



Manual of Practice: Transition to adulthood 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 guidance for DCP staff responsible for case management and care of young people aged 15 years or older who are transitioning from care to ensure they are set up for success in transitioning to adult life and independence.

This chapter must be read in conjunction with the [Case Planning, review and annual review](#) and the [Supporting children and young people in care](#) chapters of the Manual of Practice.

Scope

All DCP staff providing support to young people who are transitioning from care, or who have left care and are transitioning to adult life.

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. Efforts should be made to explore the specific Language group or Nation an Aboriginal or Torres Strait Islander child or young person may identify with, acknowledging that a family may not hold information about this due to experiences of cultural dispossession.

The term 'culturally and linguistically diverse (CALD) background' is used throughout the Manual of Practice to refer to all children and young people, families and communities from culturally and linguistically diverse backgrounds, inclusive of those who identify as belonging to new and emerging communities (NECs).

Principles

- Young people are active participants in articulating what is important to them, setting goals and aspirations, planning, and making decisions about their future.
- Young people are supported to articulate for themselves what they need and what works for them.



- Young people have the appropriate supports to set them up for a successful transition from care and into adult life.
- The Aboriginal and Torres Strait Islander Child Placement Principle is embedded in practice through active efforts to support Aboriginal and Torres Strait Islander young people to maintain their connection to family, kin, culture and Country during and after their transition from care.
- Young people from culturally and linguistically diverse (CALD) backgrounds are supported to maintain connection to their family, kin, culture, language and religion during and after their transition from care.
- Transition planning is flexible, responsive to the changing needs of the young person and occurs in partnership with the young person, their carers, their family members and other significant supports.
- Young people and their families are supported to strengthen their safe connections to endure over their life span.
- Transition planning prioritises continuity, connection and stability for the young person.
- Young people have a right to access information about themselves and their history.

Significant decisions with Aboriginal and Torres Strait Islander young people

When supporting Aboriginal and Torres Strait Islander young people in their transition into adulthood the following decisions are considered significant:

- decisions about maintaining and supporting the young person's contact with family, kin, community, culture and Country
- decisions about case planning, including the development and review of the case plan, inclusive of the Aboriginal Cultural Identity Support Tool (ACIST)
- decisions about transition planning for exit from care, including supports required for the young person and where the young person will live.

[Family led decision making](#) is enabled when Aboriginal and Torres Strait Islander 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 children, young people and families, refer to the Aboriginal and Torres Strait Islander Child Placement Principle (ACPP) active effort prompts throughout this chapter and the [Aboriginal and Torres Strait Islander Child Placement Principle Practice Paper](#).

Authority

Sections 10, 111, 112, 153, 164 of the [Children and Young People \(Safety\) Act 2017 \(CYPS Act\)](#)

Section 6 of the [Child Safety \(Prohibited Persons\) Act 2016 \(CSPP Act\)](#) and Regulation 7 of the [Child Safety \(Prohibited Persons\) Regulations 2019](#) (CSPP Regulations)

Section 3 and 33 of the [Guardianship and Administration Act 1993 \(GA Act\)](#)

Section 8 of the [Social Security Act 1991 \(SS Act\)](#)



Flowchart

[Transition to adulthood flowchart](#)

Key Steps

1. Preparation and planning
2. Develop the case plan to support transition from care
3. Implement the transition from care case plan
4. Support the young person to leave care
5. Provide the young person with post care support

1. Preparation and planning

Transitioning to adulthood and independence is a major life event for any young person. Key priorities for transition from care planning include supporting young people to:

- establish a stable home environment post-care (independently or with others)
- learn and practice life skills
- participate in decision making about their future
- understand and exercise their rights.

Young people in care who have experienced trauma, disconnection and limited family supports may need additional preparation and support for their transition to adulthood.

Discussions about transition to adulthood and what this means for the young person can begin before formal transition from care planning commences. These informal discussions with the child or young person and their carer are an opportunity to introduce them to topics relevant to transition to adulthood, such as:

- ways the young person can take a more active role in decision making
- the young person's aspirations for the future
- the young person's network of key relationships and supports, now and in the future
- supports DCP and other relevant support services will provide for the young person to prepare for leaving care.

Formal transition planning should begin when the young person turns 15 years of age or at the earliest opportunity if they enter care at a later age to ensure the young person has adequate time to prepare.

It is important to re-visit the topic of transition to adulthood regularly with the young person and to avoid assumptions about what the young person may have already discussed with previous DCP case workers. When having discussions with young people about transition from care planning, the DCP case worker should consider:

- timing the discussion and the topics appropriately for the young person's development and maturity
- having appropriate people present during the conversations to support the young person as required, including family members, professionals and other support people as identified by the young person and the DCP case worker
- giving the young person time to think about and prepare for discussions.



Partnership

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Partner with a Principal Aboriginal Consultant (PAC), an Aboriginal or Torres Strait Islander youth worker (for young people in residential care), other relevant community members or staff from Aboriginal Community Controlled Organisations in the young person's care team to prepare and plan the young person's transition. Seek their views about engagement and for their cultural advice regarding factors to support the young person to have a positive transition. Consider the young person's current relationships, understanding of and connection with their family and community of origin.

Engage the young person in transition from care planning

Support the young person's active participation in case planning

Section 111 of the CYPS Act requires DCP case workers to prepare a plan to support the child or young person to make their transition from care. Formal transition to adulthood planning should begin once the young person has reached 15 years of age.

For further guidance, refer to [Develop the case plan to support transition from care](#) key step in this chapter of the Manual of Practice.

Young people's active participation in decision making about their lives is a requirement under 10(1)(b) of the CYPS Act. Working in partnership with the young person:

- can help to create a sense of personal agency and control over the transition process
- builds the young person's sense of capability and alleviates some of the anxiety they may experience
- supports them to develop confidence in their own decision making skills.

It is important to recognise the young person as able and capable. As the young person begins formal transition from care planning, the DCP case worker should ensure that they communicate directly with the young person about care team meetings, case plan reviews and annual reviews and other decision making. This ensures that the young person:

- is aware of upcoming opportunities to participate in decision making
- has time to prepare
- is given opportunities to share their views and contribute to decision making.

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 and the [Supporting the participation of children and young people in decision making Practice Paper](#).

The DCP case worker should:

- introduce the young person to the concept of planning for their transition to adult life as early as possible (once they turn 15 years of age)
- choose meeting venues the young person is comfortable in and where possible, combine case planning discussions with an activity the young person enjoys



- follow the young person's verbal and non-verbal cues and adapt communication approaches as needed (for further guidance, refer to [Seek the views of the child or young person](#) in the Supporting children and young people in care chapter)
- reassure the young person that they will be supported throughout the process, and reinforce this at regular intervals
- create opportunities for the young person to express their feelings about their transition to adulthood (both positive and negative), including:
 - their aspirations and goals for the future
 - any concerns or anxieties they have about the transition process
- work in partnership with the young person when developing the transition from care case plan, treating them as able, capable and as an equal partner in the process
- consider the young person's developmental maturity and:
 - assess the young person's capacity to make safe decisions (taking into account factors such as the impact of their trauma experiences or if they have disability)
 - take this into consideration in planning to allow adequate time for the young person to build their skills, knowledge and confidence.

Respond to the young person's individual needs

The young person's willingness and capacity to engage in transition from care planning may vary over time. The DCP case worker should:

- explore whether there are barriers to the young person's engagement, such as anxiety, uncertainty, or isolation
- consider the impact of the young person's experiences of trauma on their ability to understand the need to plan for their future (for further guidance, refer to the [Trauma Practice Paper](#))
- make gentle, compassionate and persistent attempts to engage the young person
- consider consulting with relevant professionals for advice regarding strategies for supporting the young person's engagement, including (but not limited to):
 - the young person's current therapist (where relevant)
 - DCP Psychological Services
 - a practice leader
 - PAC
 - DCP disability consultant
 - Senior child and youth worker or Sanctuary practitioner (for young people in residential care).

For further guidance about building a positive relationship with a young person to support transition from care planning, refer to the [Relationship Based Practice Practice Paper](#). For further guidance about engaging young people who display high risk behaviours, refer to the [Supporting children and young people in care with high risk and complex behaviours Practice Paper](#).



Use a range of tools to support the young person's participation

Resources and tools available to engage young people in the transition from care planning process include the:

- CREATE Foundation's [Create Your Future Website](#), which includes information and resources for care leavers
- [Sortli smartphone application](#), which is a free mobile application that supports the young person to set their personal goals, track progress and celebrate successes
- CREATE Foundation [Go Your Own Way workbook](#), which incorporates advice, general information, checklists and contact details for organisations that may be able to support the young person
- RASA [GOM Central website](#), which includes a range of information and resources for young people leaving care, including a blog, a podcast and links to the CREATE Foundation website.

These resources can be used as a guide for both the DCP case worker and young person to:

- provide prompts for discussion with the young person about their strengths and needs
- enable the young person to articulate their goals and aspirations
- plan actions for the young person's transition from care case plan
- allow the young person to track key tasks and record progress at different stages of the transition process.

