiene and sanitary products that will reach the SA young people who need them.

yChange.com.au

A portal to the Handbook and lesson plans for South Australia's first curriculum aligned action civics resource for primary and secondary educators, which was developed with input from students, educators and civic experts.

Short videos are commissioned from time to time for various projects and events. These are made available for view from the Commissioner's YouTube channel (CCYP_SA YouTube). This financial year a series of videos were made in partnership with Carclew Creative Consultants, featuring content from the What SA Kids Have Told Us About series on Play, Learning, Inclusion and Diversity, Civics and Leadership, Work and Careers, and the Environment.

The highest viewed video throughout the reporting period was the Children's Stories Workshop (86 views) a video summary of the event held at Mortlock library during Children's Week 2020. It features vox pops from several of the children who participated in the story writing workshop presented by the Commissioner with special guest, Australian Children's Laureate, Ursula Dubosarsky.

Media releases announcing various project outcomes and the launch of new reports were distributed to mainstream print, radio, television and online editors and journalists throughout the reporting period. In addition the Commissioner did 7 radio interviews and had 36 articles relevant to her work published in two metropolitan and four regional newspapers. There were three articles published in relevant stakeholder/specialist publications/magazines/newsletters. The Commissioner also self-published four articles on her Medium blog, which were cross posted to her LinkedIn profile where they achieved consistently high engagement.

Submissions

The Commissioner's functions under the *Children and Young People (Oversight and Advocacy Bodies) Act 2016* includes undertaking or commissioning research into topics related to children and young people. The research informs future work, research and advice to improve outcomes for children and young people in SA.

Part of this work involves the Commissioner preparing submission or comments on particular issues with these sent to national and state government agencies and organisations on issues concerning the rights of children and young people.

The Commissioner made 26 submissions during the reporting period with 20 submissions made to State government and agencies, five to Commonwealth government and agencies, and one to the United Nations. Submissions covered subjects that ranged from education, health, mental health, inclusiveness, disability, child's right to privacy and child justice through to online safety and road safety.

Date	To	Subject
9 July 2020	State Sports Park Consultation	The development of the State Sports Park Master Plan
17 July 2020	Senate Select Committee on Autism (Clth)	Inquiry into support, services, and life outcomes of people with autism in Australia
25 August 2020	Department for Child Protection	Feedback on DCP draft Disability Access and Inclusion Plan
26 August 2020	Safeguarding Taskforce	Response to the Final Safeguarding Taskforce Report
4 September 2020	Electoral Commission South Australia	Feedback on ECSA draft Disability Access and Inclusion Plan
7 September 2020	Department of Human Services	Feedback on DHS draft Disability Access and Inclusion Plan
24 September 2020	Department of Education, Skills and Employment (Cwlth)	Review of the Disability Standards for Education
30 September 2020	United Nations Special Rapporteur on the right to privacy	Child's right to privacy (Article 16 of the UNCRC)
7 October 2020	Department for Health and Wellbeing	Feedback on DHW draft Disability Access and Inclusion Plan
16 October 2020	Wellbeing SA	Feedback on the Wellbeing SA draft Disability Access and Inclusion Plan
28 October 2020	Department for Education	Feedback on Department for Education draft Disability Access and Inclusion Plan
2 November 2020	Department for Infrastructure and Transport	South Australia's Road Safety Strategy to 2031

