



Manual of Practice: Case planning, review and annual review chapter

The Department for Child Protection (DCP) Manual of Practice has been developed to support and guide DCP staff to undertake child protection practice. The Manual of Practice is reviewed and updated regularly to ensure it provides best practice guidance to staff based on research and in alignment with relevant legislation. DCP practitioners are encouraged to apply professional judgment to each individual child protection case in its specific context.

The DCP Manual of Practice contains links to websites that are external to DCP. DCP takes reasonable care in linking to websites but has no direct control over the content of the linked sites, or the changes that may occur to the content on those sites. It is the responsibility of users to make decisions about the accuracy, currency, reliability and correctness of information contained in linked external websites.

Purpose

To provide practice guidance to support purposeful, transparent, culturally safe, and outcome-oriented case planning for children and young people.

Scope

Applies to all DCP staff responsible for developing, approving and reviewing case plans and undertaking annual reviews.

The term 'DCP case worker' is used throughout the Manual of Practice to refer to the range of roles held by DCP staff with case management responsibility. Certain powers and functions prescribed by the *Children and Young People (Safety) Act 2017* can only be exercised by DCP staff in specified roles. DCP staff must refer to both the [Guide to authorisations and delegation of powers and functions - by legislative provision](#) and the [Authorised child protection officers – list of positions eligible for authorisation](#) for guidance about what powers can be exercised within their role. It is the decision maker's responsibility to ensure they have the appropriate delegation so that decisions are lawfully made.

'Aboriginal and Torres Strait Islander' is used throughout the Manual of Practice to refer to all people who identify as Aboriginal, Torres Strait Islander or both Aboriginal and Torres Strait Islander. In practice, it is preferable to identify Aboriginal and Torres Strait Islander people, where possible, by their specific Language group or Nation, acknowledging that a family may not hold this information due to experiences of cultural dispossession.

Principles

Case plans:

- recognise and respond to the child or young person's need to:
 - feel safe
 - be heard and have their views considered
 - grow up happy, healthy, connected and feeling loved so they reach their full potential
 - develop attachment relationships
 - grow up connected and strong in their cultural identities
 - feel respected and proud of their identity and culture



- feel safe to speak up and trust that they will be listened to
- remain connected to their family, community, culture and Country
- enhance their self-esteem
- are developed through respectful and collaborative partnerships with the child or young person, their family and kin (where appropriate), carers, and relevant service providers and professionals
- for Aboriginal and Torres Strait Islander infants, children and young people, are developed in partnership with community, including Aboriginal Community Controlled Organisations
- for children and young people from culturally and linguistically diverse (CALD) backgrounds, are developed in partnership with family and community (where appropriate)
- empower families through family led, culturally safe practice
- support timely decision making regarding the safety, care and wellbeing of the child or young person
- support information sharing to meet the needs of the child or young person
- promote permanency and stability for the child or young person
- are inclusive and respectful of the culture, disability, language and religion of the child or young person, their family and their carer
- are regularly reviewed to ensure the plan reflects the child or young person's changing needs.

Significant decisions with Aboriginal and Torres Strait Islander infants, children and young people

During case planning, review and annual reviews the following decisions are considered significant for Aboriginal and Torres Strait Islander infants, children and young people:

- decisions about permanency of care for ongoing safety, belonging and wellbeing (including a decision to apply for an order of long-term guardianship to a specified person)
- decisions about developing case plan goals, outcomes and actions in partnership with family, kin, and community
- decisions about cultural care planning with the Aboriginal Cultural Identity Support Tool (ACIST)
- decisions about progress and changing needs and circumstances when completing case plan reviews to reflect changes in needs and circumstances.

[Family led decision making](#) is enabled when Aboriginal and Torres Strait Islander infants, children, young people and their families are supported to participate in these decisions. For further practice support when working with Aboriginal and Torres Strait Islander infants, children, young people and families, refer to the Aboriginal and Torres Strait Islander Child Placement Principle (ACPP) active effort prompts throughout this chapter. For more information, refer to the [Aboriginal and Torres Strait Islander Child Placement Principle Practice Paper](#).

Authorities

Sections 10, 12, 28, 29, 82, 84, 85, 93, 111, 152 and 153 of the *Children and Young People (Safety) Act 2017* (CYPs Act) and regulations 8 and 24 of the *Children and Young People (Safety) Regulations 2017* (CYPs Regulations).



Flowchart

[Case planning, review and annual review flowchart](#)

Key Steps

1. Gather information, assess and prepare to develop the case plan
2. Develop the case plan
3. Implement the case plan
4. Review the case plan
5. Develop and distribute the new and revised case plan
6. Conduct an annual review

1. Gather information, assess and prepare to develop the case plan

Case plans must be developed for all children and young people who are:

- subject to family preservation (protective intervention phase), or
- in the custody or under the guardianship of the Chief Executive.

The case plan must be completed within five business days of moving into the protective intervention phase or the child or young person entering care.

All applications to the Youth Court for a Care and Protection order must be filed with an up to date case plan.



Identity

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Early identification of the child or young person's Aboriginal and Torres Strait Islander status determines whether the other five elements of the Principle (Prevention, Placement, Participation, Partnership and Connection) are applied. Once the child or young person's Aboriginal and Torres Strait Islander status has been identified, their Aboriginal or Torres Strait Islander identity, including Nation/Language group must be recorded in C3MS and in their case plan to ensure the elements of the ACPP are applied within case planning.

Gather information to inform assessment

To gather relevant information about the child or young person and their needs, the DCP case worker should work in partnership with:

- the child or young person
- parents and other family and kin (as appropriate)
- carers
- other relevant parties.

As part of the process of gathering information to inform their assessment, the DCP case worker may be required to make requests for information pursuant to section 152 of the CYPS Act. For further guidance, refer to [Gathering information to assess and manage risk](#) in the Information gathering and sharing chapter of the Manual of Practice.



Partner with children and young people

Children and young people's active participation in decision making about their lives is a requirement under section 10(1)(b) of the CYPS Act and part of the ACPP.

Working in partnership with the child or young person is a process of preparing, informing, listening to and following up with the child or young person to enable their meaningful participation in the case planning process.

When working in partnership with children and young people, the DCP case worker should:

- explain what the case plan is and why the child or young person has one
- be clear about why the child or young person is being asked about their life and care arrangements
- plan and prepare for discussions with the child or young person, including (but not limited to):
 - planning multiple opportunities for the child or young person to discuss aspects of their care (as overly lengthy discussions or asking too many questions may be overwhelming and uncomfortable)
 - considering different ways of phrasing questions (and taking into account the child or young person's development and communication skills)
 - combining discussions with an activity the child or young person enjoys (for example, sharing food or going to the park)
 - where developmentally appropriate, providing the child or young person with questions before discussions to help them think about and prepare their responses
- asking the child or young person about how they would like the DCP case worker to follow up with them once the case plan has been developed and approved.



Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

When engaging with Aboriginal and Torres Strait Islander children and young people, be persistent and consistent to build acceptance and trust. Re-visit topics with the child or young person throughout engagement with them. Being consistent demonstrates to the child or young person that their views are important. This can help the child or young person to feel comfortable to raise concerns or other matters with the DCP case worker.

For further guidance, refer to [Seek the views of the child or young person](#) in the Manual of Practice and the [Supporting the participation of children and young people in decision making Practice Paper](#).

Partner with parents, family and kin

The role of parents, other family and kin in case planning will differ depending on factors including, but not limited to:

- the phase of intervention
- an assessment of the impact on the safety of the child or young person and their carer (where relevant)
- their level of engagement
- their role in the child or young person's life.

For Aboriginal and Torres Strait Islander children and young people, the inclusion of key decision makers within the child or young person's family and kinship networks in case planning and review is an active effort to implement [family led decision making](#).



When engaging the child or young person's parents, family and kin in case planning, the DCP case worker should:

- seek to involve extended family members and kin who may play a role in increasing a family's supports in all phases of intervention
- use a positive, [strengths based](#) and collaborative approach with the child or young person and their family to discuss significant decisions across the phases of intervention
- follow culturally appropriate communication protocols and engagement strategies to support Aboriginal and Torres Strait Islander families' participation (refer to [Identify and respond to the cultural needs of Aboriginal and Torres Strait Islander children and young people](#) in the Supporting children and young people in care chapter for further guidance)
- use culturally appropriate approaches to support the participation of families from CALD backgrounds, including using interpreting and translating services where required (for further guidance, refer to the [Working with cultural diversity Practice Paper](#) and the [Interpreting and translating procedure for people from a culturally and linguistically diverse \(CALD\) background](#))
- consider and take into account the needs of parents with disability who may require additional support or assistance to engage with the DCP case worker (for further guidance, refer to the [Working with caregivers with disability Practice Paper](#)).



Identity

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Recognise the strengths provided by Aboriginal and Torres Strait Islander culture and identity and view Aboriginal families as being able and capable. Think about how to show respect and appreciation to families who share information about their identity, cultural knowledge, sense of belonging and emphasise how valuable this is for child or young person. Discuss the community connections and resources that the family's culture provides them, and support and encourage them to share stories of their resilience through adversity. Use these discussions to identify opportunities to widen the child or young person's family and community support network.

Partner with the carer, residential care staff and other parties

The child or young person's carer, residential care staff, professionals and other parties hold valuable information about the child or young person's strengths, needs and current progress.

Under section 82 of the CYPS Act, carers are entitled to participate in decision making processes about the health, safety, welfare and wellbeing of children and young people. The DCP case worker must ensure that the child or young person's carer is an active participant in the case planning process. Decisions should be communicated to the carer. Significant decisions should be documented appropriately in C3MS in accordance with the [Consult or Decision Record Procedure](#) and reflected in the case plan. All other decisions should be documented in C3MS as a case note. For further guidance, refer to [Work in partnership to make decisions about the child or young person](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Professionals and other parties who can make valuable contributions to the case plan include:

- the child or young person's therapist
- kinship care workers and placement support workers
- teachers or educators
- staff of non-government organisations or other professionals working with the child or young person and their family and/or carers



- members of the child or young person's networks
- Aboriginal Community Controlled Organisations (ACCOs) and Aboriginal and Torres Strait Islander staff from non-government organisations
- Elders or other people with cultural authority for the child or young person
- mentors, advocates and other supports.

For complex matters, it is recommended that the DCP case worker consult with:

- a practice leader
- a Principal Aboriginal Consultant (PAC) for Aboriginal infants, children and young people
- DCP Multicultural Services for those from CALD backgrounds
- A DCP disability consultant

When obtaining information from service providers and professionals, the DCP case worker should consider requesting relevant reports or assessments to inform an evidence-based assessment. Decisions making about seeking further information, assessments and undertaking follow up should be clearly documented in the case plan and discussed with the child or young person's care team, including their carer.