Support the young person to understand their rights

Young people should be supported to understand their rights and to learn about rights they will have in adulthood. For further guidance, refer to [Support the child or young person to understand their rights](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Engage carers, the care team, family members and other parties in transition from care planning

The DCP case worker should seek to engage:

- the young person's carers
- for young people in residential care, relevant staff, including child and youth workers, senior child and youth workers, supervisors and Sanctuary practitioners (DCP and non government staff)
- the young person's family and kinship networks (as appropriate)
- other significant members of the young person's community, including mentors, Elders, cultural community leaders and religious leaders (as appropriate)
- DCP staff, including (but not limited to):
 - practice leader
 - PAC
 - DCP Multicultural Services staff
 - regional disability consultant
 - DCP psychologist



- professionals working with the young person or their carer, including post-care service providers and National Disability Insurance Scheme (NDIS) providers (both those that will be involved during and post the transition process).

Some family based carers will continue to support the young person in their care after the young person turns 18 years of age. Discussions with the young person and their carer about the young person's accommodation and other support needs must occur as early as possible and be re-visited regularly throughout case planning, implementation, and review.

For further guidance about partnering with carers, family, community, and other parties in case planning, refer to the [Case planning, review and annual review chapter](#) of the Manual of Practice.

Family and kin

Ensuring family members are active participants in the planning process where safe and appropriate can contribute to the creation of a broader support network for the young person post care.

Young people will often seek connection with family in the later stages of their care journey or in early adulthood as they explore their identity. The young person may also seek to connect (or reconnect) with family or kin, as a placement option or support network. Including family members and kin in case planning can help to ensure that the young person is able to explore this connection safely.



Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Inviting decision makers from within the young person's family and kinship network to participate in the case planning process enables [family led decision making](#). Family know their kinship and community networks best and are well placed to advise who and what will help the young person if they seek to reconnect with family during their transition from care.

Engage service providers and other relevant parties

A range of service providers and other parties can contribute to transition from care planning, including (but not limited to):

- therapists
- allied health professionals
- teachers and education support staff
- disability service providers
- mentors
- community representatives
- cultural supports.

When case planning, the DCP case worker should ensure the following:

- referrals are timely and service providers are included in case planning from the earliest possible opportunity to ensure adequate time to engage with the young person and work with them
- where possible, supporting continuity of service providers for the young person into adulthood
- prioritising the use of culturally specific service providers where possible and appropriate:



- for Aboriginal and Torres Strait Islander young people, connecting the young person to Aboriginal Community Controlled Organisations or Aboriginal-specific programs and services (and recording these in the ACIST)
- for young people from a CALD background, referring where possible to culturally specific services (such as Migrant health services), community or religious organisations (and recording these in the CALDIST)
- for young people with disability, exploring options available through NDIS funded supports and services in partnership with the DCP disability consultant (for further guidance, refer to ‘Developmental progress and disability’ under Develop the case plan to support transition from care in this chapter of the Manual of Practice).



Partnership

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Partner with Aboriginal and Torres Strait Islander service providers who have worked with the young person to support continuity of services and relationships. Explore whether the young person can continue to use these services into adulthood or consider options for making warm referrals to culturally appropriate adult service providers.

2. Develop the case plan to support transition from care

A case plan prepared for a young person aged 15 years or older should have a case plan goal of ‘Transition from care’.

If the young person is subject to other orders, such as a short-term care and protection order for the purposes of reunification, the case plan goal may more appropriately be reunification, but consideration must also be given to concurrent planning to support transition from care. In these circumstances, it is recommended the DCP case worker consult with their supervisor or practice leader for guidance.

For further guidance regarding case planning, refer to the [Case planning, review and annual review chapter](#) of the Manual of Practice.

Consider case planning priorities at different stages of transition

As the transition from care case plan is implemented and reviewed, case planning priorities will change to reflect the young person’s changing needs. A number of tasks are required to facilitate the young person’s successful transition from care. Some of these tasks will commence with the first transition from care case plan and be reviewed on a regular basis, while others will need to be completed at specific stages in the process as the young person nears their exit from care.

Age	Case planning priorities
15 years	<ul style="list-style-type: none"> ● Reviewing the case plan and choosing ‘Transition from care’ as the case plan goal. ● Identifying and assessing the young person’s strengths and current functioning for each of their life domains, including (but not limited to): <ul style="list-style-type: none"> ○ family, community and social relationships – strengths, challenges and who can be a support to the young person post 18 years of age




	<ul style="list-style-type: none"> ○ therapeutic and emotional needs, including the young person's understanding/integration of their journey in care ○ plans, goals and challenges in education, training and employment ○ strengths, gaps and challenges in developing independent living skills ○ self-care skills. ● Assessing where the young person will require additional support to build the skills, knowledge and confidence to successfully transition out of care. ● Beginning to allocate developmentally appropriate tasks to the young person (as appropriate and in partnership with them), noting that having a young person responsible for a task does not make them responsible for their own safety, wellbeing and care. ● Considering and applying for appropriate Centrelink payments (refer to 'Finances' in this key step for further guidance). ● Considering whether the young person is eligible for Victims of Crime compensation or other compensation/redress.
16-17 years	<ul style="list-style-type: none"> ● Building, practicing and consolidating independent living skills. ● Developing and/or maintaining positive relationships with family, kin, peers, community and professional supports. ● Considering supports required to build the young person's skills and address their needs. ● Identifying housing and accommodation options and making relevant applications and/or referrals. ● Considering how the young person will transition to using adult services, including funding arrangements. ● Registering for programs, services and funding the young person is eligible for ● Arranging assessments required to identify the young person's support needs into the future and to support applications and referrals. ● Considering Victims of Crime/other compensation the young person may be eligible for and progressing applications as appropriate. ● Considering guardianship arrangements or other administration orders that may be required when the young person reaches 18 years of age (for young people with disability). ● Making applications for legal proof of identity documents. ● Identifying supports available to the young person through Investing in their Future.
17.5 years	<ul style="list-style-type: none"> ● Confirming arrangements for the young person's accommodation/placement (including contingency plans and escalating with SAHA where required). ● Arranging review assessments as required for adult services the young person will be accessing, such as disability services through the NDIS.



	<ul style="list-style-type: none"> • Ensuring the young person has learned/practiced (where appropriate) basic life skills, and has the support necessary to continue learning and developing their skills. • Ensuring arrangements are in place to support the young person’s ongoing contact with siblings and other family. • Identifying documents and other information to be provided to the young person, and when these should be provided to them. • Ensuring information is provided to Post Care Support Services and other service providers who will be supporting the young person post-care. • Arranging warm referrals to post-care supports and other services (where possible and appropriate). • Ensuring the young person has a source of income or income support (including Centrelink payments). • Arranging transfer of funds where money has been held on behalf of the young person. • Progressing applications for guardianship or administration orders to SACAT where appropriate.
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Case planning priorities for Aboriginal and Torres Strait Islander young people

For Aboriginal and Torres Strait Islander young people, decisions made as part of transition from care planning should include the active participation of family members, kin, Elders, and other Aboriginal and Torres Strait Islander community members.




Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

To enable participation of family and extended family in significant decision making, it is best practice to include them in the young person’s care team where possible and appropriate. If members of the family or kinship network are unable to be part of the care team, capturing their views remains important. Arrange a family meeting to provide an opportunity for [family led decision making](#) to inform the case plan.

Where Aboriginal and Torres Strait Islander young people have experienced disconnection from their family, community or culture, it is important to identify opportunities for their participation in activities and events to support positive experiences of reconnection with family and significant community members.



Connection

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Considerations and actions for Aboriginal and Torres Strait Islander young people to remain connected and supported to nurture their cultural identity are recorded in the Aboriginal Cultural Identity Support Tool (ACIST) section of the case plan. These actions should be monitored, updated and resourced to support a successful transition to adulthood.



When developing the transition from care case plan for Aboriginal and Torres Strait Islander young people, the DCP case worker should prioritise:

- strengthening safe and positive connection with the young person's family, kin and community
- supporting and encouraging the young person to learn about their culture and spend time on Country to support identity development and relationship-building
- consideration of recommendations made by the Recognised Organisation and advice from [consultation with the Recognised Organisation](#) and other Aboriginal Community Controlled Organisations (ACCOs)
- working in consultation with PACs and Aboriginal practitioners to develop and implement the case plan
- planning to support the young person's living arrangements and supports to enable them to live near their family and community post-care
- connecting the young person to services to support ongoing exploration of family and kinship connections post-care, such as [Nunkuwarrin Yunti's Link-Up SA program](#)
- obtaining legal confirmation of Aboriginal or Torres Strait Islander identity to support applications for Aboriginal and Torres Strait Islander-specific programs and employment
- wherever possible and appropriate, referring the young person to culturally appropriate supports post-care, including health services, legal advice, education and training, assistance with employment, and housing and accommodation.

Case planning priorities for young people from culturally and linguistically diverse (CALD) backgrounds

For young people from a culturally and linguistically diverse (CALD) background, decision making, planning and implementation of plans for transition to adulthood may also include community, cultural or religious leaders in addition to members of their family and kinship networks.

When developing the transition from care case plan for a young person from a culturally and linguistically diverse (CALD) background, the DCP case worker should prioritise:

- actions that establish and maintain the young person's safe and positive connection to their family, community, culture and religion (if applicable)
- considering recommendations made by DCP Multicultural Services and advice from representatives from the young person's cultural and/or religious community
- supporting the young person's living arrangements, including supports required to enable them to live near their family and community post-care
- the young person's access to culturally appropriate supports post-care
- citizenship certificates and/or other documentation that confirms the young person's migrant or refugee status.