Date	To	Subject
10 November 2020	Women's and Children's Health Network	Feedback on the WCHN draft Disability Access and Inclusion Plan
27 November 2020	Attorney-General, South Australia	Proposed changes to religious exceptions under the Equal Opportunity Act 1984 (SA)
30 November 2020	Department for Education	Reflections on the Year 7 to High School Pilot Transition Project
21 December 2020	Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability (Cth)	Participation and protection rights of children and young people with disability
18 January 2021	Department of Human Services (Disability Access and Inclusion)	Disability Inclusion (Restrictive Practices – NDIS) Amendment Bill 2020
22 January 2021	Department for Education	Department for Education Early Learning Strategy
12 February 2021	Office of the Chief Psychiatrist (SA Health)	Draft Suicide Prevention Bill 2020
15 February 2021	National Mental Health Commission (Clth)	Feedback on draft National Children's Mental Health and Wellbeing Strategy
3 March 2021	Senate Standing Committee on Environment and Communications (Clth)	Online Safety Bill 2021
22 April 2021	Wellbeing SA	South Australia's next Suicide Prevention Plan 2022–2025
10 May 2021	South Australia Law Reform Institute	Feedback on Communication Partner Scheme
11 June 2021	Department for Child Protection	Feedback on the DCP draft Child and Youth Engagement Strategy
18 June 2021	Department for Education	Department for Education Digital Strategy
28 June 2021	Department for Health and Wellbeing (Policy and Legislation)	Amendments to the <i>Assisted Reproductive Treatment Act 1988 (SA)</i>

Presentations, Speeches and Discussion Panels

Throughout the reporting year the Commissioner attended events where she made presentations on a range of topics to raise awareness around the issues and aspirations of South Australia's children and young people.

Date	Host Organisation	Role
3 July 2020	University of South Australia	Presentation (Zoom)
1 August 2020	Committee for Adelaide	Panel Speaker
21 August 2020	Australian Migrant Resource Centre (AMRC)	Panel Speaker
21 September 2020	Conscious Cities Think Tank	Presentation
24 September 2020	Take Every Opportunity Workshop – Women's and Child Youth Health Plan 2020–2030	Presentation
1 October 2020	National Youth Disability Summit	Panel Speaker
21 October 2020	Kudos Services AGM	Presentation
23 October 2020	Commissioner's Youthful Cities Walk	Presentation
27 October 2020	Committee for Adelaide Panel discussion on Tactical Urbanism	Panel Speaker
11 November 2020	CYDA National Children and Young People with Disability Forum	Presentation
16 November 2020	Senate Autism Committee Public Hearing	Appearance
17 November 2020	Law Society of South Australia Human Rights Committee Seminar	Presentation
5 December 2020	Consumers Health Forum	Panel Speaker
10 December 2020	International Workshop on Dignified Menstruation	Speaker
22 January 2021	AMRC – Leading for Our Future Forum	Panel Speaker
28 January 2021	University for South Australia Researchers' Planning Day	Speaker
3 February 2021	City of Unley Living Young Reference Group and Invisible Cities session	Speaker
11 February 2021	Official Opening of SASY's new STEAM	Speaker
19 February 2021	CREATE Hour of Power	Panel Speaker
1 March 2021	CAMHS Training Day	Presentation
2 March 2021	AMRC International Women's Day event	Panel Speaker

Date	Host Organisation	Role
3 March 2021	ACE Youth Policy Series	Panel Speaker
17 March 2021	Association for Principals of Catholic Secondary Schools (APCSS) and Secondary Deputy Principals and Senior Leaders of Catholic Education South Australia (DEPSLA) meeting.	Speech
29 March 2021	Exclusions Forum – Keeping Kids Connected to Learning and Schooling Summit	Presentation
29 April 2021	Webinar re Writing themselves in 4 Shine SA Launch – LGBTQIA+	Presentation
6 May 2021	Celebrating youth – Youth Opportunities Forum – Panel member	Presentation
6 May 2021	yChange Launch at parliament House	Presentation
7 May 2021	Statewide gender Diversity model of Care Workshop	Presentation
21 May 2021	SA Catholic Primary Principals	Presentation
27 May 2021	Launch of Reflections Exhibition	Speech
5 June 2021	Enabled Youth Disability Network Board Meeting	Presentation
18 June 2021	Better Together Conference “First Port of Call” Report	Presentation

Media Coverage

This year the Commissioner achieved the following media coverage:

Date	Type	Outlet/Publication
7 July 2020	Sonya Feldhoff – Radio Interview re Menstrual Hygiene Pilot Program	ABC Radio
12 July 2020	Let's work on getting jobs for our youth	ABC News
13 July 2020	Giving our youth the promise of a job and a future	InDaily
20 July 2020	Our COVID school leavers are 'an amazing generation' we can all be proud of leaders say	Adelaide Now
2 August 2020	Our youngest carers invisible in classrooms	Sunday Mail
6 August 2020	Help your kids explore their wildest career ideas	Kiddo Mag
7 August 2020	South Australians leaving SA	InDaily
25 August 2020	Claire Campbell ABC Interview	ABC News
26 August 2020	Gender Dysphoria services	The Advertiser
26 August 2020	Demand for gender dysphoria services is surging, but advocates say supply is lagging	ABC News
27 August 2020	Interview on Gender Dysphoria Services	ABC Radio and TV
27 August 2020	Emma Clark Interview re Barossa Visit	The Leader
31 August 2020	Commissioner's Digital Challenge	Launch on CH44 Facebook with screening on CH44 in a couple of weeks
31 August 2020	The push for early career education	Sunshine Coast Kids Today
7 September 2020	SA Report examines the importance of play for teens	KIDDO Mag
28 September 2020	Interview with Stephanie Richards	Solstice Media
2 October 2020	Youth Mental Health Services must be a Priority	InDaily
15 October 2020	Believe your kids when they say all is not right with their world	KIDDO Mag
19 October 2020	Word on the Street	KIDDO Mag
20 October 2020	Urban life online briefing – seeing Adelaide through the eyes of young people	Conscious Cities Festival
27 October 2020	Space to Dream exhibition opens	KIDDO mag
31 October 2020	What matters most to our kids? 8500 tell the Commissioner for Children and Young People	The Advertiser
1 November 2020	Listening to Tween Dreams	Sunday Mail
4 November 2020	Schooled to Fight Obesity	The Advertiser
9 November 2020	Checking the numbers on SA school retention	In Daily
11 November 2020	The Things that Matters Report	Independent Schools Association
3 December 2020	Stop Booting Students Out	The Advertiser
9 December 2020	Interview with Patrick Martin re menstrual dignity	ABC News
10 December 2020	Interview with Sophie Landau re period poverty	ABC Radio Adelaide

Date	Type	Outlet/Publication
11 December 2020	Interview with Peter Doherty re menstruation	SBS World
18 December 2020	Limited evidence” to support controversial SA youth drug program	InDaily
21 December 2021	Interview with Margaret Williams for Barossa and Beyond	Triple B
1 January 2021	Children's Commissioner raises concerns about shift of Year 7s to high school	The Advertiser
2 January 2021	Bills Shock Warning for Year 7 Change	The Advertiser
17 January 2021	We spend less on kids' wellbeing	The Advertiser
17 January 2021	New program for kids in care but others cut	Sunday Mail
11 February 2021	Government moves to end 'period poverty' in SA schools	InDaily
22 February 2021	Word on the Street – Bullying	KIDDO mag
20 March 2021	Sexual consent lessons more important than babies and body image	The Advertiser
21 March 2021	Sex ed requires a modern shift	The Advertiser
24 March 2021	Fame a catalyst to take down taboo	West Australian
25 March 2021	Port Pirie Youths get the Opportunity to Participate	The Recorder
25 March 2021	Interview with Narelle Graham re Port Pirie visit	ABC Regional
5 May 2021	Prospect North School Podcast	Prospect North Primary School
12 May 2021	Re-engaging young people with citizenship	Gawler Bunyip
12 May 2021	SA school students accept Federal Budget deficit needed in fight against COVID	The Advertiser
3 June 2021	Interview with Chris Russel	The Advertiser
6 June 2021	Kids Want Sex Talk	The Sunday Mail
6 June 2021	SA's Commissioner for Children urging leaders to improve sex education in schools after young people flag concerns	ABC News
10 June 2021	Interview with Lauren Novak	The Advertiser
24 June 2021	Radio Interview with Deb Tribe	ABC Radio Adelaide

Committees and Boards

Throughout the year the Commissioner attended ongoing committees that included the following:

- COVID-19 Social Recovery Committee
- Statutory Authorities and Rights Protection Group, Chair
- Restrictive Practices Task Group
- Child Development Council

Sponsorships

The Commissioner runs an annual community sponsorship program that is designed to support organisations to consult with young people in their communities in relation to service delivery, planning, and decision making that impacts directly on children and young people. During the reporting period the following organisations applied for and received sponsorship funding up to a maximum of \$5,000.