For further guidance about partnering with and supporting carers, refer to [Support the placement](#) in the Supporting children and young people in carer chapter of the Manual of Practice and the [Supporting and collaborating with carers Practice Paper](#).

For further guidance about the role of residential care staff in case planning and review, refer to 'Care teams, case plans, identity support tools and annual reviews' in the 'Support children and young people in residential care' key step of the [DCP Residential Care chapter of the Manual of Practice](#).

For further guidance about gathering information pursuant to section 152 and 150 of the CYPS Act, refer to the [Information gathering and sharing chapter](#) of the Manual of Practice.

	<p>Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt</p> <p>To support case plan development for Aboriginal and Torres Strait Islander children and young people, and in particular the ACIST, discuss the involvement of a community member with the child or young person and their family. This can include representatives from an ACCO, Elders, mentors or advocates who can prioritise the voice, needs and rights of Aboriginal and Torres Strait Islander children and young people.</p>
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Partnership

Gather information from other sources

Information can be gathered from other sources including, but not limited to:

- child protection history, including interstate child protection history (where relevant)
- genograms and ecomaps (for further guidance about developing genograms and ecomaps, refer to [Gather and assess information to identify placement pathways](#) in the Place a child or young person in care chapter of the Manual of Practice and the [Systems theory Practice Paper](#))
- [care team meeting minutes](#) (refer to 'Work in partnership with the child or young person's care team' in the [Support the placement](#) key step of the Supporting children and young people in care chapter of the Manual of Practice for further guidance about care team meetings)
- previous case plans, reviews and annual reviews




- a valid [family group conference](#) agreement.

Assess information

The DCP case worker should consider all of the information gathered and assess:

- the child or young person’s strengths, needs and developmental progress
- the strengths and needs of their parents (as appropriate)
- the strengths and needs of the family’s kinship support networks (as appropriate)
- the child or young person’s current care environment and the extent to which it is meeting their needs.

A case conceptualisation should then be developed which will inform the case plan goal, agreed outcomes, actions and roles and responsibilities that meet the child or young person’s needs for safety, permanency, stability, connection, and culture.



Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Promote the family voice within the assessment to demonstrate family are the experts in their lives and the holders of valuable information for the safety of their child or young person. To support quality decision making the child or young person’s voice must be actively sought and considered.

For further guidance about considerations for assessment at different phases of child protection intervention, as well as case conceptualisation, refer to the [DCP Assessment framework for staff](#).


Determine the case plan goal

The case direction, as determined by the assessment and case conceptualisation, will inform the goal for the case plan. The case plan goal may be selected from one of the following:

Case plan goal	When the goal is appropriate
Assessment	The child or young person is in the short-term custody or under the guardianship of the Chief Executive via a court order for the purpose of assessment to identify if further intervention is necessary.
Family Preservation	The child or young person is assessed to be at risk but it is safe or conditionally safe to remain in the care of their parents/family whilst they work towards addressing the child protection concerns.
Reunification	The child or young person is placed under the custody or guardianship of the Chief Executive and it has been assessed that a short-term care and protection order is necessary to work towards reunification. Case planning for reunification focuses on working towards reunifying the child or young person with their family while undertaking concurrent planning for a suitable, long-term placement for the child or young person, should reunification prove unviable.
Long-term in care	The child or young person is subject to an order (or an application for an order) placing them under the guardianship of the Chief Executive until they reach 18 years of age and they are under 15 years of age. The focus of this case plan is



	meeting the child or young person’s long-term safety, belonging and wellbeing needs in care.
Transition from care	The young person is subject to a long-term care and protection order and is aged 15 years or older. Pursuant to section 111 of the CYPS Act, the focus of this goal is ensuring that the young person is as prepared as possible to transition successfully to adulthood.



Prevention

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Aboriginal and Torres Strait Islander children and young people are best cared for by family and kin where possible. Every effort should be made to ensure that children and young people are supported to maintain relationships with their families, kin and communities. Prioritising family preservation and reunification for Aboriginal and Torres Strait Islander children and young people where safe and appropriate is an active effort to implement the Prevention element.

2. Develop the case plan

The case plan consists of the following components:

Component	Summary
Case plan goal	The case plan goal describes the case direction for the child or young person (for example, reunification or transition from care).
Assessment summary	<p>Each section of the case plan requires a summary of the DCP case worker’s assessment of the information gathered about the child or young person. The DCP case worker should:</p> <ul style="list-style-type: none"> • synthesise and analyse information and views gathered and considered as part of the case plan development process • ensure that the assessment summary contains current information that is relevant to the case plan goal • use the assessment summary to inform actions and outcomes to support progress toward the case plan goal. <p>It is also recommended that the child or young person’s ‘Life Domains’ in C3MS are updated as information emerges or changes during the case planning and review process.</p>
Case plan outcome	<p>A case plan outcome:</p> <ul style="list-style-type: none"> • is a statement that identifies what is required to ensure the child or young person’s safety and stability • describes what will be demonstrated and by whom to address child protection concerns or to ensure that the child or young person is safe and their needs are being met • must align with the case plan goal.



Case plan action	<p>A case plan action:</p> <ul style="list-style-type: none"> • is a task required to achieve an outcome • should be SMART (specific, measurable, achievable, realistic and time-bound), with specified individuals assigned responsibility for completing actions • should have a clear outcome and a specified end date • should have a clear relationship with the case plan goal and the assessment of the child or young person’s needs. For example: 		
	Case plan goal	Outcome	Actions
	For the child or young person to be reunified with their mother	The child or young person’s mother to cease amphetamine use so that she can provide safe and appropriate care	<ul style="list-style-type: none"> • DCP case worker to refer the child or young person’s mother to an alcohol and other drugs counsellor by a specified date • Child or young person’s mother to attend and engage in counselling during the next three months • Child or young person’s mother to demonstrate abstinence during the next three months

For guidance about completing sections of the case plan, refer to the [C3MS Guide: Recording and viewing plans](#).

What you need to know about me

The ‘What you need to know about me’ section captures key information about the child or young person’s identity, cultural background, likes and dislikes, strengths and needs.

When completing this section, the DCP case worker should:

- ensure that details of the child or young person’s cultural background and language are recorded accurately (for further information regarding seeking and recording this information for [Aboriginal and Torres Strait Islander children and young people](#) and those from [CALD backgrounds](#), refer to the Supporting children and young people in care chapter of the Manual of Practice)
- where developmentally appropriate, [seek the child or young person’s views](#) or seek information about them from their parents, family and kin, carer and other relevant parties
- where possible, use the child or young person’s own words.

Family group conference

The ‘Family group conference’ section should be used to record:

- details of family group conferences that have been undertaken and any family agreement in place; or
- details of a planned family group conference; or
- a rationale for why a family group conference was not undertaken.



For further guidance, refer to [Refer for a Family Group Conference](#) in the Ongoing intervention chapter of the Manual of Practice.

Developmental history/Child's story

The purpose of the 'Developmental History/Child's Story' section of the case plan is to provide contextual information about the child or young person to inform the contents of the case plan.

The 'Developmental History/Child's Story' section focuses on what is known about the child or young person's experiences and their impact. When summarising the child or young person's developmental history, the DCP case worker should consider:

- what is known about the child or young person's previous experiences, including their experiences of trauma
- if the child or young person is currently in care, the age they entered care and the reasons for their entry
- the child or young person's previous care experience (if any), including disruptions in their caregiving arrangements either before removal and/or in care
- any current or previous Domestic Abuse Intervention Order (DAIO) where the child or young person is a protected person, including:
 - the conditions of the DAIO
 - why it came into effect
 - the impact on the child or young person (for further guidance about DAIOs, refer to [Assess and establish safety](#) in the Intake, investigation and assessment chapter of the Manual of Practice)
- the child or young person's views about their family circumstances, changes in their care arrangements or coming into care (including their understanding of the reasons for their entry into care), or changes to their care arrangements
- if the child or young person is under long-term orders, whether there were any attempts to reunify the child or young person with their family.

Outcomes and Actions plan (for Assessment, Family Preservation and Reunification case plan goals)

Where the case plan goal is Assessment, Family Preservation or Reunification, the case plan includes an 'Outcomes and Actions plan' section. The purpose of this section is to develop a plan for how the child or young person's parents or caregivers will address identified child protection concerns so that child or young person can safely remain in their care (or be reunified). The 'Outcomes and Actions plan' must be developed with the child or young person's parents, other family members, relevant service providers and other professionals.



Partnership

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

For Aboriginal and Torres Strait Islander children and young people, family is broader than just the child or young person's parents. It includes extended family and kin who are responsible for and contribute to the raising of children and young people. Other community members who can provide cultural support and advocacy when meeting with the family may also be included in case planning.



When recording an 'Outcomes and Actions plan', the DCP case worker should consider information obtained as part of assessment and case conceptualisation. For further guidance about undertaking assessment and case conceptualisation, refer to the [DCP Assessment framework for staff](#).

The 'Outcomes and Actions plan' should include:

- each of the child protection concerns (including both safety concerns and risk factors)
- tangible outcomes that directly address the child protection concerns
- concrete actions that ensure the safety of the child or young person and reduce the risk of harm
- strategies to build the capacity and strengths of the family
- formal and informal supports the family will use to address the child protection concerns.



Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Ensure that the child or young person and their family are active participants in the development and implementation of the case plan. This includes developing strategies to build the family's capacity to provide safe, stable and nurturing care. To support participation, use a [strengths based approach](#) and recognise that all families have strengths and resources that can support change for the child or young person, even when experiencing significant difficulties or a crisis.

Where domestic and family violence (DFV) is an identified concern, the DCP case worker should ensure that:

- the outcomes and actions plan holds the person responsible for harm (rather than the person/s experiencing harm) responsible for preventing future harm from DFV and preventing violence in the household
- for reunification case planning, the case plan clearly states how the person responsible for harm has demonstrated or will demonstrate changed behaviour and will maintain these changes prior to the child or young person being returned to their care
- changed behaviour is meaningful and likely to reduce risk (for example, the absence of violence due to a relationship ending or a perpetrator being imprisoned is not reflective of meaningful change).

Refer to the [Domestic and family violence Practice Paper](#) for further guidance.