For further guidance relating to developing, implementing and review of the case plan, refer to [Case planning, review and annual review chapter](#) of the Manual of Practice.

Case planning priorities for young people with disability

For young people with disabilities, case planning should prioritise:



- supporting the young person's connection to sustainable services, informal supports and adult service providers after they turn 18 years of age
- including NDIS service providers in planning from the earliest possible opportunity
- proactively planning assessments required to ascertain the young person's support needs post-care, such as Functional Capacity Assessments
- identifying a suitable nominee to make NDIS-related decisions for the young person and completing the Change of Circumstances form to update nominee details
- considering whether the young person will require an administration and/or guardianship order.

These assessments should be undertaken at the earliest opportunity to ensure a smooth transition. The DCP case workers must include the DCP disability consultant in all key discussions related to the NDIS when planning the young person's transition from care.

For further guidance about key considerations for young people with disabilities, refer to 'Developmental progress and disability' under [Develop the case plan to support transition from care](#) in this chapter of the Manual of Practice.

Case planning considerations for young people in regional and remote locations

Young people residing in regional and remote areas may face additional challenges related to accommodation, education and support services due to lack of service availability or limited options.

Planning and conversations with the young person may require the DCP case worker, the young person and the care team to explore:

- the young person's existing community supports and networks
- options outside of the area the young person is currently residing in, such as larger regional centres or the metropolitan area
- supports that may be required to facilitate the young person's transition to a new location, including (but not limited to):
 - housing and accommodation
 - financial support
 - transportation
 - independent living skills
 - developing and maintaining relationships and supports
 - navigating and accessing services.

Placement, including accommodation and living arrangements

Assessment

When assessing the young person's current placement and future accommodation arrangements, the DCP case worker should consider the young person's:

- current placement
- experience of safety, stability and continuity of relationships in their placement



- preferences regarding future housing and accommodation arrangements (including where they live and who they will live with)
- carer's views about the young person's future housing and accommodation arrangements, including whether they are willing and/or able to continue supporting the young person into adulthood (and for how long)
- specific housing needs, including:
 - disability supports, including accessibility modifications
 - proximity to study, training or work
 - proximity to social connections and other supports
 - for Aboriginal and Torres Strait Islander young people, proximity to family, kin and community
 - for young people from CALD backgrounds, proximity to their cultural community of origin or place of religious worship
- skills and functioning, including any indicators that the young person may require additional support to live in shared housing arrangements
- information and supports the young person requires in order to be able to secure somewhere to live when they need/want to leave their current placement.

Actions

When developing actions to meet the child or young person's placement needs, the DCP case worker should consider:

- contingency plans for accommodation should the young person's circumstances change significantly at the time they are leaving care
- supporting the young person to submit a registration of interest in public and community housing, arranging appointments with housing providers and other services (for further guidance, refer to [Implement the transition from care case plan](#))
- referring the young person to the:
 - [Supported Independent Living Service](#)
 - [Stability in Family-Based Care Program and the Over 18 Education Initiative](#)
 - [Next Steps Pilot Service and Stability Post Care Individual Packages](#)
- initiating a Working With Children Check if the young person is planning to continue living with their carer and there are other children and young people in care also living in the household
- if the young person is in Supported Independent Living, what strategies and supports are required to ensure the young person's safety and to facilitate independent living skill development
- if the young person indicates that they would like to live with family members (including parents), strategies to mitigate any concerns about their safety or wellbeing
- if the young person has active youth justice involvement or is incarcerated at the time of exiting care, what supports and strategies are required to ensure young person's safety and availability of stable accommodation arrangements
- implementing supports for the young person to secure accommodation when they need or want to leave their current placement



- arranging help for the young person to move from their current placement, as required.

Culture and identity

Adolescence and emerging adulthood is recognised as a significant developmental stage in terms of cognitive, emotional and behavioural maturity, with exploration of identity and belonging a key focus. Supporting young people to develop strong connections to their culture, a healthy sense of self and a positive identity is a key element of transition planning.

For guidance about cultural maintenance planning for Aboriginal and Torres Strait Islander young people, refer to the 'Aboriginal Cultural Identity Support Tool' section below. For Aboriginal and Torres Strait Islander young people, connection to culture is a strength and a protective factor in providing a lifelong sense of belonging, place and stability.

For guidance about cultural maintenance planning for young people from a CALD background, refer to the 'Culturally and Linguistically Diverse Identity Support Tool' section below. For young people from a CALD background, connection to culture is a strength and a protective factor in providing a lifelong sense of belonging, place and stability.



Connection

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Reflect on each of the areas of an Aboriginal and Torres Strait Islander young person's cultural connections. These can include family, community, history, cultural expressions, events, cultural values and practices, language and Country. Identify where there are gaps and come up with actionable plans that support wellbeing and a positive narrative about the young person and their identity.

Assessment

When assessing the young person's identity development and culture, the DCP case worker should consider:

- the young person's current understanding of and views about their entry into care
- the progress of life story work being undertaken with the young person
- significant people in the young person's life who are contributing to life story work including:
 - the DCP case worker
 - carer
 - youth worker
 - family members
 - a mentor
 - the young person's therapist (where relevant)
 - other social supports
- the views of the young person's therapist regarding the young person's processing of their trauma experiences
- the impact of the young person's trauma experiences on their ability to develop and maintain healthy relationships (for further guidance, refer to the [Trauma Practice Paper](#))



- gaps in the young person's networks and barriers they are experiencing to develop a sense of belonging and connection
- the young person's exploration of their sexual orientation and gender identity (for further guidance, refer to the [Supporting children and young people who identify as LGBTQIA+ Practice Paper](#)).

Actions

When developing actions to support the young person's identity development, the DCP caser worker should consider:

- opportunities to undertake life story work through:
 - regular contact with the young person
 - placement visits
 - contact with their carer
 - family members and other significant people
 - care team meetings
- working with the child or young person's current therapist (where applicable) or DCP Psychological Services to provide the young person with a developmentally appropriate explanation of the reasons for their entry into care
- making referrals for supports (including therapeutic supports) the young person requires to manage their emotional triggers when undertaking life story work
- therapeutic intervention to support the young person to:
 - develop positive relationships
 - improve emotional regulation
 - learn communication skills to develop safe, healthy relationships (for further guidance, refer to the [Domestic and family violence Practice Paper](#))
- implementing supports for the young person to make safe disclosures of their history when and if required
- making referrals for supports required for the young person to explore, develop understanding and integrate their sexual orientation and gender identity
- reviewing the young person's genogram and ecomap with them to identify and strengthen significant relationships and supports in their life (for guidance about using ecomaps to explore relationships, refer to the [Systems theory Practice Paper](#))
- implementing supports for the young person to learn to safely navigate relationships within their family and community networks.

For further guidance about including life story work in case planning, review and annual review, refer to the [Case planning, review and annual review chapter](#) of the Manual of Practice, [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 and the [Life story work and Aboriginal life story work Practice Paper](#).

For further guidance regarding supporting LGBTQIA+ young people, refer to [Supporting children and young people who identify as LGBTQIA+ Practice Paper](#).



Aboriginal Cultural Identity Support Tool

For Aboriginal and Torres Strait Islander young people, connection to culture is a strength and a protective factor in providing a lifelong sense of belonging, place and stability.

Plans for connecting Aboriginal and Torres Strait Islander young people to family, kin, community, culture and Country must be recorded in the Aboriginal Cultural Identity Support Tool (ACIST) section of the case plan. As with all case planning for Aboriginal and Torres Strait Islander young people, plans for transition from care must be undertaken in partnership and with the full participation of the young person, their family, extended kin and community networks, Elders, cultural mentors, service providers and professionals.



Identity

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Aboriginal and Torres Strait Islander children and young people have a right to grow up with a sense of belonging, a stable sense of identity and know where they are from and their place in relation to family, kin, community and Country. Aboriginal Life story work with Aboriginal and Torres Strait Islander young people is an important tool to support them to build their personal story and ensure continuity of their cultural identity.

When developing the ACIST for Aboriginal and Torres Strait Islander young people transitioning from care planning, the DCP case worker should consider:

- the young person's current knowledge and understanding of their cultural background
- the young person's current cultural connections and significant relationships, including:
 - family and kin
 - Elders
 - other individuals with cultural authority for the young person
 - mentors
- how the young person will be supported to learn cultural obligations as they transition into adulthood (and who will be responsible for passing this knowledge on to the young person)
- plans to support the young person to return to Country and future family and/or community supports that will enable them to return to Country post-care
- plans to support the young person's participation in age-appropriate ceremonies, including those marking important rites of passage into adulthood
- culturally appropriate services and organisations the young person is currently connected to (and whether the young person will be able to continue using these services into adulthood)
- exploring culturally appropriate services and organisations the young person can be connected with post-care, including services that can support the young person to explore family and kinship connections such as [Nunkuwarrin Yunti's Link-Up SA program](#)
- outcomes of consultation and recommendations from a Principal Aboriginal Consultant (PAC), ACCO or recognised organisation



- support the young person may require to obtain confirmation of Aboriginal or Torres Strait Islander identity (for the purposes of applying for Aboriginal or Torres Strait Islander-specific education, employment, housing or other programs).