Sponsorship Recipient	Initiative/Project
City of Playford	Minecraft Project
NAIDOC Week	Award
Brazilian Ethnic School of SA	BESSA Christmas
BBBFM – Barossa Vintage Festival 2020	'Busk 'til Dusk' Music Event
Girl Guides	Sponsorship of 10 Girls to attend Guides Camp
Neo	SA Youth Week Event
Mental Health Coalition of SA	Admental Event 2021
African Communities Council	Young Africans Showcase Event
Berri Barmera Landcare	Community Sponsorship Funding
City of Charles Sturt	Community Sponsorship Funding
City of Onkaparinga	Community Sponsorship Funding
City of Onkaparinga – Neporendi Aboriginal Forum	Community Sponsorship Funding
City of Salisbury	Community Sponsorship Funding
District Council of Karoonda East Murray	Community Sponsorship Funding
District Council of Streaky Bay	Community Sponsorship Funding
Save the Children	Community Sponsorship Funding
Trans Masc SA	Community Sponsorship Funding
Wattle Range Council	Community Sponsorship Funding
Wudinna District Council	Community Sponsorship Funding

Summary of Enquiries

A total of 30 enquiries* into matters concerning potential rights protection issues related to the safety and wellbeing of South Australian children and young people were received from the members of the public and stakeholders throughout the 2020/2021 reporting year.

Some new issues include complaints about the use of restraints in schools, role of Department for Child Protection in relation to newborns, access issues for parents and other family members with children under the Department for Child Protection and foster parents ringing due to changes in DCP policy on changes to what they are able to claim.

The nature of the enquiries were as follows:

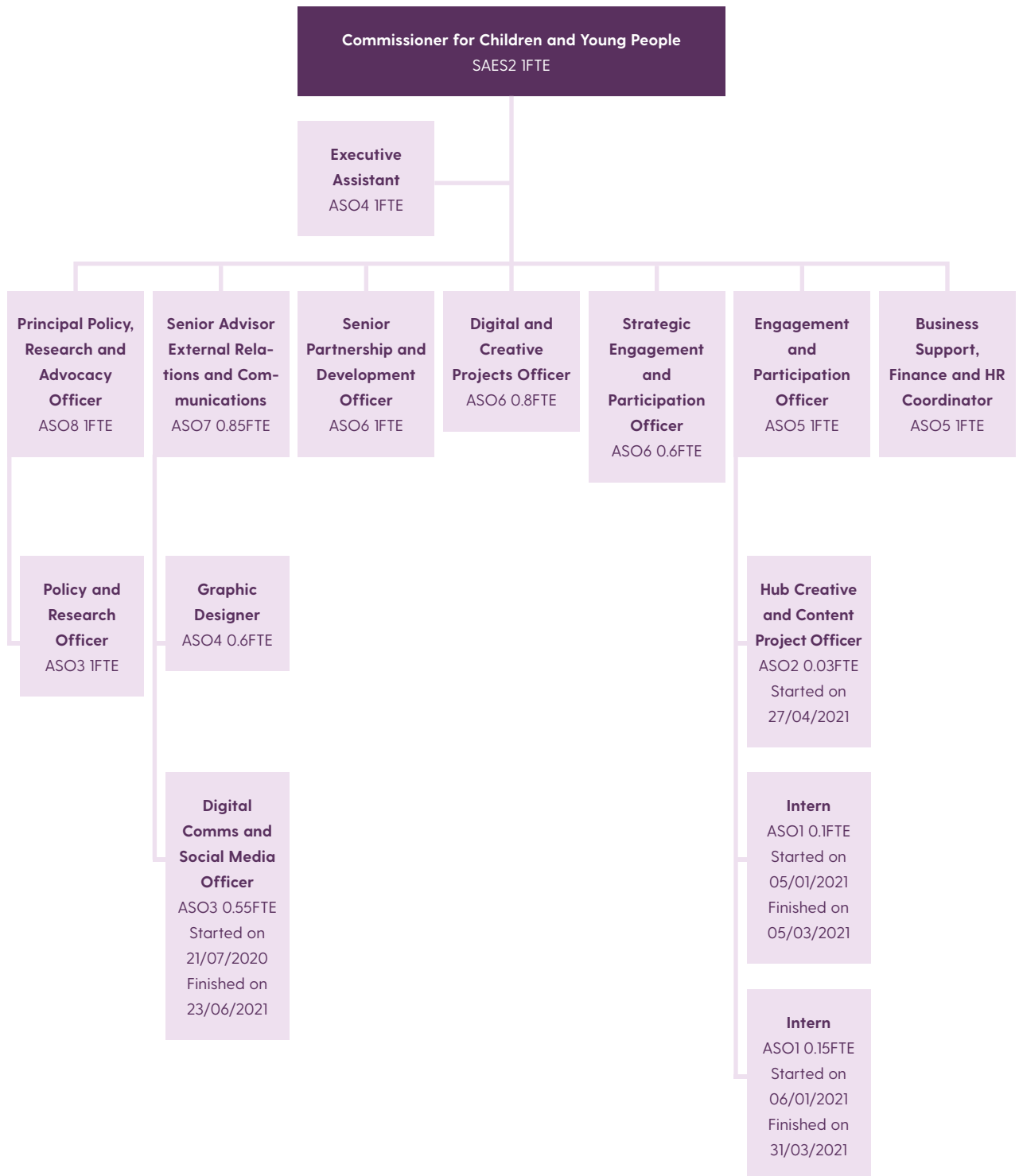
Description of concern or request	Number
Foster/Kinship concerns or request for support	4
Concerns about children in the care of the state (DCP)	13
Concerns about child's safety and/or wellbeing	11
Concerns about a child living with a disability	5
Family court system concerns	2
Concerns about children in education about safety, being excluded, restraining children, discrimination and privacy	6
Children being denied or restricted from having relationships with parents/grandparents/siblings	3
Concerns about how SAPOL respond to matters pertaining to children and young people	1
Concerns about the responses of agencies not being child-safe	1
Bullying concerns (outside of education)	2
Other	7

* Often a single enquiry will cover different issues, which is why there are more issues than enquiries listed. At times the Commissioner follows up on external enquiries which she considers are not systemic in their nature. This is usually done via a direct conversation with the department or organisation concerned, or by referring the enquirer to the appropriate authority or organisation best placed to pursue their concern.

Reporting of Public Complaints

Category of complaints by subject	Number of instances
Customer service complaint	0
Alleged breach of legislation	0

Organisational Structure



Legislation Administered by the Agency

Not applicable. The Commissioner's role is established under the *OAB Act* and does not administer any legislation.

Related Agencies

The CCYP is administratively and operationally funded and supported by the Government of South Australia through the Department for Education.

The CCYP has a Service Level Agreement (SLA) with the Department for Education. This formal agreement defines the business relationship between the parties.

Some services included in the SLA are charged on a fee for service basis.

These include:

- 1 Injury Management and WHS
- 2 Information and Communication Technology
- 3 Financial Services – auditing, management reporting

Other administrative arrangements come directly under CCYP control and are therefore paid from the CCYP budget.

These include:

- 1 Office accommodation and related expenses, eg cleaning, security, electricity
- 2 HR Services and Payroll via Shared Services
- 3 Communications, Website development and hosting.
- 4 Financial Services, Accounts Payable, Accounts Receivable, Transaction processing
- 5 Grant administration
- 6 Legal advice
- 7 Records management

The Commissioner for Aboriginal Children and Young People

Support was provided by CCYP to Commissioner for Aboriginal Children and Young People (CACYP).