Placement

Assessment

While the child or young person has been placed in care, the DCP case worker should consider:

- where applicable, what efforts have been taken to identify family members who can provide safe care and/or connection for the child or young person
- the child or young person's current placement, including:
 - who they are living with
 - their relationship with their carer
 - whether the child or young person has a sense of belonging in the placement
- if the child or young person is not living with siblings, how contact is being facilitated to support connection and identity development



- the extent to which the care environment is meeting the child or young person's needs, including their needs for safety (including cultural safety), stability and permanency
- the carer's strengths and areas where support may be required for them to meet the child or young person's needs
- where domestic and family violence is a known child protection concern, whether there are implications for the child or young person's relationship with individuals experiencing violence in the home and the potential for the person responsible for harm to manipulate and exert control over the carer.

For further guidance about assessing the carer's capacity to meet the child or young person's needs, refer to 'Assessing the needs of children and young people in long term care' the [DCP Assessment framework for staff](#).

Consider and assess the placement needs of Aboriginal and Torres Strait Islander children and young people

For Aboriginal and Torres Strait Islander children and young people, the DCP case worker should consider what active efforts have been made to implement the Aboriginal and Torres Strait Islander Child Placement Principle including:

- family mapping that has been undertaken to identify Aboriginal and Torres Strait Islander family and kin who can provide safe care for the child or young person in accordance with the placement hierarchy pursuant to section 12(3) of the CYPs Act
- the extent to which the placement supports the child or young person to develop and/or maintain relationships with their family (including siblings), kin, community and Country
- what progress has been made to implement [recommendations made by a recognised organisation](#) or a Principal Aboriginal Consultant (PAC).

Consider and assess the placement needs of children and young people from CALD backgrounds

For children and young people from CALD backgrounds, the DCP case worker should consider:

- family mapping that has been undertaken to identify a placement consistent with the [Culturally and linguistically diverse child placement Policy](#)
- the extent to which the placement supports the child or young person's relationships with family (including siblings), kin and community
- the extent to which the placement supports the child or young person to practice their culture, and, where applicable, their religion.

Actions

When developing actions, the DCP case worker should consider:

- actions required to support permanency for the child or young person, including:
 - [mapping family and kin](#) to provide safe care and/or connection (where required)
 - the need for [placement transition planning when the child or young person needs to change placements](#)
 - supporting family, kin or other community members to undergo assessment to become an approved carer
 - updating [placement requests](#) and/or [CAT assessments or Special Needs Loading applications](#) (as required)



- if the case plan goal is reunification, concurrent planning for the child or young person's long-term placement should reunification be unsuccessful
- whether the carer requires additional information or support to meet the emotional, psychological, behavioural, social or physical needs of the child or young person
- if the infant, child or young person is Aboriginal or Torres Strait Islander, the outcomes of [consultation with a recognised organisation](#) and/or a PAC
- if the child or young person is from a CALD background, the outcomes of consultation with DCP Multicultural Services
- if the case plan goal is Long Term in Care, whether [Long-term Guardianship \(Specified Person\)](#) is being considered
- if the case plan goal is Transition from Care, what arrangements for appropriate [housing and accommodation](#) are required post-care
- any additional transport needs for the child or young person, including:
 - age and physical size, including the need for child car restraints
 - possible impact of the child or young person's history of trauma on behaviour during transport
 - history of the child or young person behaving unsafely during transport and strategies used to respond to these situations
 - specific travel requirements due to medical needs, developmental delay or disability (for example, access vehicles for a child or young person with a wheelchair, whether assistance is required to get in to and out of a vehicle), or whether a non-standard car restraint is required to support the child or young person's postural or behavioural needs). The DCP case worker should consult with a regional [DCP disability consultant](#) if they are unsure of the child or young person's transport needs due to a developmental delay or disability.
 - specific training by allied health practitioners for carers supporting the child or young person's disability or medical needs while travelling (for example, transfers in and out of a vehicle, use of non-standard car restraints)
 - the need for a medical exemption certificate to be carried in the vehicle for children or young people who require a non-standard car restraint
 - any additional communication needs during transport
 - cultural needs
 - details of any other individuals or services that have been given approval to transport the child or young person
 - whether the child or young person is able to travel unaccompanied.
- If possible, consider requirements under normal conditions and any anticipated situation that would result in the requirement of additional support (for example, the need for two appropriate adults to accompany the child or young person if they are emotionally distressed).

For further guidance, refer to [Support the placement](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Identity and culture



For children and young people where the case plan goal is Assessment, Reunification, Long-term in Care or Transition from Care, the case plan includes sections to address the child or young person's identity development and culture.

For Aboriginal and Torres Strait Islander children and young people, this information is captured in the Aboriginal Cultural Identity Support Tool (ACIST).

For children and young people from CALD backgrounds, this information is captured in the Culturally and linguistically diverse Identity Support Tool (CALDIST).

For further guidance about supporting the child or young person's identity development, refer to [Support the development of the child or young person's identity](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Assessment

When assessing views and progress related to identity and connection to culture, the DCP case worker should consider:

- how the child or young person views themselves, what makes them unique, where they experience a sense of belonging, and how they express their personality through their strengths and interests
- the child or young person's knowledge of their family (including siblings), kinship networks and community, and how they see themselves within their network of relationships
- the child or young person's understanding and knowledge of their family's cultural background
- the child or young person's participation in religious practices (if relevant)
- the child or young person's understanding of why they are in care
- the current progress of life story work undertaken with the child or young person, including when [life story work](#) was last undertaken, topics covered as part of life story work, and positive impacts or challenges experienced by the child or young person during life story work
- where relevant, the child or young person's exploration of their gender identity, including preferred pronouns, name/s and gender presentation.

Actions

When developing actions, the DCP case worker should consider:

- the roles that the carer and individuals in child or young person's family, kinship and community networks can have in supporting the child or young person's identity development and sense of belonging
- activities and experiences that enable the child or young person to explore their strengths and interests and develop a positive and coherent story about themselves
- how topics relating to the child or young person's identity, experiences and relationships (including their entry into care) will be explored through life story work
- how carers (including residential care staff) and members of the child or young person's family, kinship and community networks will participate in or contribute to the child or young person's life story work, including responsibilities for collating and recording life story work
- information or supports the child or young person's carers (including residential care staff) need to develop a more comprehensive understanding of the child or young person's experiences and background
- supports the child or young person requires to explore and/or affirm their gender identity (for further guidance, refer to the [Supporting children and young people who identify as LGBTIQ+ Practice Paper](#))



- whether C3MS correctly reflects the child or young person's gender identity (for further guidance refer to [C3MS – Sex and Gender Instructions](#)).

Aboriginal Cultural Identity Support Tool

Case planning for Aboriginal and Torres Strait Islander children and young people

Under the [Aboriginal and Torres Strait Islander Child Placement Principle \(ACPP\)](#) elements of Participation and Partnership, Aboriginal and Torres Strait Islander children, young people and families have a right to participate in all significant decisions across all phases of child protection intervention. This is also an active effort to implement [family led decision making](#).



Identity

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Aboriginal and Torres Strait Islander children and young people have the right to know about and connect with their cultural heritage and identity. This is reiterated in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) 31, which recognises that Aboriginal and Torres Strait Islander people have a right to their culture and traditions, including the development of their individual cultural identities.

Under regulation 8(3) of the CYPS Regulations it is a requirement to take reasonable steps to consult with a recognised Aboriginal or Torres Strait Islander organisation or members of the child or young person's Aboriginal or Torres Strait Islander community as part of the development of the cultural maintenance plan. For further guidance about working in partnership with Aboriginal and Torres Strait Islander children, young people, families and communities, refer to [Identify and respond to the cultural needs of Aboriginal and Torres Strait Islander children and young people](#) in Supporting children and young people in care chapter of the Manual of Practice.



Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Ensure that when family led processes have occurred (such as a family group conference (FGC)), and a plan has been developed by the family, that the decisions made through these processes inform the case plan.

It is a requirement under section 28 of the CYPS Act that case plans include a cultural maintenance plan. For Aboriginal and Torres Strait Islander infants, children and young people, the case plan includes an Aboriginal Cultural Identity Support Tool (ACIST).



Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Support the child or young person's meaningful participation in the development of their ACIST by explaining what the ACIST is and why it is important. Give the child or young person multiple opportunities to think about and articulate their views about important people, places and activities that help them feel connected and strong in their culture. Follow up with the child or young person and explain how their views have been incorporated into the plan.



Cultural Planning Information

The Cultural Planning Information section in the ACIST summarises information about key tasks that should be undertaken to support cultural maintenance planning for the infant, child or young person. This includes:

- prompts to ensure that the child or young person's genogram and ecomap has been review and updated in partnership with the child or young person (where developmentally appropriate) and their family and kin to maintain an accurate record of the infant, child or young person's familial, kinship and cultural relationships (for further guidance about genograms and ecomaps, refer to the [Systems theory Practice Paper](#))
- prompts to ensure the infant, child or young person has an Aboriginal Life Story Book and that appropriate arrangements are in place to undertake regular life story work (for further guidance about Aboriginal life story work, refer to [Support the development of the child or young person's identity](#) in the Supporting children and young people in care chapter and the [Life story work and Aboriginal life story work Practice Paper](#))
- details of cultural mentors, including (but not limited to):
 - key decision makers in the infant, child or young person's family and kinship networks who have cultural authority for the child or young person
 - parents, Elders (from the same cultural group), and Aboriginal and Torres Strait Islander community members who have regular contact with the infant, child or young person
 - the infant, child or young person's cultural role models.

Connections to cultural organisations/services, events and activities

When recording details of connection to cultural organisations/services, events and activities, the DCP case worker should consider:

- what local Aboriginal and Torres Strait Islander services or organisations the infant, child or young person is linked to (including ACCOs, legal services, school programs or child care, housing supports, sporting organisations and other community services)
- when and where the infant, child or young person spends their time in the Aboriginal and Torres Strait Islander community
- the infant, child or young person's participation in developmentally appropriate cultural ceremonies and traditions
- experiences and events that support the infant, child or young person's cultural exposure, such as NAIDOC events, Reconciliation Week activities, regular community events, and other activities (such as art, leisure, recreational or sporting activities)
- attendance at family events such as reunions or weddings
- attendance at Sorry Business (funerals)
- the infant, child or young person's cultural exposure in their placement and access to cultural learning resources and experiences.