For further guidance about assessment considerations to support cultural maintenance planning for Aboriginal and Torres Strait Islander young people, refer to [Identify and respond to the cultural needs of Aboriginal and Torres Strait Islander infants, children and young people](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Culturally and Linguistically Diverse Identity Support Tool

For young people from CALD backgrounds, connection to culture and/or religion contributes to the young person's positive identity development, their sense of belonging, their social, emotional and spiritual wellbeing, and lifelong relationships with family, kin and community. Plans for transition from care for young people from CALD backgrounds must be developed in partnership with the young person, their family, extended kin and community networks, other service providers and professionals, and where required in consultation with DCP Multicultural Services. For further guidance about making a referral to DCP Multicultural Services, refer to the [Multicultural Services Service Delivery Model](#).

For young people from CALD backgrounds, plans to ensure connection to family, culture and religion should be recorded in the CALD Identity Support Tool section of the case plan.

When developing the CALDIST for young people from CALD backgrounds transitioning from care planning, the DCP case worker should consider:

- the young person's current cultural and religious connections and significant relationships, including:
 - family and kin
 - community and religious leaders
 - mentors
- supports the young person may require to develop skills and confidence to participate in cultural and religious traditions, rites and celebrations post-care
- culturally appropriate services and organisations the young person is currently connected to (and whether the young person will be able to continue using these services into adulthood)
- outcomes of consultation and recommendations from DCP Multicultural Services.

For further guidance about assessment considerations to support cultural maintenance planning for young people from a CALD background, refer to [Identify and respond to the cultural needs of children and young people from a culturally and linguistically diverse \(CALD\) background](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Contact arrangements

Assessment

When assessing the young person's contact arrangements, the DCP case worker should consider the young person's:

- support needs to negotiate safe and healthy relationships with family members, how they feel about their relationships and what other supports may be required to support healing and/or understanding of these relationships



- views about their relationships including:
 - challenges or difficulties (such as boundaries and rupture to relationships)
 - positives (such as connection and belonging)
- current relationships with family members (including parents), including strengths and any safety concerns
- current contact arrangements with parents and other family, including supports and supervision in place
- current contact arrangements with other siblings in care and/or interstate, including any views the young person has expressed about contact
- barriers to safe contact with younger siblings.

Actions

When developing actions relating to the young person's contact arrangements, the DCP case worker should consider:

- strategies to support parents and other family members to improve their capacity to have a safe and supportive relationship with the young person
- strategies to support the young person to develop skills for managing relationships with parents and other family members post-care, such as supported contact, exploring opportunities for unsupervised contact and/or therapeutic intervention
- reviewing existing contact determinations prior to the young person turning 18 years, including arrangements for gradually reducing levels of supervision for contact
- engaging siblings' DCP case worker/s to plan contact arrangements for the young person after they turn 18 years of age (noting determination of 'no contact' may be appropriate), including:
 - supports required for the younger siblings' carer/s require to support and facilitate contact (including siblings living interstate)
 - supports required for the young person.



Connection

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Sibling contact is critical to the connection and development of lifelong family relationships for Aboriginal and Torres Strait Islander young people. Regular contact with siblings should be facilitated wherever safe and appropriate to contribute to positive social and emotional wellbeing in both young people or young person and child. Continuity of sibling relationships as they leave care and experience adulthood increases levels of social support.

For further information about contact arrangements for care leavers with siblings in care, 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.


Connection
Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Including the opportunity for an Aboriginal or Torres Strait Islander mentor for an Aboriginal and Torres Strait Islander young person within the Aboriginal Cultural Identity Support Tool (ACIST) section of the case plan may provide the young person with a range of different supports. This person can act as a cultural role model and can be a good source of connection to community.

Physical health (including dental health and sexual/reproductive health)
Assessment

When assessing the young person's health needs, the DCP case worker should consider:

- the young person's current physical health, including (but not limited to) the status of vaccinations
- the young person's views and participation in decision making about their health (for guidance about consent, refer to the SA Health [Consent to medical treatment and health care](#) webpage)
- whether the young person is currently managing their My Health Record
- for Aboriginal and Torres Strait Islander young people, whether they are registered with Closing the Gap and are aware of benefits they are eligible for
- the young person's current health care providers and whether or not the young person may continue to access them post-care
- if the young person has a disability, considering whether there are concerns about their capacity to make health-related decisions (including whether an Advance Care Directive may be required when the young person turns 18 years of age)
- the young person's knowledge and understanding of sexual and reproductive health, including whether they are accessing appropriate sexual health information and services.


Identity
Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

As a DCP case worker and advocate for Aboriginal and Torres Strait Islander young people, it is important to develop an understanding of the health inequity and health issues faced by Aboriginal and Torres Strait Islander people. Engaging the family network throughout DCP's intervention provides the young person with the important opportunity to know their family health history. This includes knowing if they are at increased risk of diabetes, blood pressure, heart disease and supports they require to understand preventative care.

Actions

When planning actions to support the young person's health needs, the DCP case worker should consider:

- supporting the young person to take responsibility for tasks to meet their health needs (such as booking health appointments, managing their My Health Record and choosing health care providers)
- supporting the young person to develop confidence in negotiating effective and helpful relationships with their general practitioner



- supporting the young person to transition to a new General Practitioner or health clinic to access after they turn 18 years (if required)
- supporting the young person to link in with other services at a later date as required
- strategies for supporting the young person to make informed decisions about treatment options for preventative health care and management of health conditions they have
- treatments or surgeries the young person may require prior to leaving care
- providing the young person with information and resources about consent for health care
- providing the young person with age and developmentally appropriate information and opportunities to develop skills for maintaining a healthy lifestyle, including:
 - nutrition
 - exercise
 - sexual and reproductive health (including sexual health check-ups, contraception, safe sex, pregnancy and sexual orientation)
 - information and support about alcohol and other drug use, including smoking/vaping
- ensuring the young person is provided with developmentally appropriate sex education, including (but not limited to) education about safe sex and consent
- proactively addressing the young person's sexual health, including screening for sexual or reproductive health issues and providing information about contraception options (to both young women and men)
- providing the young person with information about accessing adult dental services through a [SA Dental Health Service, the Australian Dental Foundation](#) (or, for Aboriginal and Torres Strait Islander young people in metropolitan South Australia, Dental Services provided by Nunkuwarrin Yunti) post-care
- providing the young person with their Medicare and Health Care cards
- ensuring the young person has the Medicare mobile application
- providing the young person with information about Ambulance Cover and how to seek support from DCP to make a claim up to the age of 21 years (for further guidance, refer to the [SA Ambulance Cover Procedure](#))
- providing the young person with information about completing an Advance Care Directive (where relevant).

Metropolitan Youth Health Service, within the Women's and Children's Health Network, provides free clinical health services to age 25 years and provides outreach to various locations. For further information, refer to the [Women's and Children's Health Network website](#).

For further guidance about dental services for young people, refer to [Dental services for children and young people in care](#).


Identity
Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Ensure Aboriginal and Torres Strait Islander young people have their cultural identity accurately and clearly recorded on referrals to support a culturally appropriate service response, where available. Linking young people into an Aboriginal or Torres Strait Islander specific health service if they choose is an important approach to connecting them to their Aboriginal or Torres Strait Islander community and for culturally safe health care.

Psychological health and emotional wellbeing

Assessment

When assessing the young person's psychological health and emotional wellbeing, the DCP case worker should consider:

- the young person's current mental health and functioning, including formal, informal and cultural supports they access
- mental health services the young person is currently accessing and whether they can continue to access these post-care
- serious mental health concerns and current interventions in place to ensure the young person's safety.

Actions

When planning actions to meet the young person's psychological and emotional needs, the DCP case worker should consider:

- referring the young person for assessment or therapeutic support (ensuring that sufficient time is given to source an appropriate referral pathway)
- implementation of recommendations from assessment reports
- if the young person is currently receiving DCP-funded therapy, plans for transition of funding arrangements:
 - accessing a public service such as Headspace
 - obtaining a Medicare Mental Health Treatment Plan from their GP
- consulting with DCP Psychological Services for advice regarding options for supporting the young person's mental health and trauma recovery
- for concerns about self-harm or suicide, working in partnership with the young person, care team and other relevant professionals (such as DCP Psychological Services) to develop a self-harm or suicide prevention plan.

For further guidance, 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 DCP Psychological Services' [Therapy for children and young people in care: Frequently Asked Questions](#).



Identity

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Ensure Aboriginal and Torres Strait Islander young people have their cultural identity accurately and clearly recorded on referrals to support a culturally appropriate service response, where available.

The DCP case worker should also consider what support the young person needs to learn about developing healthy and respectful relationships with family, friends and partners. Information and resources about positive and respectful relationships for young people aged 16 to 25 are available from the [Kids Help Line](#).

For further guidance about supporting the emotional and behavioural development of young people and referral options, refer to [Identify and respond to the psychological and emotional needs of the child or young person](#) section in the Manual of Practice.