Estimated value in 2020/2021 is \$180,000 and includes:

- ASO Level 5 Project Officer
- HR support and payroll administration
- Accommodation costs for 3 staff – 1 office and 2 open plan workstations and use of all meeting spaces, including cleaning and staff amenities
- Reception and courier services
- Payroll costs
- Financial management and purchase card and transaction processing; and
- Specialist advice re communications, media and social media.

Work Health and Safety Issues

Workplace injury claims	Current year 2020/2021	Past year 2019/2020	% Change (+/-)
Total new workplace injury claims	0	0	0%
Fatalities	0	0	0%
Seriously injured workers*	0	0	0%
Significant injuries (where lost time exceeds a working week, expressed as frequency rate per 1000 FTE)	0	0	0%

Work health and safety regulations	Current year 2020/2021	Past year 2019/2020	% Change (+/-)
Number of notifiable incidents (Work Health and Safety Act 2012, Part 3)	0	0	0%
Number of provisional improvement, improvement and prohibition notices (Work Health and Safety Act 2012 Sections 90, 191 and 195)	0	0	0%

Return to work costs**	Current year 2020/2021	Past year 2019/2020	% Change (+/-)
Total gross workers compensation expenditure (\$)	0	0	0%
Income support payments – gross (\$)	0	0	0%

**before third-party recovery

Employment Opportunity Programs

Program name	Result of the program
CCYP Paid Internship	Two university students had the opportunity to undertake internships with CCYP collaborating on two separate CCYP projects.
CCYP Volunteer Program	Two volunteers provided support to CCYP staff across a range of CCYP projects.

Executive Employment in the Agency

Executive classification	Number of executives
SAES2/Commissioner	1

Contractors

There were no contractor expenses during the 2020/2021 financial year.

Financial Performance of the Agency

The financial operations including auditing of the CCYP are consolidated within the Department for Education.

Accordingly, full financial reports are not provided as part of this annual report however a summary view of expenditure is provided below:

Financial summary of expenditure 2020/2021

Commissioner for Children and Young People

Item	Actual (\$ 000)
Salaries and wages	\$1,361,246
Grants & Subsidies	-
Goods and services	\$359,738
Investing Payments for Property, Plant & Equipment	-
Depreciation and Amortisation Expenses	\$35,181
Total Expenditure	\$1,756,165
Contributed services – Shared Services SA	\$5,757
Other Revenue	\$244
Total Revenue	\$6,001
Net operating	\$1,750,164

Risk Management

Fraud detected in the agency:

Category/nature of fraud	Number of instances
Type of fraud	0

NB: Fraud reported includes actual and reasonably suspected incidents of fraud.

Strategies implemented to control and prevent fraud

The CCYP applied the Fraud and Corruption Control Policy prepared by the Office of the Commissioner for Public Sector Employment. This policy outlines the requirement by public sector staff to commit to the prevention and management of fraud, corruption and other criminal conduct, misconduct and maladministration, and the promotion of ethical and honest behaviour in the workplace including the creation and maintenance of an appropriate workplace culture.

Public Interest Disclosure

There were nil occasions on which public interest information was disclosed to a responsible officer of the agency under the *Public Interest Disclosure Act 2018*.

Compliance Statement

Commissioner for Children and Young People is compliant with Premier and Cabinet Circular 039 – complaint management in the South Australian public sector	Yes
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Commissioner for Children and Young People has communicated the content of PC 039 and the agency's related complaints policies and procedures to employees.	Yes
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Endnotes

- 1 Magee, C, Gordon, R, Robinson, L, Caputi, P, Oades, L. Workplace bullying and absenteeism: The mediating roles of poor health and work engagement. *Hum Resour Manag J.* 2017; 27: 319–334.
- 2 Child Development Council. South Australia, How are they faring? South Australia's 2020 Report Card for children and young people. 31 July 2020 accessed at <https://childrensa.sa.gov.au/wp-content/uploads/2020/09/How-are-they-faring-SAs-2020-Report-Card-FINAL-2020-08-05.pdf>.
- 3 Section 5 of the Children and Young People (Oversight and Advocacy Bodies Act) 2016.