Return to Country

When recording details of connecting to Country/community, the DCP case worker should consider:

- the infant, child or young person's links to their Aboriginal or Torres Strait Islander community where they are living and, if they are not living on their Country, their community/ies of origin (including both maternal and paternal family)



- the infant, child or young person's knowledge of and familiarity with their Aboriginal or Torres Strait Islander community
- the last time the infant, child or young person returned to their Country
- whether the infant, child or young person and their carer require permission to enter Community (from decision makers in the child or young person's family or kinship networks, community Elders or through a formal process)
- family or significant people in the child or young person's life who can support the infant, child or young person to return to Country, including:
 - providing permission to enter Community (where required)
 - cultural vouching for the child or young person or their carer
 - practical support such as transportation or accommodation
- travel arrangements and logistical details to support the infant, child or young person to return to Country
- any supports (including financial support for the carer) or approvals (for example, for interstate travel) required to support the infant, child or young person to return to Country.

Carer supports

When recording details of carer supports, the DCP case worker should consider:

- whether the carer is Aboriginal or Torres Strait Islander, and if they are, whether they are from the same Aboriginal or Torres Strait Islander community as the infant, child or young person
- whether they are confident and able to connect with local Aboriginal or Torres Strait Islander community members, Elders, and events
- whether the carer requires the support of a mentor from an Aboriginal or Torres Strait Islander agency or from Aboriginal and Torres Strait Islander carers
- whether the carer has undertaken cultural awareness training or has been provided with other information or support to understand and accommodate the infant, child or young person's cultural needs (if they are not Aboriginal or Torres Strait Islander).

Consultation

When recording details of consultation, the DCP case worker should consider:

- what significant Aboriginal and Torres Strait Islander people in the infant, child or young person's life (such as family, kin, Elders or others with cultural authority for the infant, child or young person) have been consulted to develop the ACIST
- other consultation undertaken with a PAC (or other Aboriginal or Torres Strait Islander staff member) or a recognised organisation
- what recommendations or suggestions they have made and how that feedback has been incorporated into the ACIST.

Culturally and Linguistically Diverse Identity Support Tool

For children and young people from culturally and linguistically diverse (CALD) backgrounds, identification is an essential first step in planning for permanence and stability.



Refer to [Identify and respond to the cultural needs of children and young people from culturally and linguistically diverse backgrounds](#) in the Manual of Practice and the [Working with cultural diversity Practice Paper](#) for further information.

Religious and/or cultural observances

When recording details of religious/cultural observances, the DCP case worker should consider:

- prayer and other religious observances, such as:
 - daily prayers
 - attending Church, Mosque, or Temple, including days attended
 - special days of observance (such as New Year, national celebrations, or memorials observed by the family)
 - fasting (such as Ramadan)
- dietary requirements (including any restrictions or special requirements for their preparation, such as Halal foods for Muslim children or young people) and where specific items or foods can be purchased
- traditional dishes or meals
- religious/cultural dress, including where items can be purchased
- specific requirements for grooming (such as hair care and styling).

Connection to cultural organisations/services, events and activities

When recording details of connection to cultural organisations/service, events and activities, the DCP case worker should consider:

- what local services and community groups the child or young person is linked to (including migrant health services, English as a Second Language school programs, language schools, cultural, recreational or sporting organisations and other community services)
- when and where the child or young person spends their time in their cultural community
- attendance at family or community events such as religious events, national celebrations or memorials, weddings or funerals
- the child or young person's access to cultural learning materials such as books, films, television, online media (such as videos, blogs or websites), music, and art.

Carer supports

When recording details of carer supports, the DCP case worker should consider:

- whether the carer is from the child or young person's cultural community
- whether they are confident and able to connect with the child or young person's cultural community
- whether the carer requires the support of a mentor from the child or young person's cultural community
- whether the carer requires cultural awareness training (if they are not a member of the child or young person's family or community of origin), information or other informal learning opportunities to support their understanding of the child or young person's culture.

Consultation

When recording details of consultation, the DCP case worker should consider:



- what significant people in the child or young person's life (such as family, kin, mentors and community or religious leaders) have been consulted to develop the CALDIST
- other consultation undertaken with DCP Multicultural Services
- what recommendations or suggestions they have made and how that feedback has been incorporated into the CALDIST.

Contact arrangements (including contact determinations)

Assessment

Contact determinations setting out what contact (if any) the child or young person will have with members of their family, kinship and community networks form part of the case plan. For guidance about assessing, facilitating and monitoring contact arrangements, refer to [Support the child or young person to develop and maintain family and community connections through contact arrangements](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Actions

When developing actions, the DCP case worker should consider:

- the support needs of the child or young person, their parents, carers or any other individuals to enable or support quality contact
- what supports are required for the child or young person to maintain regular contact with siblings (where relevant)
- whether further consultation is required to assess contact arrangements
- for Aboriginal and Torres Strait Islander infants, children and young people, how contact will support them to maintain connections with their family, kin, culture, community and Country through contact
- whether contact supports children or young people from CALD backgrounds to maintain language (dialect), religious beliefs and/or cultural practices
- whether any individuals have requested contact and whether this contact is in the best interests of the child or young person
- arrangements for interstate travel to support contact, including obtaining [approval for travel](#) (as required), [financial and other assistance](#) required by the child or young person and their carer, and [transport arrangements](#)
- recommendations made by the Contact Arrangements Review Panel (CARP).

Physical health (including dental care)

Assessment

When assessing the child or young person's physical and dental health needs, the DCP case worker should consider:

- outcomes of the Preliminary Health Check and Comprehensive Health and Development Assessment and dental checks (if the child or young person has recently entered care); or the outcome of the child or young person's most recent health assessment
- information about the child or young person's health needs obtained from the carer
- whether the child or young person's immunisations are up to date



- the child or young person's overall physical health and any emerging concerns
- any ongoing health conditions, including high health needs
- the child or young person's attendance at health appointments and the capacity of the carer to follow recommendations or directions from health professionals
- for young people where the goal is transition from care, whether they are able to seek support for their health in an age and a developmentally appropriate way
- for children and young people who identify as gender diverse, any views they have expressed about their health, including any wishes regarding gender-affirming health care.

Actions

When developing actions, the DCP case worker should consider:

- ongoing medical needs requiring assessment or treatment
- information (such as relevant assessments or reports) that should be provided to the child or young person's carer
- the child or young person's access to timely assessment and treatment (including immunisations and dental care)
- whether health care plans or training for carers are required to meet the child or young person's high health needs
- for young people, provision of appropriate information about sexual health, contraception and drug, alcohol and tobacco use
- if the case plan goal is Transition from Care, plans for continuing service provision with health care, dental care and other relevant providers
- for Aboriginal and Torres Strait Islander infants, children and young people living in remote communities, what supports are needed to access health services
- for children and young people who identify as gender diverse, whether consultation is required with the Women's and Children's Hospital to support decision making about gender-affirming health care (for further guidance, refer the [Supporting children and young people who identify as LGBTIQ+ Practice Paper](#)).

For further guidance about supporting the health needs of children and young people in care, refer to [Access health services for the child or young person](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Developmental progress and disability

Assessment

When assessing developmental progress and disability needs, the DCP case worker should consider:

- whether the child or young person's physical, intellectual, speech and social development and self-care skills are developmentally appropriate or delayed
- whether the child or young person has any diagnosed developmental delay or disability
- details of any decisions made to seek further assessment or diagnosis and their associated rationales
- the outcomes of any relevant professional assessments and reports



- for assessment, family preservation and reunification case plans, the parent's understanding of the child or young person's developmental progress or disability and ability to meet their associated needs
- the carer's understanding of the child or young person's developmental progress or disability and their ability to meet their associated needs
- whether the child or young person has a current NDIS Plan and whether their disability needs are being met.

Actions

When developing actions, the DCP case worker should consider:

- consultation with a DCP disability consultant to ascertain whether further assessment or diagnosis is required
- information about the child or young person's needs, including the outcomes of assessment or diagnosis that should be shared with the child or young person's carer
- referrals required for assessment or diagnosis
- whether referral to the NDIS Early Childhood Approach or a NDIS Access Request is required
- additional supports required to implement the child or young person's NDIS plan
- whether a referral for the [Therapeutic Carer Support Team](#) is required
- if the case plan goal is Transition from Care, whether a NDIS Plan review is required to ensure supports for transition from care or independent living are appropriate funded.

For further guidance about supporting children and young people with a disability in care, refer to [Identify and respond to the child or young person's disability needs](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Emotional and behavioural development (including mental health)

Assessment

When assessing the child or young person's emotional and behavioural developmental needs, the DCP case worker should consider:

- outcomes and recommendations of consultation, assessments and professional reports, including those from the child or young person's therapist (such as a psychologist), including any diagnoses
- the child or young person's emotional functioning, regulation and behaviour in different environments, including any emerging or escalating concerns
- the child or young person's recovery from their experiences of harm
- whether the child or young person is currently experiencing any significant transitions (such as placement change, change of school or preparation for [transition from care](#))
- for older children and young people, whether there are any concerns about emerging or escalating mental health issues (including concerns about the mental health and wellbeing of gender diverse children and young people; for further guidance, refer to the [Supporting children and young people who identify as LGBTIQ+ Practice Paper](#))
- whether the child or young person has any involvement in Youth Justice.



Actions

When developing actions, the DCP case worker should consider:

- whether the child or young person requires additional assessment of their emotional functioning and behaviour, additional supports or referrals for therapy
- making a mental health plan with the child or young person's GP or monitoring the child or young person's existing mental health plan
- whether the carer (including residential care staff) requires additional information or supports to respond appropriately to the child or young person's trauma-related behaviours
- whether the child or young person requires additional support to engage with therapy
- where the child or young person has experienced domestic and family violence, how they can be supported to develop an understanding of healthy relationships
- whether there are any appropriate and available supports for Aboriginal and Torres Strait Islander children and young people living in rural and remote communities
- whether advice from DCP Multicultural Services is required regarding the behavioural or emotional development concerns of a child or young person from a CALD background
- if the case plan goal is Transition from Care, whether there are additional supports required to support the young person's psychological and emotional wellbeing during transition planning and upon leaving care.

For further guidance about supporting children and young people's emotional and behavioural development, refer to [Identify and respond to the psychological and emotional needs of the child or young person](#) in the Supporting children and young people in care chapter of the Manual of Practice and the [Supporting children and young people in care with high risk and complex behaviours Practice Paper](#).

Education and/or employment

Assessment

When assessing the child or young person's education and/or employment needs, the DCP case worker should consider:

- the child or young person's current engagement in child care, kindergarten, school, training or employment
- the child or young person's achievements, and any challenges or barriers they are experiencing
- if the child or young person is school age, whether they have a One Plan (or other education plan if they are attending a non-government school) and current progress
- what supports or services the preschool or school has engaged to support the child or young person if they have a developmental delay or disability
- the child or young person's short- and long-term aspirations and learning goals.