Developmental progress and disability

Assessment

When assessing the young person's developmental and disability needs, the DCP case worker should consider:

- supports the young person is currently accessing through their NDIS plan
- the young person's current independent living skills, including strengths and any gaps
- whether further assessment is required to support NDIS planning and review
- whether the young person will require a guardian for administrative or lifestyle decisions.

Actions

When planning actions to meet the young person's developmental and disability needs, the DCP case worker should consider:

- ensuring that a NDIS plan (with Support Coordination), is in place to meet the young person's needs, in consultation with the DCP disability consultant
- initiating a review of the young person's NDIS when the young person is aged 16 and a half years (to ensure adequate funding for Support Coordination and Capacity Building), including funding for a Functional Capacity Assessment (if required)
- identifying a contact nominee if the young person is unable to manage direct contact with NDIS themselves after they turn 18 years of age and updating the contact nominee details by completing the 'Change of Circumstances' form
- providing opportunities for the young person to develop independent living skills in their placement (such as preparing simple meals or using public transport)
- securing suitable accommodation
- an application for the Disability Support Pension (from 16 years), Mobility Assistance, Youth Disability Allowance and Rent Assistance
- appropriate Centrelink payments for the young person's carers



- making an application for South Australian Civil and Administrative Tribunal guardianship orders.

The DCP case worker should work in partnership with the DCP disability consultant throughout the transition planning process. This partnership will ensure the young person is adequately supported not just through the transition phase, but also into adulthood.

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

Education, training and employment

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

- the young person's skills, explore their aspirations and future plans for vocational training, university or employment, including:
 - obtaining their South Australian Certificate of Education (SACE)
 - enrolling in TAFE or university
 - undertaking an apprenticeship or traineeship
 - seeking employment
- the young person's current participation in education, training and employment, including reports and information provided by the young person's teachers and other education staff
- current funding arrangements in place to support the young person's education (such as tutoring or private school fees) and what options are available to fund these after the young person turns 18 years of age
- the young person's current interests, including volunteering
- the young person's eligibility for scholarships and other educational grants.

Actions

When planning actions to meet the young person's education, training and employment needs, the DCP case worker should consider:

- supporting the young person to identify education, training or career pathways (through their school, the [Student Pathways website](#), TAFE or employment services)
- supporting the Aboriginal young person to enrol in Aboriginal University Entry programs
- if the young person is receiving DCP-funded educational supports, arranging alternative funding of the young person's education
- applying for scholarships, educational grants or other forms of financial support the young person may be eligible for
- supporting the young person to register for and participate in volunteering opportunities
- supporting the young person to apply for a Working With Children Check if the young person is undertaking paid employment, volunteering or work experience (where required).

Refer to the [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 more information about services to support young people's participation in education.


Identity
Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

As young people have not necessarily had the opportunity to learn how to advocate for themselves, the role of the DCP case worker is to do this for them. They either should know of, or at least know how to find information for specific pathways available to Aboriginal and Torres Strait Islander young people in care. Partnership with Principal Aboriginal Consultants are an important source of information to know what forms of support may be available.

Recreation and social skills

Assessment

When assessing the young person's recreational and social skill development, the DCP case worker should consider:

- the young person's current participation in social and recreational activities and their impact on the young person
- opportunities for recreational and social skills that may be used to expand the young person's informal support networks.

Actions

The DCP case worker should consider actions to support the young person's participation in recreation and development of their social skills, including:

- registering the young person for volunteering opportunities
- options for the young person to transition from school-based to community-based social and recreational activities (for example, sports clubs or community organisations)
- considering whether the young person will require additional support to enable their participation in social and recreational activities (such as access to transportation or financial assistance to contribute to costs such as registration fees or uniforms).


Connection
Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Capture activities within the Aboriginal Cultural Identity Support Tool (ACIST) within the case plan that support family and community connection such as sporting clubs or cultural hubs. Establishing and then continuing these connections post care is important to supporting the health and wellbeing of the young person.

For further guidance about supporting 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.

Independent living skills

Independent living skills include:

- cooking, including meal planning, grocery shopping and safe food handling (preparation and storage)



- cleaning and other household tasks (for example, using a washing machine)
- managing minor cuts, burns, injuries or illness
- navigating public transport
- obtaining a driver's licence, including maintaining a licence
- car ownership, including maintenance, registration and insurance
- managing a home, including paying bills and maintaining a property
- managing money, including budgeting and financial literacy, and completing tax returns
- understanding legal rights, including reading and understanding contracts, agreements and terms and conditions
- accessing government services, including setting up a [MyGov](#) Account (this may be done from 15 years of age)
- enrolling to vote.

Assessment

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

- the young person's current functioning and life skills
- barriers or challenges to developing independent living skills
- whether the young person is currently [learning to drive](#) (and if so, who is supporting their driver training and practice)
- the young person's awareness of post-care services available to them
- whether the young person has [proof of identity documents](#) (such as a passport, driver's licence or Proof of Age card)
- current supports in the young person's networks that can contribute to their life skill development (such as school, DCP-based initiatives, recreational and extracurricular activities, contact arrangements, and employment or volunteering).

Actions

The DCP case worker should consider actions to support the young person to develop independent living skills including:

- planning and creating opportunities in the young person's placement to learn and practice life skills, in partnership with the young person and their care team
- referring the young person for formal or informal mentoring
- referring to Post Care Support Services
- encouraging the young person to use the [Sortli mobile application](#) to set goals and track progress
- referring the young person to formal programs or community-based events or activities to support life skill development.

Finances



Assessment

When assessing the young person's financial support needs, the DCP case worker should assess factors including (but not limited to):

- the young person's basic financial literacy skills (including budgeting, reading bank statements, bills and invoices, and understanding deposits, loans and interest)
- for young people in family based care, whether the young person should apply for Youth Allowance or whether the carer will receive Family Tax Benefit
- the young person's aspirations for independent living, study or employment, including associated expenses (such as furniture, household goods, laptops or other work or study-related items)
- the young person's eligibility for Victims of Crime Compensation or other financial compensation
- whether money is being held on the young person's behalf
- for young people with disability, whether the young person requires an administrative order to manage their financial affairs post-care
- whether the young person has incurred any debts or fines.

Actions

When developing actions to meet the young person's financial needs, the DCP case worker should consider:

- supporting the young person to:
 - open a bank account
 - apply for a Tax File Number (TFN)
 - develop budgeting and financial literacy skills (such as tracking income and spending, setting savings goals, and reading financial statements)
 - apply for grants and other forms of financial assistance for which they may be eligible
 - apply for Youth Allowance and other payments from Centrelink
- identifying how funding such as Children's Payments Brokerage and Transition to Independent Living Allowance will be used to support the young person
- seeking advice from DCP Legal regarding the young person's eligibility for [Victims of Crime compensation](#) or other financial compensation and progress the application (as appropriate)
- for young people with disability, seeking advice from DCP Legal regarding seeking an administrative order to manage their financial affairs, and making an application where appropriate
- making arrangements for the transfer of funds held on behalf of the young person to their nominated account (for further guidance, refer to [Hold money on behalf of the child or young person](#) in the Supporting children and young people in care chapter of the Manual of Practice)
- resolving any unpaid invoices, fines or debts the young person has incurred prior to their exit from care.

Information about TFNs and the TFN application form can be accessed from [the Australian Taxation Office website](#).

As part of planning for transition from care, young people should be provided with opportunities to develop knowledge and skills in managing money and financial literacy. Information and resources about



managing money, banking, budgeting and financial literacy can be found on the [CREATE Your Future website](#) as well as on the [GOM Central website](#).

The DCP case worker should consider whether the young person is eligible to apply for additional financial assistance to support their transition to independent living.

3. Implement the transition from care case plan

Complete key implementation tasks

As transition from care planning progresses, key tasks should be completed between the ages of 16 and 18 years of age to support a successful transition. These tasks should build on previously achieved tasks. Specific attention should also be paid to monitoring the young person's wellbeing and any emerging mental health issues that may be triggered by the process of moving towards adulthood.

The tasks listed in the below table is not a prescriptive or exhaustive list. As with all intervention planning, the individual needs of the young person should be considered and responded to, inclusive of their cultural needs.

Key tasks	
16 years	<ul style="list-style-type: none"> • Support the young person to obtain a driver's licence (including booking a Learner's test, lessons and arranging regular driving practice). • Consider application for Centrelink benefits (Disability Support Pension or Youth Allowance if appropriate). • Consider housing/accommodation options, including registering for public and community housing and making referrals for relevant programs. • Consider education, training and employment pathways and work with the young person's school to consider options. • Consider medical, disability and dental needs. • Review life and independent living skills, including self-care and identify additional support that may be required to assist in developing more complex skills. • Review family, community and social relationships and ensure positive and supportive relationship are actively pursued and encouraged. • Review therapeutic and emotional needs, including mental health issues that may be emerging in response to life events. • Commence planning with National Disability Insurance Scheme (NDIS) for post 18 years transition (for young people with a disability and a NDIS plan). • Complete an initial assessment of eligibility for Victims of Crime compensation (if this was not completed when the young person first entered care). • Apply for identification documents including Confirmation of Aboriginal or Torres Strait Islander identity, citizenship certificates or other documentation confirming the young person's residency, migrant or refugee status.



17 years	<ul style="list-style-type: none"> • Review, update or confirm housing and accommodation options and submit supporting information (such as a Housing Needs Assessment for public housing) as required. • Explore funding options and requirements (Transition to Independent Living Allowance, Brokerage, Dame Roma Grant) and apply as required. • Review therapeutic and emotional needs, including options for accessing therapeutic support if the young person is currently receiving DCP-funded therapy. • Ascertain what information the young person would like to access from their departmental file and what supports the young person will require to access this information. • Consolidate medical, dental and other health services, including plans for transition to adult services as required. • Explore any mental health needs or issues that may be arising as a result of transition process. • Consolidate family, community and social relationships – address gaps or challenges that may still be present. • Develop NDIS transition plan to ensure adequate funding post 18 years. • Consider need for guardian/administrator for lifestyle or financial decision making and scope timing/process for assessment. • Review life and independent living skills, including self-care. Address any gaps or challenges that may still be present. • Complete an initial assessment of eligibility for Victims of Crime compensation (if this was not completed when the young person first entered care).
17.5 years	<ul style="list-style-type: none"> • Commence Working With Children Check process if required. • Discuss and plan for contact determinations for contact with siblings remaining in care. • Refer for Stability in Family Based Care/Over 18 Education Initiative programs if appropriate. • Confirm housing/accommodation options, including referring to the Specialist Transition Lead for SAHA Escalation if required. • Discuss rights and responsibilities that come with adulthood. • Provide young person with information about supports and services post 18 years. • Refer young person to adult services, such as mental health services, if ongoing support is required. • Plan for release of documents and information to the young person. • Ensure the young person has or has applied for legal proof of identity documents. • Plan for return of money held (if relevant) and how young person will manage this. • Plan for how end of legal order will be celebrated or acknowledged.



- | | |
|--|---|
| | <ul style="list-style-type: none"> • Commence South Australian Civil and Administrative Tribunal application process if required for administration and/or guardianship orders post 18 years. • Apply for relevant funding (Transition to Independent Living Allowance and Brokerage) where required. |
|--|---|

Maintain regular contact with the young person and other relevant parties

The DCP case worker should ensure that they maintain regular contact with the young person and other relevant parties throughout case plan implementation. Regular contact:

- supports coordination of services and supports for the young person
- supports the DCP case worker to monitor progress toward the case plan goal of transition from care
- enables the DCP case worker to obtain feedback from the young person, their carer and other parties about the young person's strengths, challenges and progress, and the extent to which their needs are being met.

For further guidance, refer to [Implement the case plan](#) in the Case planning, review and annual review chapter of the Manual of Practice.

Hold regular care team meetings

The young person's care team should hold regular care team meetings to review the progress towards the transition from care goal.

These meetings must include the young person to support their active involvement in decision making about their life. It can also ease any anxiety they are experiencing as they move towards leaving care.

Care team meetings held should be recorded using the [care team meeting template](#) and uploaded to C3MS. For guidance about convening care team meetings, refer to [Support the placement](#) in the Supporting children and young people in care chapter of the Manual of Practice. For guidance about supporting the young person's participation in decision making, refer to [Seek the views of the child or young person](#).



Participation

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

It is best practice for family members to be included in care teams. While it is not always possible or necessary to have all care team members attend care team meetings in person, the family should be given opportunities to share information and contribute to decision making.

Undertake regular case plan reviews

Regular case plan reviews are essential to ensure timely, purposeful case planning for young people. Case plan reviews should be undertaken in partnership with the young person, their carer and the care team. For comprehensive guidance about [case plan reviews](#) and [annual reviews](#), refer to the [Case planning, review and annual review chapter](#) of the Manual of Practice.

It is critical that the young person has as much direct involvement in the case planning and review cycle as possible. This includes:



- ensuring the young person is aware of what their case plan is and why they have one
- providing the young person with opportunities to directly contribute to the development of actions in the case plan
- using resources such as the CREATE Foundation [Go Your Own Way Workbook](#) or the [Sortli mobile application](#) to support conversations with the young person
- checking in with the young person regarding their wellbeing and any anxiety or worries they may have and responding to these concerns.

Participation in case planning may assist to reduce the young person's anxiety about their future. If the young person is residing in residential care, they may have additional concerns and worries about who will be available to support them after they leave care. It is critical for the DCP case worker to work with residential care staff, including supervisors and the Sanctuary practitioner to address concerns the young person may have.

As the young person approaches 18 years of age, case plan reviews should consider what supports the young person requires or wants after they leave care and how to access such supports. For further guidance about case plan reviews, refer to [Review the case plan](#) in the Case planning, review and annual review chapter of the Manual of Practice.

Housing and accommodation

Stability in Family Based Care program

The Stability in Family-Based Care (SFBC) Program supports young people leaving care to remain in their family based care placement and provides carers with continued carer payments until the young person turns 21 years of age. This payment will be available until the young person moves out of the family home, receives wages that surpass the carer payment, enters full-time secondary or tertiary education or turns 21 years of age (whichever is sooner).

If the young person is engaged in full-time study, the carer and young person may be eligible for the Over 18 Education Initiative (O18EI) (refer to the 'Over 18 Education Initiative' section below). For young people in family based care, the DCP case worker should initiate conversations with the young person and their carer as early as possible to ensure the young person has clarity about their housing and accommodation options.

A referral should be submitted to the SFBC program three to six months before the young person turns 18 years of age using the [Stability Post Care application form](#) and the [Stability Post Care Agreement](#). The referral should be recorded as a Service Request in the Referrals tab in C3MS.

For guidance regarding the program, eligibility criteria and referral process, refer to the [Stability in Family-Based Care and Over 18 Education Initiative Procedure](#). For guidance about making a Service Request, refer to [Referrals - C3MS Guide](#).

Over 18 Education Initiative

If the young person is 18 years or older and engaged in full-time study, their carers may be eligible for the DCP Over 18 Education Initiative. The Over 18 Education Initiative is a carer payment to support a carer to continue providing care for a young person while they complete their secondary or tertiary education.

Over 18 Education Initiative payments can continue until the young person turns 25 years of age. The program also provides the same supports as the Stability in Family Based Care program as outlined above.



Young people under long-term guardianship to a specified person are not eligible for support under the Over 18 Education Initiative.

For guidance regarding the Over 18 Education Initiative, eligibility criteria and the referral process, refer to the [Stability in Family-Based Care and Over 18 Education Initiative Procedure](#). For guidance about making a Service Request, refer to [Referrals - C3MS Guide](#).

Next Steps Pilot Service and Stability Post Care Individual Packages

The Next Steps Pilot Service and Stability Post Care (SPC) Individual Packages are post-care services that support young people aged between 17 and 21 years to move from non-family based care (NFBC) into adult life and independence.

For further guidance about the Next Steps Pilot Service and SPC Individual Packages, refer to the [Next Steps Pilot Service and Stability Post Care Individual Packages Procedure](#). For guidance about making a Service Request, refer to [Referrals - C3MS Guide](#).

Supported Independent Living Services (SILS)

Supported Independent Living Services (SILS) provide young people with stable, affordable housing and connect them to post-care services. This includes supporting the young person and the DCP case worker with applications for longer-term housing that can be transferred to the young person once they attain 18 years of age. Consideration for the young person's suitability and eligibility for a SILS placement should be considered from the time they turn 15 years of age, and the referral should be submitted before the young person reaches 17 years of age.

The DCP case worker should:

- discuss with the young person:
 - the SILS program
 - expectations and obligations
 - the young person's goals for independent living
 - their skills development goals
 - feelings about co-tenancy
- consider any risks associated with the young person living independently, with minimal levels of supervision, such as the impact of isolation and potential loneliness, disconnection from others, vulnerability and high risk behaviours (alcohol and drug use or offending behaviour), and where possible, planning and implementing mitigation strategies to be implemented to manage these risks
- document the young person's views in the placement request for a SILS placement.

For guidance about requesting, establishing and managing SILS placements, refer to the [Supported Independent Living Services \(SILS\) Placements Procedure](#).

It is important that once the young person is placed in a SILS placement, the DCP case worker continues to actively monitor and respond to the young person's support needs in partnership with SILS service provider staff by:

- undertaking placement visits and maintaining regular contact with the young person
- maintaining regular contact with SILS service provider staff to monitor the young person's progress



- working in partnership with the SILS service provider to ensure that the young person understands the conditions of their tenancy and to address any emerging concerns (either about the young person or their placement)
- including SILS service provider staff in the young person's care team and supporting them to contribute to regular case planning, review and annual review.

For further guidance regarding the roles and responsibilities of SILS service providers, refer to the [SILS service specifications](#).

Public and community housing

Register interest in public, Aboriginal and community housing

Public, Aboriginal and community housing is for vulnerable and low income households likely to face challenges in accessing or maintaining other forms of accommodation. All young people in care are eligible for public and community housing and can submit a Registration of interest (ROI) if they receive Centrelink at a dependant rate. The DCP case worker should ensure they submit a ROI for the young person once they are eligible.