Actions

When developing actions, the DCP case worker should consider:

- supports the child or young person needs to develop skills necessary for successful participation in education (such as communication, social, or organisation skills)
- cultural needs and supports for children and young people who identify as Aboriginal or Torres Strait Islander



- cultural needs and support for children and young people from a CALD background
- whether additional supports are needed to address challenges or barriers to the child or young person's active participation in education or employment
- if the child or young person has been suspended or excluded from school, what supports the child or young person and their carer may require to support the child or young person's re-entry or participation in education
- whether there are any known transitions approaching (such as starting preschool, transitioning between primary school secondary school or transitioning to a new school) and what supports may be needed to minimise disruption or distress for the child or young person
- if the case plan goal is Transition from Care, whether the young person needs support to apply or enrol in further education or to prepare for employment.

For further guidance about supporting the child or young person's educational and employment needs, refer to [Identify and support the child or young person's education and employment needs](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Recreation and social skills

Assessment

When assessing the child or young person's participation in recreation and social activities, the DCP case worker should consider:

- any social or recreational groups and activities the child or young person is currently involved in or has expressed an interest in (for example, sports, dance, music or volunteering)
- the positive impacts of the child or young person's participation in social and recreational activities
- the child or young person's social skills, including whether their level of functioning is developmentally appropriate
- cultural considerations that should be taken into account when planning social and recreational activities for Aboriginal and Torres Strait Islander children and young people, including how activities will support their cultural identity development and relationships
- cultural considerations that should be taken into account when planning social and recreational activities for children and young people from CALD backgrounds (for example, how activities will support their cultural identity development and relationships, and cultural or community expectations regarding appropriate activities for the child or young person to participate in).

Actions

When developing actions, the DCP case worker should consider:

- what actions are required to facilitate the child or young person's participation in social or recreational activities (such as enrolling in classes, attending information or introductory sessions, or registering with a club)
- whether the child or young person has access to essential equipment (such as uniforms or sports equipment)
- whether the child or young person has access to transport and funding for recreational activities, and if not, what additional practical or financial support is required to facilitate the child or young person's participation in recreation and social activities



- whether the child or young person requires additional support to develop and practice developmentally appropriate social skills.

For guidance about supporting children and young people's participation in extracurricular activities, refer to [Identify and support the child or young person's education and employment needs](#) in the Supporting children and young people in care chapter of the Manual of Practice.

For guidance about payment of expenses associated with the child or young person's participation in recreational activities, refer to [Carer Reference One: Carer Support Payments Who pays for what?](#) for children and young people in family based care, or the [Financial responsibilities for children and young people in DCP Residential Care](#) for children and young people in DCP residential care.

Life/self-care skills (for children and young people under 15 years)

Assessment

When assessing the child or young person's life/self-care skills, the DCP case worker should consider:

- the child or young person's ability to perform developmentally appropriate practical skills (such as maintaining personal hygiene and grooming, using a telephone, using public transport or following schedules and routines)
- the child or young person's social skills (for example, talking and interacting with others or problem-solving skills)
- the child or young person's conceptual skills (such as the ability to plan and organise, or manage abstract concepts like time or money)
- the child or young person's current age-appropriate opportunities to learn and practice life and self-care skills
- the carer's capacity to facilitate and support learning opportunities for the child or young person to learn and practice life and self-care skills.

Actions

When developing actions, the DCP case worker should consider:

- whether additional information or learning opportunities are required for the carer to support the child or young person to develop life/self-care skills
- for children and young people in residential care, what strategies can be put in place to support the development of life/self-care skills within their care environment
- referrals to relevant professionals (such as a speech therapist, occupational therapist or psychologist)
- whether additional funding is required from the NDIS for specialist support to promote the development of life/self-care skills for children and young people with a developmental delay or disability
- supports that may be required at child care, preschool or school to support the child or young person to build or maintain life or self-care skills.

Independent living skills (for young people aged 15-17 years)

Assessment

When assessing the young person's independent living skills, the DCP case worker should consider:

- their current ability to attend to their physical and mental health needs



- progress they are making in developing life skills, such as managing finances, cooking, cleaning and using public transport.

Actions

When developing actions, the DCP case worker should consider:

- formal and informal supports needed for the young person to develop and practice independent living skills
- information or support the child or young person's carer may require to support the young person to develop and practice independent living skills
- supports for the young person to establish and maintain relationships and connections to their family, kin, community, Country, religion or culture post-care
- referrals for post-care support
- making an application for a passport or other identity documents (such as a Proof of Age Card)
- making arrangements to provide the young person with personal identity documents, Health Care and Medicare cards, medical records and assessments, photos and personal mementos, and life story information
- provision of information to the young person about requesting information under section 153 of the CYPs Act (for further guidance, refer to the [Transition to adulthood chapter](#) in the Manual of Practice).

Summarise views recorded in the case plan

The views of the child or young person, their parents and other family members, carer and other relevant parties should be included in assessment summaries throughout the case plan when:

- an explicit view has been expressed about an aspect of the child or young person's safety, wellbeing or care arrangements
- where that view has informed the development of outcomes and actions.

The summary of views at the end of the case plan provides a high-level overview of how individuals were involved in the development of the case plan, including any feedback provided by the child or young person, their parents, carers and other parties on the plan as it was being drafted. This may include details of changes made in response to feedback.

Dispute resolution

Section 28(2)(e) of the CYPs Act requires a documented process to resolve disagreements that may occur between DCP and the child or young person, parent, family, carer or any other relevant person when developing a case plan.

The case plan must include details of plans for managing disputes or resolving differences in relation to the child or young person's care. In developing the plan, the DCP case worker should consider:

- how individuals will be supported to raise concerns or disagreements
- the process of resolving differences
- the roles and responsibilities of individuals involved.

All parties should be advised of options for contacting the DCP case worker and/or the supervisor should they have any concerns about the case plan. If concerns cannot be resolved at the local level, concerned parties must be provided with information about the [complaints process](#) available from the DCP website.



It is important to ensure that the child or young person is [aware of their rights](#), including their right to make a complaint or provide feedback.

Decisions regarding care arrangements for the child or young person may be subject to [Internal Review](#). If a person aggrieved by a decision is dissatisfied with the Internal Review undertaken by DCP, they may [make an application](#) to the South Australian Civil Appeals Tribunal (SACAT) for external review.

Seek approval and share the plan

The supervisor is the delegate to approve the case plan. The case plan can also be submitted for review and endorsement by other staff, including the senior practitioner, prior to approval. For Aboriginal and Torres Strait Islander infants, children and young people, it is recommended that where possible the case plan be reviewed and endorsed by a PAC prior to approval.

For guidance about seeking and recording review, endorsement or approval of the case plan, refer to the [C3MS Guide: Recording and viewing plans](#).

Once the case plan has been approved, a PDF copy of the plan and contact determinations letters for new or varied contact determinations will be generated in C3MS. Any new or varied contact determination letters must be provided to the relevant individuals. For further information, refer to [Support the child or young person to develop and maintain family and community connections through contact arrangements](#) in the Supporting children and young people in care chapter of the Manual of Practice.

The DCP case worker must ensure that copies of the approved case plan are provided to:

- the child or young person (where developmentally appropriate)
- the child or young person's parent/s (as appropriate) (noting some redacting may be required to ensure privacy of other parties such as carers)
- the child or young person's carer (noting some redacting may be required to ensure privacy of other parties such as parents)
- other care team members
- any other person who is responsible for actions, or has a role in supporting implementation of the case plan; and
- the Youth Court (where required).

It is recommended that the DCP case worker follow up with parties who have been provided with a copy of the case plan to ensure that they are:

- aware of any changes in the child or young person's care arrangements or supports
- aware of actions they are responsible for completing
- provided with an opportunity to ask questions about the case plan and provide feedback.

Decisions about the appropriateness of sharing complete or redacted copies of the case plan with the child or young person, their parents, or other parties must be undertaken on a case by case basis and documented as a case note in C3MS using a [consult or decision record](#). For further guidance, refer to the [Information gathering and sharing chapter](#) of the Manual of Practice.

Subsequent to providing a copy of the case plan to the child or young person, the DCP case worker should follow up with the child or young person to:

- discuss how their views were incorporated into the case plan (and if not, explain why)
- explain what changes are being made in the child or young person's care or supports and what will be staying the same



- answer any questions they may have about the new case plan.

3. Implement the case plan

Section 29 of the CYPS Act requires DCP to exercise its powers and perform its functions to give effect to the child or young person's case plan. Implementation of the case plan and assessing and monitoring progress is best achieved by:

- regular meetings and contact with the child or young person, parents and the carer
- contact with family and community members (where appropriate)
- contact with and feedback from professionals and other service providers involved with the child or young person and their family
- direct observations of interactions between the child or young person and their parents and/or other family members, and
- direct observations of interactions between the child or young person and their carer.



Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Be a stable, consistent and supportive person in the child or young person's life to create genuine opportunities for them and their family to express their views and have them reflected in the case plan. Family participation enables decision makers to make informed choices about the needs of the child or young person.

The DCP case worker is responsible for recording the outcomes of contacts and meetings, monitoring progress against actions recorded in the plan, and assessing overall progress toward the case plan goals. Discussion of progress of the case plan should occur during case consultation with the supervisor.

Meet with the child or young person

The DCP case worker is responsible for maintaining regular contact with the child or young person. Where the child or young person is placed in care, the DCP case worker should make an assessment about the timing and frequency of contact, taking into account the child or young person's needs, developmental capacity and routines (noting that at minimum, the child or young person should have contact with the DCP case worker at least once a month). During contact, the DCP case worker should engage with the child or young person to develop rapport and establish trust.

These conversations are an opportunity to speak with the child or young person about:

- their views about what is happening in their lives and what is important to them
- concerns about their safety
- personal issues or concerns they may have
- their views of their placement
- their feedback about contact arrangements
- actions being undertaken as part of the case plan, including cultural maintenance plans
- significant events, including Court proceedings, changes in family contact, and progress towards reunification (if relevant, and with regard for the child or young person's developmental capacity and other factors which may impact on their capacity to understand the information being provided)



- for Aboriginal and Torres Strait Islander children or young people, their views about their participation in cultural activities as set out in their ACIST
- for children and young people from CALD backgrounds, their views about cultural and/or religious observances and cultural activities as set out in their CALDIST.

For guidance about engaging with children and young people and seeking their views, refer to [Seek the views of the child or young person](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Meet with parents and family members

Where the case plan goal is Assessment, Family Preservation or Reunification, the DCP case worker must maintain regular contact and communication with parents and key family members, including visiting their home. When the child or young person is under the long-term guardianship of the Chief Executive, the child or young person's parents, family and kin should, where appropriate, continue to be included in case planning.

For Aboriginal and Torres Strait Islander infants, children and young people, it is important that as far as possible that decision makers from the infant, child or young person's family and kinship networks are supported to participate in making significant decisions.



Partnership

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

It is important to follow up with families when they express a view about the child or young person's care needs. This promotes ongoing partnership by showing families how their views were considered and demonstrates that their participation in case planning and review is valued.

At meetings with parents, family and kin the DCP case worker should:

- identify whether the child or young person's safety and care needs (and those of any other children and young people in the home) are being met in accordance with the outcomes in the case plan
- discuss the parent's progress towards the actions and outcomes recorded in the case plan
- obtain feedback about engagement with service providers and professionals and whether their needs are being met
- discuss any significant changes in the parent's or family's circumstances which may have an impact on the child or young person and the case plan goal, and strategies or options for responding to these changes
- identify challenges or barriers to progress with the case plan.



Participation

Aboriginal Child Placement Principle active effort prompt

When meeting with the child or young person's parents and family members, support cultural safety by demonstrating flexibility and giving them the opportunity to choose culturally appropriate locations for meetings. Recognise the importance of cultural safety in supporting the family's willing and genuine participation to support [family led decision making](#).

When it is assessed to be in the child or young person's best interests for reunification to occur, the DCP case worker should begin active reunification work without delay. For further guidance, refer to [Undertake family](#)



[reunification](#) in the Ongoing intervention chapter of the Manual of Practice, the [DCP Assessment framework for staff](#) and [Support the child or young person to develop and maintain family and community connections](#) in the Manual of Practice.

Meet with carers

Under section 82 of the CYPS Act, carers are entitled to participate in decision making processes about the health, safety, welfare and wellbeing of children and young people. The DCP case worker must ensure that the child or young person's carer is an active participant in the implementation of the case plan. The DCP case worker should:

- conduct regular placement visits
- convene regular care team meetings (including the child or young person's carer or DCP residential care staff, as appropriate)
- work in partnership with the kinship care worker or placement support worker (for family based placements) or residential care staff.

For further guidance about working with care teams and carer supports and responsibilities, refer to [Support the placement](#) in the Supporting children and young people in care chapter of the Manual of Practice. The DCP case worker must provide the carer with regular updates on the case direction, progress towards reunification (if applicable), the carer's support needs and other key issues.

As part of meetings with carers, the DCP case worker should:

- identify whether placement is meeting the child or young person's needs, including their physical, emotional, cultural and developmental needs
- discuss progress against the actions and outcomes, and the case plan goal
- discuss the carer's support needs (in partnership with the kinship care or placement support worker) and address any concerns about the placement (refer to [Support the placement](#) in the Supporting children and young people in care chapter of the Manual of Practice for further guidance)
- [work in partnership to make decisions](#) and refer to [Who Can Say Ok?](#) for guidance about decision making roles and responsibilities
- discuss any feedback about service providers or professionals involved with the child or young person or their carer, and whether their support needs are being met
- discuss feedback about contact arrangements, including any issues or concerns experienced by the carer in supporting the child or young person before, during and/or after contact
- discuss any significant changes in the child or young person's, parent's or carer's circumstances which may affect the child or young person's safety or the case plan goal, and options for responding to these changes
- identify strategies for supporting Aboriginal and Torres Strait Islander carers to understand DCP processes, particularly if they are not connected with a placement support worker or if they require an interpreter
- identify strategies for supporting carers of CALD backgrounds to understand DCP processes, particularly if they are not connected with a placement support worker, they require an interpreter or translator, or they are unfamiliar with statutory child protection systems.

Engage with relevant service providers and professionals

There may be multiple services working with the child or young person and their parents and/or the carer. The DCP case worker should:



- seek regular feedback about whether the services provided are meeting the needs of the child or young person
- coordinate and maintain regular communication with the service providers and professionals working with the child or young person, their parents/other family and kin and/or the carer
- monitor progress and outcomes.

For specific guidance about working with service providers and professionals in the context of family reunification and family preservation, refer to the [Ongoing intervention chapter](#) of the Manual of Practice.

Hold regular care team meetings for children and young people in care

If the child or young person is in the custody or under the guardianship of the Chief Executive, the DCP case worker should establish regular care team meetings to monitor the implementation of the case plan and to ensure that all care team members are aware of changes in the child or young person’s circumstances. Care team meetings should also be used to consider whether a case plan review is required.

Care team meeting minutes should be recorded using the [Care team meeting template](#). The care team meeting minutes should be circulated to care team members after the care team meeting. The minutes should also be uploaded to C3MS in the ‘Notes and Documents’ tab.

For further guidance about working with a care team, refer to ‘Work in partnership with the child or young person’s care team’ under [Support the placement](#) in the Supporting children and young people in care chapter of the Manual of Practice.



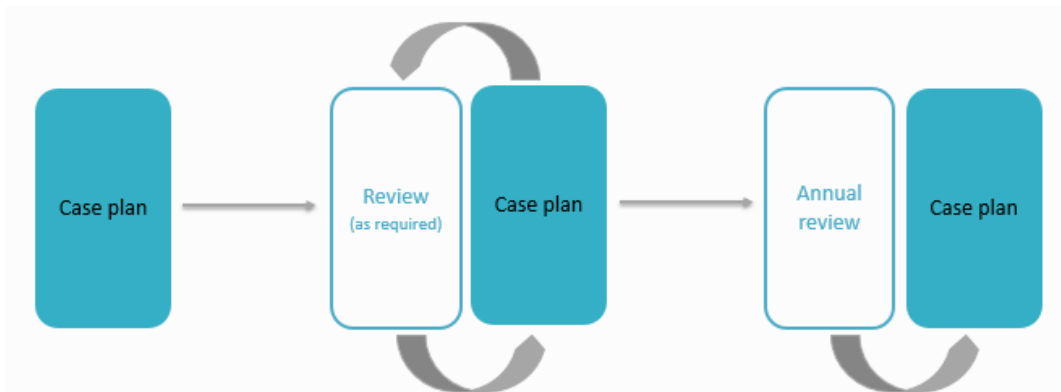
Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Maintain ongoing engagement with the child or young person and their family network, ensuring key decision makers in the child or young person’s family and kinship networks are included in the care team (wherever this is assessed as safe and appropriate). Consider a range of options for supporting the participation of family and kin in the development, implementation and review of the case plan, inclusive of the ACIST. Refer to the [Family led decision making framework for Aboriginal families](#) for guidance about implementing family led decision making.

4. Review the case plan

Case plans must be reviewed and revised when circumstances change that impact the child or young person’s safety and/or needs, their living arrangements and/or the case direction.



Examples of instances where a case plan may require review include, but are not limited to:



- identification of new safety or risk factors
- escalation of known safety threats or risk factors
- a decision to [make an application for care and protection orders](#)
- a change in case direction
- a change in the child or young person's placement
- emergence or escalation of complex behaviours or needs
- reduction or de-escalation of complex behaviours or needs.

Care team meetings should be used as an opportunity to consider, in partnership with the child or young person's care team, whether a case plan review is required. The [Care team meeting template](#) should be used to record discussions with the care team about whether a case plan review is required. Refer to 'Work in partnership with the child or young person's care team' in the [Support the placement](#) key step of the Supporting children and young people in care chapter of the Manual of Practice for further guidance. It is also recommended that the DCP case worker consult with the supervisor when assessing whether a case plan review is required.

Where minor changes are required to an approved case plan (such as addition or editing of actions or corrections to spelling or dates), the DCP case worker must re-approve the case plan. The approved case plan should be re-shared with the child or young person, their parents, carers, care team members and other relevant parties (refer to [Develop the case plan](#) in this chapter of the Manual of Practice).

For children and young people under long-term guardianship, the case plan must also be formally reviewed every 12 months using the annual review process (see [Conduct an annual review](#)) in addition to periodic case plan reviews.

For guidance about recording a case plan review, refer to the [C3MS Guide: Recording and reviewing plans](#).

Determine the case plan review process

The DCP case worker should consider a range of strategies to ensure the active participation of the child or young person, parents, carers, service providers and professionals who were involved in the development and implementation of the case plan. The DCP case worker is responsible for ensuring that all parties are aware of the case plan review and are provided with relevant up-to-date information about the case.

A case plan review may be undertaken through a review meeting with the child or young person, the parent, carer, service providers, and professionals involved in the implementation of the case plan, or a care team meeting. Refer to 'Work in partnership with the child or young person's care team' under [Support the placement](#) in the Supporting children and young people in care chapter of the Manual of Practice for guidance about care team meetings.

Other strategies may be used to facilitate participation during a case plan review, including, but not limited to:

- a face to face meeting with the DCP case worker
- supporting the child or young person to complete a child survey (for further guidance, refer to [Seek the views of the child or young person](#) in the Supporting children and young people in care chapter of the Manual of Practice)
- home visit to a placement and/or the parents' home or a place nominated by parent/family
- submission of professional assessments or reports (where relevant)
- a telephone call



- video link.



Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

To support family led decision making, meetings with the child or young person's family should be held in a location chosen by the family wherever possible. Family is broader than just the parents of the child or young person and includes extended family and kin who are involved and responsible for raising children and young people. It is also important to engage community members who can provide cultural support and advocacy when meeting with the family in the case planning process.

Review the case plan

The review of the case plan must be recorded using the case plan review report. As part of the review, the DCP case worker should discuss the following with participants:

- progress towards the outcomes and/or case plan goal over the review period
- progress against actions assigned to individuals, including any barriers to completing them
- details of any actions undertaken that were not originally included in the case plan
- progress in the implementation of cultural maintenance plans
- identifying and agreeing on any new actions required to meet the case plan goal
- relevant service referrals to support the child or young person, the parent or carer.

Information about progress during case plan implementation can be obtained from [Care team meeting minutes](#). For further guidance about care team meetings and recording care team meeting minutes, refer to 'Work in partnership with the child or young person's care team' under [Support the placement](#) in the Supporting children and young people in care chapter of the Manual of Practice.

As part of the review report, the DCP case worker must record whether or not the child or young person's current care arrangements:

- continue to be in the child or young person's best interest, taking into consideration the current case direction and the child or young person's current care environment
- provide the support necessary to meet the child or young person's needs, taking into consideration the actions and interventions being undertaken to support the child or young person's safety, permanency, health, identity and wellbeing.