To register the young person's interest in public, Aboriginal and community housing, the DCP case worker should:

- support the young person to complete the [Registration of interest \(ROI\) form](#) when they turn 16 years of age
- gather the following supporting documents:
 - 100 points of proof of identity (refer to the [SAHA website](#) for guidance regarding valid proof of identity documents). SAHA require Confirmation of Aboriginality if the young person registers interest in either Aboriginal housing or housing in an Aboriginal community (for further guidance, refer to [Support the child or young person to obtain legal proof of identity documents](#) in the Supporting children and young people in care chapter of the Manual of Practice)
 - proof of income (noting that it is important to clearly explain within the ROI that the young person is in care and will demonstrate independent income once housing is offered)
 - [Income Confirmation Service consent form](#) (if receiving Centrelink income)
- submit the ROI and supporting documents to housingcustomers@sa.gov.au
- upload evidence of lodgement to C3MS in 'Notes and Documents', using the 'Transitioning from Care' note category.

For further information about completing the ROI, including maps showing the areas where public, Aboriginal and community housing is located, refer to the [SAHA website](#).

Complete a Housing Needs Assessment

If it is likely that the young person will require public or community housing, it is the responsibility of the DCP case worker to:

- write and submit a support letter using the [Letter of support for approval for Category 1 housing](#) and complete a [Housing Needs Assessment](#) (HNA) form advocating for the young person to be placed in Category 1 (urgent housing need) once the young person turns 17 years of age or no less than six months prior to the young person leaving care



- support the young person to attend a Housing Appointment to clarify housing types, expectations, or housing areas (where required)
- support the young person to obtain further information about housing options or financial assistance SAHA can provide based on the young person's individual needs, goals and circumstances.

For further guidance regarding gathering evidence required to demonstrate an urgent or high housing need, refer to the [SAHA website](#).

If the young person is required to update their ROI, the DCP case worker should support them to complete and submit a [Change of Circumstances Form](#) to housingcustomers@sa.gov.au. This form can be used to update:

- the housing providers the young person is registered with
- the people included in the application
- housing preferences, such as the areas nominated.

Category review

Category 1 registrations are reviewed every 12 months to ensure the applicant is still eligible. SAHA will contact the young person and request that they book an appointment to confirm their continued eligibility for Category 1. If the young person does not book an appointment or attend the meeting, their registration will be re-categorised as Category 3 or 4.

If a young person receives communication about a review being required, the DCP case worker should:

- ensure the young person understands the purpose and importance of the appointment
- support the young person to make the appointment
- support the young person to attend the appointment.

Support the young person to create a Housing Connect account

[Housing Connect](#) is an online platform for accessing SAHA services. The DCP case worker should encourage the young person to set up a Housing Connect account. Once set up, the young person will be able to:

- register interest in housing
- view and update their registration information
- provide and withdraw consents to share information with another person or organisation
- set up automatic deductions from Centrelink.

DCP and SAHA regional partnership meetings

The [MOAA between DCP and SAHA for the housing and protection of children and young people 2022-2026](#) sets out the objectives for improving housing outcomes for care leavers.

As part of this commitment, Central, Northern and Southern DCP regions as well as Mount Barker and Murray Bridge offices, hold DCP and SAHA Regional Partnership meetings. Meetings are chaired by DCP and held four to six weekly, or as required to:

- flag all young people in care requiring public housing from 17 years of age at the latest
- identify and plan appropriate housing pathways to support individual young people transitioning from care



- ensure the young person's individual circumstances and housing needs are known
- ensure young people with an imminent housing need are raised with the DCP Specialist Transition Lead for escalation.

For young people to be included in the meeting agenda, the DCP case worker should contact the chairperson for their respective office. The DCP case worker should provide the following information about the young person for the meeting:

- status of ROI submission and the young person's area preferences
- post care housing options scoped
- barriers to accessing housing including vulnerabilities, alcohol and/or other drug use
- supports the young person accesses or requires.

Escalate young people's housing need with Housing SA

The DCP Specialist Transition Lead works with SAHA Central Allocations to ensure timely and consistent information is available to Housing SA where a young person is homeless or at imminent risk of homelessness.

The DCP Specialist Transition Lead monitors young people from 17 years who are residing in non-family based care and will seek information from DCP case workers about housing transition plans from 17.5 years. This information is used for forward planning with SAHA and to ensure young people requiring escalation are being escalated with SAHA.

Young people whose housing need requires escalation with SAHA are also identified when they are raised through Regional Partnership Meetings. Only young people assessed as having Category 1 housing need and are homeless or at imminent risk of homelessness can be escalated.

Once a young person has been identified as requiring escalation, the DCP case worker should work with the DCP Specialist Transition Lead to develop an Escalation Profile by providing the following information:

- the young person's current placement and planned placement end date
- the young person's current income
- the young person's SAHA category status, area preferences and evidence of attempts to source alternative accommodation
- the date the support letter/Housing Needs Assessment was submitted to SAHA
- supports required by the young person to ensure the tenancy is successful (such as support with budgeting, counselling to address alcohol and/or other drug use or disability needs) and who will provide this support
- independent living skills
- confirmation the young person has been flagged at the Regional Partnership Meeting between DCP and SAHA and any advice received from SAHA regarding the young person's housing options
- the young person's transition from care case plan and supports required and/or available post care.

DCP Specialist Transition Lead will use the information provided to escalate the young person's registration of interest with SAHA. Escalations are submitted to SAHA on a monthly basis.



SAHA offers for young people leaving care

SAHA Central Allocations informs the DCP Specialist Transition Lead of housing offers for young people on the DCP Young People Leaving Care Escalations List.

When a young person is offered a Housing SA property, the DCP Specialist Transition Lead and DCP case worker, in partnership with the young person should undertake the following:

Phase	Who is responsible	Action
SAHA offer	DCP Specialist Transition Lead	<ul style="list-style-type: none"> Email the DCP case worker with the offer, including: <ul style="list-style-type: none"> property details instructions for viewing the property timeframes for accepting/declining the offer.
	DCP case worker	<ul style="list-style-type: none"> Arrange a time with the young person to view the property. Collect the key from SA Housing Authority (present DCP ID to SAHA staff).
Viewing the property	DCP case worker	<ul style="list-style-type: none"> View the property with the young person within 48 hours of housing offer. Return the key by 4pm on the same day and from the same SA Housing Authority office the key was collected from.
Accepting / declining offer	DCP case worker	<ul style="list-style-type: none"> Email DCPSouthAustralianHousingAuthorityEscalations@sa.gov.au to advise that the young person accepts/declines the offer. Assess whether to apply for payment through DCP Children's Payments to cover the costs of bond and two weeks' rent.
	SAHA Allocations Officer	<ul style="list-style-type: none"> Email the DCP case worker an invoice for bond and two weeks' rent.
	SAHA Allocations Officer and DCP case worker	<ul style="list-style-type: none"> Schedule an Allocations Meeting at the property.
	DCP Specialist Transition Lead	<ul style="list-style-type: none"> Enter offer and acceptance details in C3MS under 'Transition to Adult Life' tab, including property address and allocation date.
Before moving in	DCP case worker	<ul style="list-style-type: none"> Arrange for utilities to be connected by: <ul style="list-style-type: none"> visiting to find an energy retailer



Phase	Who is responsible	Action
		<ul style="list-style-type: none"> ○ providing the retailer details of the address and connection date ○ providing notice of up to three business days ○ arranging utility accounts in the young person’s name, noting that the young person will need to be present for this. ● Discuss the Rent Deduction Scheme with the young person as an option for deducting rent from their Centrelink payments and support them to register (as required). ● Discuss Centrepay with the young person as an option to assist in budgeting for other utilities and support them to set this up (as required). ● Arrange a removalist or van to move the young person’s belongings and items purchased for the home. ● Initiate brokerage and grant applications to purchase furniture and household items by: <ul style="list-style-type: none"> ○ discussing with the young person which furniture and household items are required ○ consider applying for Children’s Payments Brokerage for a one-off payment, up to \$2,300 (for further guidance, refer to the ‘Finances’ section in this key step) ○ consider applying for Transition to Independent Living Allowance (for further guidance, refer to the ‘Finances’ section in this key step). ● Discuss with the young person whether Contents Insurance is required. ● Support the young person to update their address details with: <ul style="list-style-type: none"> ○ medical and dental practitioners ○ banks or financial institutions ○ Centrelink ○ Australian Tax Office ○ Electoral Commission ○ Services SA (if the young person has a Driver’s License or Proof of Age card). ● Arrange purchase of essentials for young person including: <ul style="list-style-type: none"> ○ first aid kit ○ toilet paper ○ pantry essentials



Phase	Who is responsible	Action
		<ul style="list-style-type: none"> ○ cleaning products ○ personal care products. ● Review the Housing SA Easy English Guide for Tenants with the young person.
Moving in	SAHA Housing Officer	<ul style="list-style-type: none"> ● Meet with the young person and DCP case worker for the allocation meeting at the property. ● Provide the young person with the key at the allocation meeting. ● Complete a property inspection at the time of allocation, including: <ul style="list-style-type: none"> ○ going through the property with the young person and DCP case worker ○ record differences of opinion as to the condition of the property on the Property Condition Report during the inspection.
	DCP case worker	<ul style="list-style-type: none"> ● Provide Housing Officer with receipt of bond and rent payment. ● View the property, checking it is clean and ready for the young person to move in. ● Confirm utilities are connected and take photos of the meters. ● Update the young person's address in C3MS.