In cases where it has been assessed that the child or young person's existing care arrangements do not continue to be in their best interests or do not provide the support necessary to meet their needs, the DCP case worker should provide a rationale and summarise what changes (such as change in case direction or additional interventions or supports) are proposed for the next case plan.

Assess whether reunification can occur

The DCP case worker must ensure that any decisions about the viability of reunification are made within six months for children under the age of two years and within 12 months for children or young people over the age of two years.

For further guidance, refer to [Undertake family reunification](#) in the Ongoing intervention chapter of the Manual of Practice and the [Permanency Planning Practice Paper](#).



Consider permanency options

In some circumstances it may be appropriate to consider long-term guardianship to a specified person as a permanency option for children and young people in long-term care. Refer to the [Long-term Guardianship \(Specified Person\) chapter](#) of the Manual of Practice for further guidance.



Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

A decision to transfer to a long-term guardianship (specified person) order is considered significant as this decision is likely to have long-term effects on the identity of Aboriginal and Torres Strait Islander infants, children and young people and their connection to family, culture, community and Country. It is important that those who may be affected by it, particularly the child or young person, their parent/s and key family members, participate as early as possible in the decision making process.

5. Develop and distribute the new and revised case plan

Once the case plan review has been undertaken, a new case plan must be created and implemented soon as possible following the approval of the review report. This minimises the length of time the child or young person does not have an approved case plan.

The new case plan will be pre-populated with:

- assessment summaries from the previous case plan
- actions from the previous case plan which were marked as “not yet commenced” or “in progress” in the review report
- new actions which were recorded in the review report
- if the previous case plan review was an annual review, recommendations from the annual review panel.

The DCP case worker should:

- update each assessment summary to reflect current information about the child or young person’s strengths, needs and care arrangements
- update or add new actions (as required)
- complete all other sections and fields in the case plan as outlined in [Develop the case plan](#) in this chapter of the Manual of Practice.

When the case plan has been approved by the supervisor, the DCP case worker should share copies of the new case plan with the child or young person, parents, carer, care team members and other relevant parties. For further guidance, refer to ‘Seek approval and share the plan’ under [Develop the case plan](#) in this chapter of the Manual of Practice.

6. Conduct an annual review

Under section 85 of the CYPS Act all children and young people under the long-term guardianship of the Chief Executive until the age of 18 years are required to undergo an annual review. The purpose of the annual review is to consider whether the existing arrangements for the care of the child or young person continue to be in the child or young person’s best interests.

The annual review is carried out with the oversight of a panel (led by an independent chair) at an annual review meeting. The annual review meeting provides an opportunity to:



- review the child or young person's case plan
- consider whether the existing care arrangements continue to be in the child or young person's best interests
- consider whether the exiting care arrangements are supporting the child or young person to grow up safe, healthy, connected and feeling loved so they reach their full potential.

The annual review meeting, including details of the date, time and who participated, are recorded in the annual review report (under the 'Plan' tab in C3MS).

Recommendations made by the annual review panel during the annual review meeting are used to inform actions and outcomes in the next case plan.

Determine when an annual review is required

Annual reviews must be carried out every 12 months. An annual review can also be conducted at the request of the child or young person or a third party with a legitimate interest in the child or young person's safety, such as members of their care team. If there is a change of circumstances between the annual reviews, the case plan can be reviewed (refer to [Review the case plan](#) in this chapter for further guidance).

The supervisor must assess all requests and decide whether it is appropriate to carry out a review. A review need not be carried out if:

- an annual review has been carried out in the previous 12 months; **and**
- the request is frivolous or vexatious or otherwise not made in good faith.

If it is determined that an annual review is not required, the supervisor must:

- discuss their assessment and decision with the individual requesting the review
- provide the person with an opportunity to respond and have their views considered before the decision is finalised
- document the decision and rationale in accordance with the [Consult or Decision Record Procedure](#)
- email the responsible director details of the decision and rationale and formally request a dismissal of the request for an annual review.

If the individual who requested the annual review does not agree with the final decision, they must be provided with information about making a [complaint](#) and seeking an [Internal Review](#) of a decision.

Prepare for the annual review meeting

Appoint the independent chair

The independent chair provides oversight for the annual review and is responsible for:

- facilitating the annual review meeting
- supporting participants, including the child or young person, to contribute to the annual review
- ensuring that all discussion and decision making between participants is respectful and culturally appropriate.

The supervisor is the delegate to appoint the independent chair. The independent chair must be a suitably qualified practitioner who:

- is at supervisor level or above who is experienced in child protection case management and practice; or



- is currently in a substantive role as a senior practitioner and is determined to be a suitably qualified practitioner by their line manager to chair designated annual reviews, or
- is not currently employed by DCP but has been determined to be suitably qualified and experienced in child protection case management and practice, and
- has not had previous involvement in the child or young person's case (for example, undertaking case management activities or consultation on the case).

For Aboriginal and Torres Strait Islander infants, children and young people, it is recommended that, where possible, the independent chair be a Principal Aboriginal Consultant (PAC). In circumstances where it is not possible to appoint a PAC as the independent chair, the supervisor should ensure that the annual review panel includes an Aboriginal or Torres Strait Islander representative (refer to 'Appoint the annual review panel' below for further information).

Prior to the review the independent chair is responsible for:

- confirming that all relevant parties (including the child or young person, the carer, family and kin where safe and appropriate, and care team members) have been invited to participate in the annual review
- confirming that all parties have been provided with options for contributing to or participating in the annual review
- contacting annual review panel members and reviewing relevant information including:
 - the existing case plan
 - relevant professional assessments and reports
 - information or submissions obtained from the child or young person and other care team members
 - the child or young person's most recent child survey
- discussing any new or emerging concerns about the child or young person with the panel
- agreeing with panellists on how differences of opinion will be managed.

Appoint the annual review panel

The supervisor is the delegate to appoint the annual review panel. The panel is responsible for:

- attending the annual review meeting
- reviewing submissions made by the child or young person, their carer, family, and other care team members
- making recommendations for the child or young person's care.

The annual review panel must include the DCP case worker. The supervisor may appoint other panellists as follows:

Child or young person	Who may be appointed as a panellist
All children and young people in care	<ul style="list-style-type: none"> • DCP staff member who can make recommendations regarding the child or young person's care arrangements and support needs, such as a practice leader, or supervisor or senior practitioner.
Aboriginal and Torres Strait Islander infants, children and young people	<ul style="list-style-type: none"> • Aboriginal practitioner (note, this cannot be the child or young person's DCP case worker)



(where the independent chair is not Aboriginal or Torres Strait Islander)	<ul style="list-style-type: none"> • Representative from an ACCO • Elder or person with cultural authority for the child or young person • Other Aboriginal or Torres Strait Islander community representative.
Children and young people from CALD backgrounds	<ul style="list-style-type: none"> • DCP Multicultural Services staff member representative • Other cultural or religious community representative who is currently working with the child or young person • Other cultural or religious community representative as recommended by DCP Multicultural Services.

When appointing a panellist, the supervisor should consider factors including, but not limited to:

- the proposed panellist's knowledge of the child or young person's specific case
- whether the proposed panellist's knowledge about the child or young person is required to make recommendations across the child or young person's life domains.

If a proposed panellist is likely to only make recommendations regarding a particular area of the child or young person's care arrangements or support needs, it may be more appropriate for them to be invited to participate in the annual review as a participant.

Panellists may refer to the Annual review panel checklist for a summary overview of key considerations when preparing for the annual review.

Identify annual review meeting participants

The DCP case worker and supervisor are responsible for inviting other relevant participants to contribute to the child or young person's annual review. Participants in the annual review may attend the meeting, make a submission to the panel prior to the annual review meeting, or both.

Participants in the annual review should include the child or young person and other relevant parties who can:

- provide information about progress against the plan goal
- identify the child or young person's strengths
- identify areas where the child or young person may require further support.

In addition to the child or young person participants may include, but are not limited to:

- the carer
- DCP residential care staff (such as the child or young person's key worker and the senior youth worker)
- kinship care worker or placement support worker
- educators
- therapeutic service providers or professionals (such as a GP/paediatrician, psychologist, disability or allied health professional)
- practice leader
- mentor



- government and NGO leaving care supports
- Youth Justice case worker.



Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

An invitation to parents and extended family and kin to participate in annual reviews for children and young people in care supports continued opportunity for [family led decision making](#). Families play a vital role in maintaining connections, nurturing the child or young person's identity and supporting their wellbeing.

Determine time, date and venue for the annual review meeting

The DCP office is responsible for negotiating the time, date and venue for the annual review meeting and notifying the independent chair, panel members and participants.

The annual review meeting may take place in any location considered appropriate. When choosing a venue, the consideration should be given to factors including but not limited to whether the location is:

- child or young person friendly
- culturally safe and appropriate
- appropriate to participants' transport needs and mobility requirements.

If it is proposed that the meeting occur at the DCP office, consideration must be given to whether all participants will be comfortable with that arrangement.

Consider the child or young person's participation in the annual review meeting

When considering whether it is appropriate for the child or young person to attend the annual review meeting in person, the DCP case worker and supervisor should:

- consider the child or young person's age, development, and any other factors that may influence their capacity to contribute to the annual review meeting
- seek the child or young person's views (where developmentally appropriate) about how they would prefer to participate in the annual review
- seek the carer's views about how best to support the child or young person's participation
- consider the child or young person and carer's views before finalising their decision
- if it is assessed that it is not in the child or young person's best interests to attend the meeting, record a rationale for the decision in the annual review report.

For further information about engaging children and young people in case planning and decision making, refer to [Seek the views of the child or young person](#) in the Supporting children and young people in care chapter and the [Supporting the participation of children and young people in decision making Practice Paper](#).

Consider the participation of the child or young person's family in the annual review meeting

The DCP case worker should:



- consider family members' participation, either through attendance at the annual review meeting or through a submission to the panel (taking into consideration factors including but not limited to the child or young person's views)
- notify members of the child's family of the annual review using the [Letter giving official notice of annual review to family template](#), and where possible, follow up with them to discuss the annual review process and their participation
- if family members indicate that they would like to participate but it is assessed that it is not appropriate for them to attend the annual review meeting, provide family members with a copy of the [Annual Review Survey](#), or provide other opportunities to share their views.

If the child or young person's parents are separated and both wish to attend the annual review meeting, consideration should be given to the impact of past domestic and family violence. If necessary, the parents should be enabled to contribute their views by other means.

Notify the child or young person and their carers

The DCP case worker must notify the child or young person (with regard for their age and development) and their carer of the annual review and invite them to participate. They may do this by attending the annual review meeting in person, making a submission to the panel, or both. The child or young person may also choose to participate in the absence of their carer.

The DCP case worker must:

- provide the child or young person and their carer sufficient notice of the annual review (at least one month's notice is recommended)
- use the [Letter giving official notice of annual review to child template](#) to formally advise the child or young person and the [Letter giving official notice of annual review to carer template](#) to formally advise the carer (in accordance with section 85(3)(b)(ii) and 85(3)(b)(iii) of the CYPS Act)
- follow up with the child or young person and their carer and offer them appropriate options for their participation in the annual review.

Discussions with the child or young person and their carer are an opportunity to:

- identify what supports may be needed to support the child or young person and their carer to participate
- answer questions about the annual review process
- identify members of the child or young person's family, kinship and community networks who can contribute to the annual review.

Communication with the child or young person and their carer in preparation for the annual review should be documented in C3MS as a case note, using the 'Annual Review' note category.

Prepare the child or young person for the annual review

The DCP case worker should ensure the child or young person:

- is aware of their upcoming annual review and understands its purpose
- has been provided with adequate time and opportunity to consider and articulate their views about their current care arrangements and support needs (for example, by completing a child survey, face to face discussions with the DCP case worker, in writing or through other means)
- if the child or young person is attending the annual review meeting, providing an explanation of what they can expect as part of the meeting including (but not limited to):
 - topics that will be discussed



- who will be attending the meeting
- how the information discussed at the meeting will be used
- asking the child or young person how they would like to be followed up with after the annual review meeting.

Prepare the other annual review meeting participants

The DCP case worker must contact the annual review meeting participants and prepare them for the annual review by discussing:

- the purpose of the annual review
- options for participating in the annual review process (noting that participants may choose to attend and also make submissions to the panel if they wish)
- the annual review meeting process and what will be discussed
- who else will be participating in the review and who will be attending the annual review meeting
- the cultural needs of the child or young person, their carer/s, and any other care team members participating in the annual review, such as a translator or interpreter (for further information, refer to the [South Australian Aboriginal Languages Interpreters and Translators Guide](#) and the [Interpreting and translating procedure for people from culturally and linguistically diverse \(CALD\) backgrounds](#))
- any supports participants need to be able to participate in the annual review, including cultural considerations such as inviting a support person to attend the meeting
- supporting participants to consider and discuss information they want to share, including any questions they may have.
- All participants should be provided with a complete and redacted copy of the child or young person's existing case plan prior to annual review meeting (if this has not been provided previously).

Obtain the views of participants not attending the annual review meeting

The DCP case worker must ensure that participants who are not attending the annual review meeting are given sufficient notice so that they can consider information about the child or young person's existing care arrangements and provide their views to the panel.

Participants may submit their views to the annual review panel in a number of ways (including, but not limited to):

- a face to face meeting or a home visit with the DCP case worker
- completing an [Annual Review Survey](#)
- writing a submission (for example through email, text, or letter)
- telephone call with the DCP case worker
- through another DCP worker
- through another person such as a family member or cultural advocate.

The DCP case worker should also arrange for professionals involved in the child or young person's care to provide information (including professional reports, where required) or submissions for consideration by the annual review panel if they are unable to attend in person.



Conduct an annual review quality assurance audit

In preparation for the annual review, the senior practitioner is responsible for conducting an audit of the child or young person's case file using the [Annual Review Quality Assurance Checklist](#) and where necessary following up on any outstanding case management tasks with the DCP case worker. The checklist should be uploaded to the 'Notes and Documents' tab in C3MS using the Annual Review note category.

Prepare for the meeting with the independent chair

To prepare for the annual review, the DCP case worker, independent chair and other panellists should:

- confirm that the child or young person, carer, family and kin, care team members and other participants have been notified of the meeting and have had an opportunity to make submissions
- confirm attendees at the meeting
- read the child or young person's existing case plan, and:
 - consider assessment summaries
 - note areas of concern about the child or young person
 - note any recent changes in the child or young person's circumstances not reflected in the case plan
- review submissions made by annual review participants, including but not limited to:
 - the child or young person's child survey tool responses
 - annual review surveys completed by the carer and other parties
 - professional assessments or reports
 - other submissions
 - records of meetings or discussions with participants held prior to the annual review meeting
- discuss how differences of opinion will be managed at the meeting
- consider strategies for supporting the child or young person's participation in discussion during the meeting (if they are attending in person).

If the independent chair is not currently employed by DCP or has not previously chaired an annual review meeting, the DCP case worker and supervisor should confirm with the independent chair that they understand:

- the independent chair's role in facilitating the meeting
- the role of the annual review panel in making recommendations for the DCP case worker and supervisor's consideration in case planning
- the responsibility of the supervisor for approving the annual review report and the case plan, including any financial supports to be provided to the carer.

Convene the annual review meeting

The annual review panel is responsible for:

- reviewing the circumstances of the child or young person and considering whether they are living in a safe, stable, culturally supportive and nurturing environment so they are able to reach their full potential
- considering whether the existing arrangements for the care of the child or young person continue to be in their best interests and provide the necessary supports to meet their needs



- giving due consideration to the views of the child or young person, their carer, family and kin and other participants to make recommendations to inform the contents of the next case plan
- where the child or young person is attending the annual review meeting, ensure they are provided with opportunities to contribute to the discussion.

The annual review panel and meeting participants will also consider:

- progress against actions assigned to individuals, including any barriers to completing them
- implementation of cultural maintenance plans
- new actions required to meet the case plan goal, including relevant service referrals required to support the child or young person or carer
- if Long-term Guardianship (Specified Person) should be considered.

The proceedings of the annual review meeting should be recorded using the annual review report. It is recommended that the annual review report be completed by the DCP case worker and endorsement be sought from the independent chair prior to approval. For guidance about recording the annual review report, refer to the [C3MS Guide: Recording and reviewing plans](#).

Record, endorse, approve and distribute the annual review report

Seek endorsement from the independent chair and annual review panellists

Once complete, it is recommended that the DCP case worker work flow the annual review report to the annual review panellists (which may occur either during or after the meeting) for review. If the DCP case worker prepared the annual review report, it is recommended that they seek endorsement from the independent chair.

It is also recommended that for Aboriginal and Torres Strait Islander infants, children and young people, the annual review report be endorsed by a PAC (noting that the annual review can be approved without the PAC's endorsement).

For children and young people from CALD backgrounds, it is recommended that the annual review report be endorsed by DCP Multicultural Services.

Seek and record endorsement from an external independent chair

If the independent chair is external to DCP, endorsement can be sought by:

- providing the independent chair with the opportunity to review the annual review report immediately after the meeting, or
- providing a copy of the draft annual review report to the independent chair following the annual review.

The external independent chair's endorsement should be recorded as a note or document in C3MS using the 'Annual Review' note category. For further guidance, refer to the [Case recording Practice Paper](#) and the [Creating a note – C3MS Guide](#).

Seek approval and share the annual review report

The annual review report must be submitted to the supervisor (as the delegate) for approval.

The DCP case worker must provide copies of the approved annual review report to the child or young person (if appropriate) and their carers, using the [Letter to carer following annual review template](#).

If members of the child or young person's family or kin participated in the annual review, they should be provided with a copy of the annual review report, using the [Letter for family following annual review template](#).



The letters should be uploaded to C3MS in the 'Notes and documents' tab using the 'Annual Review' note category.

The annual review report should also be provided to the panellists.

Develop and distribute the new case plan

Once the annual review report has been approved, the DCP case worker must immediately develop the next case plan, which will be informed by the annual review process. The recommendations from the annual review report must be considered by the supervisor and DCP case worker in case planning and decisions regarding arrangements for the care of the child or young person.

The annual review informs the goal, outcomes and actions for the next case plan period. For further guidance, refer to [Develop and distribute the new and revised case plan](#) in this chapter of the Manual of Practice.

Document control

Reference No./ File No.			
Document Owner		Lead Writer (position)	
Directorate/Unit: Quality and Safeguarding		Operational Policy Team, Quality and Safeguarding	
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Risk rating Risk Assessment Matrix	Consequence Rating	Likelihood	Risk Rating
	Moderate	Possible	Moderate

REVISION RECORD		
Approval Date	Version	Revision description
4 September 2020	1.0*	New chapter with amendments to case planning, including review and annual reviews and incorporation of the ACIST tool. *Replaces Case planning Chapter
14 December 2020	1.1	Updated references to Transition to adulthood chapter
6 January 2021	1.2	Minor changes made for consistency in language across all Manual chapters and formatting of the Word version of the Chapter
3 December 2021	2.0	Full review of chapter as part of the policy review cycle.
1 April 2022	2.1	Minor amendments to update references and hyperlinks to information gathering and sharing.
6 May 2022	2.2	Addition of guidance to support planning for transports.
16 June 2022	2.3	Minor amendments to support planning for transports.



REVISION RECORD		
Approval Date	Version	Revision description
22 November 2022	2.4	Minor amendments to include additional considerations for recording life story work and responding to the needs of gender diverse children and young people as part of case planning.
22 November 2022	2.5	Minor amendment to remove references to Viewpoint and replace with the generic term 'child survey' to futureproof the development of a bespoke survey tool for children and young people in care.
3 February 2023	2.6	Minor amendment to insert a reference to the Case planning, review and annual review flowchart.
22 February 2023	2.7	Minor amendment to include information about the administration and management of intervention orders pursuant to the Intervention Orders (Prevention of Abuse) Act 2009 .
15 February 2023	2.8	Minor amendments in response to learnings from coronial findings in relation to assessment of the safety of siblings and responding to families who refuse to engage with DCP.
2 May 2023	2.9	Minor amendment to add Scope section and refer to the Guide to authorisations and delegations.
29 June 2023	2.10	Minor amendment to guidance on appointment of independent chairs for annual reviews.
5 April 2024	3.0	Comprehensive chapter review as part of the DCP policy review cycle.
13 May 2024	3.1	Minor amendments made in response to recommendations of the Independent Inquiry into Foster and Kinship Care in South Australia to strengthen guidance about information sharing and record keeping.
18 June 2024	3.2	Minor amendment to include guidance about case planning considerations for transporting children and young people.
19 June 2025	3.3	Minor amendment to clarify purpose of annual reviews as an opportunity to review the case plan.
23/06/2026	3.4	Minor amendment to clarify requirements for recording endorsement of an annual review report by an independent chair.