Community housing

Community housing is provided by non-government organisations to specific groups in the community, such as people on low incomes or living with disability.

Information about community housing providers, including those providing housing to specific groups in the community and in which areas they have housing stock, can be found on the [South Australian Government website](#).

If the young person's ROI has been placed in Category 1, and they have nominated both public and community housing, the DCP case worker is responsible for approaching applicable community housing providers and advocating for the young person.

The DCP case worker should provide community housing providers with information including the young person's:

- guardianship status
- housing history
- category 1 status
- support needs, including details of supports they are currently accessing.



Youth and supported housing

Some young people may benefit from engagement with service providers who can provide both accommodation and support. Services vary in terms of scope of support offered, eligibility and location.

Some services (such as [Anglicare Post Care Pathways](#) and [SYC Independent Housing Solutions](#)) require the young person to make an application in addition to registering for public and community housing. The DCP case worker should consider exploring these services with the young person to increase their awareness of options for support and accommodation post 18 years.

Refer to the following link for more information about services [Homelessness service providers](#).

Other housing options

Other housing options that can be explored with the young person include:

- private rental
- student housing
- share housing.

For further information, refer to [SA Government – Housing](#).

The [HomeSeeker SA](#) website has information about housing options and supports to assist in conversations with the young person to explore their wishes and hopes for housing.

Where other housing options are being considered, the DCP case worker should ensure the young person is able to make informed decisions about housing and support them to understand the range of options available to them. For young people from CALD backgrounds, DCP Multicultural Services can support DCP case workers in conversations with young people regarding housing options and making informed decisions. If appropriate, Multicultural Services can also support with exploring shared housing options within community.

In instances where the young person's first preference for housing may not be immediately available, it is important for the DCP case worker to discuss and plan alternative options for safe, stable and secure housing with the young person. Planning for alternative housing options may include the following.

Private rental

The DCP case worker may assist the young person to access information about applying for private rental accommodation or properties, applying to SA Housing Authority for bond and private rental assistance, and understanding their tenancy rights and obligations. SYC provides information and support for young people searching for accommodation, applying for rental accommodation and seeking advice on tenancy rights. For further information, refer to [RentRight SA](#).

Young people may be eligible to register interest in obtaining a property through the National Rental Affordability Scheme (NRAS). This Commonwealth scheme aims to increase the supply of new and affordable dwellings by offering financial incentives to companies to supply housing for low income earners at least 20 percent below rental market value. For further information about this scheme and providers, refer to the [Department of Social Services website](#).

The Aboriginal Employment, Education and Housing (EEH) program provides short to medium-term housing for Aboriginal people living in a remote or regional communities who need to move for full-time



employment, training or education. For further information about this program, refer to [Aboriginal Employment and Education Housing program](#).

Young people may also be eligible for Commonwealth Rent Assistance to assist affordability for private rental. For further information, refer to [Commonwealth Rent Assistance \(Department of Social Services, Australian Government\)](#).

Housing for young people with disability


NDIS Supported Independent Living (SIL) is for people with higher support needs, who require some level of help at home all the time. SIL is best suited to people with a disability who have higher support needs throughout the day, seven days per week, including overnight support.

NDIS Specialist Disability Accommodation (SDA) is a range of housing designed for people with extreme functional impairment or very high needs. Both of these options are only available once the young person turns 18 years of age. For further information about determining disability housing options, refer to 'Developmental progress and disability' under [Develop the case plan to support transition from care](#) in this chapter of the Manual of Practice.

Specific considerations for Aboriginal and Torres Strait Islander young people

For Aboriginal and Torres Strait Islander young people, additional considerations are required in regards to how the young person will be supported to maintain connection to family, kin, community and Country. If the young person is registering interest in a public housing property in an Aboriginal or Torres Strait Islander community, they must have a direct cultural or family connection to the community they are registering in.

In Aboriginal and Torres Strait Islander families and communities, the young person may have cultural obligations to share housing with family, kin and community members. Considerations for how to manage these obligations should be discussed with the full participation of the young person, their family, kin, Elders, and other members of the young person's community, and in consultation with a Principal Aboriginal Consultant. These details should be recorded in the young person's case plan.

 <p>Participation</p>	<p>Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt</p>
	<p>Partner with a Principal Aboriginal Consultant to plan how to engage family and consideration how to support family led decision making. Informal conversations with family members to gather views or facilitate a family meeting to discuss the young person's plan for community housing.</p>

For Aboriginal and Torres Strait Islander young people moving to a new placement as part of their transition plan, the DCP case worker must first consult with a Recognised Organisation. For further guidance, refer to [Consult with a Recognised Organisation \(for Aboriginal children and young people\)](#) in the Place a child or young person in care chapter of the Manual of Practice.

Specific considerations for young people from culturally and linguistically diverse (CALD) backgrounds

In culturally and linguistically diverse communities, the decision for young people to transition to independent housing is an important decision and where possible and appropriate should be made in partnership with the young person and their family. The DCP case worker should be mindful of the following:



- families' expectations and preferences regarding accommodation arrangements
- the appropriateness of independent living where it may be outside of cultural and/or religious norms (for example, it is uncommon for a young Muslim woman to live independently, unaccompanied by a family member or appropriate community member)
- parents' expectations about their role in their child's transition to adulthood.

Consideration should also be given to the area the young person will reside in and how they will be supported to maintain connections and relationships with their family, cultural community and religious community. This may include (but is not limited to):

- a preference for areas of high settlement of their own community to support the young person to maintain or build relationships
- proximity to places where the young person can access traditional food, clothing and other products
- proximity to religious places of worship.

The DCP case worker should discuss cultural considerations regarding locality and proximity to community with:

- the young person
- the young person's family
- community leaders
- DCP Multicultural Services.

Specific considerations for young people with a disability

For young people with a disability, the DCP case worker should:

- consider housing options appropriate to the young person's circumstances, taking into account their care needs, physical health, mental health, and independent living skills
- consult with the DCP disability consultant to identify suitable accommodation options
- consider available housing options including:
 - private rental
 - public or community housing with modifications for disability access
 - group homes and cluster housing with 24-hour support.

For further information about housing options for people with a disability, refer to the South Australian Government [Housing for people with disability webpage](#).

If the young person has a NDIS plan, a plan review should be initiated to include planning for accommodation and any support the young person may require for independent living.

If the young person requires supported disability accommodation post care, the NDIA can provide pre-approval for disability specific supported independent living (SIL) funding (noting this is a different program to the DCP Supported Independent Living Service). This funding can cover a range of supports required by the young person to enable them to live in an individual or shared living arrangement post care. This process must commence when the young person turns 16 years of age.

If the young person has a NDIS plan in place, the DCP case worker should:



- arrange for a NDIS plan review to be initiated when the young person is aged 16 and a half years to ensure the plan supports the young person's transition to adulthood and adequate funding for Support Coordination and Capacity Building is included
- ensure the timing of reviews allows for adequate handover and transition to adult services as well as continuity of support and funding as the young person nears 18 years of age
- consider whether a request for funding for a functional capacity assessment should be included in the review of the NDIS plan.

Once a functional assessment has been completed, the NDIS plan for 'Home and Living Supports' is to be completed by the NDIS funded Support Coordinator in consultation with the DCP case worker and DCP disability consultant. The DCP disability consultant should review this form prior to submission to NDIA.

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

Contact arrangements

As transition from care planning progresses, the DCP case worker should continue to monitor and assess the young person's contact arrangements, with a focus on ensuring that the young person is prepared to manage contact with family and other significant people post-care.

Key implementation activities include:

- [facilitating and monitoring contact](#)
- [seeking the young person's views](#) about their contact arrangements, including their views about future contact with family and other significant people post care
- [re-assessing, varying and issuing contact determinations](#) to reflect changes in the level and type of contact, supervision and other factors
- identifying and engaging key individuals (including service providers) who will support the young person to safely manage contact with family and other significant people post-care
- working in partnership with other DCP staff and the young person's carer to plan and facilitate contact between siblings in other placements and interstate.

Culture and identity

Life story work

Life story work should be a continuous process that occurs throughout the child or young person's time in care. As the young person prepares to leave care, planning must take into account when and how the young person's life story work will be provided to them.

For further guidance, refer to [Life story work and life story books Practice Paper](#) and [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.

Accessing departmental case files

As part of life story work, the DCP case worker should ascertain whether the young person wishes to access information from their departmental case file. If the young person indicates that they would like to access this information, the DCP case worker should discuss the following with the young person:



- what the young person is seeking
- questions the young person has
- the young person's views about how they would like to view and/or access the information (for example, who they would like to support them).

The DCP case worker should consult with the supervisor about:

- information to be provided to the young person
- when the information should be provided to the young person (including prior to leaving care)
- who should be involved in supporting the young person during the process (such as the DCP case worker, the young person's carer, the young person's current therapist, where relevant or a DCP psychologist).

Young people may find some aspects of their life story confronting or challenging. In addition, formal records and documents such as would be contained in a departmental file can be confusing or difficult to understand. The DCP case worker should also consider whether further consultation is required (for example, with a DCP psychologist or a practice leader).



Connection

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Approach conversations about Aboriginal and Torres Strait Islander life story work from a strengths based perspective to demonstrate that whilst the young person may have experienced challenges, Aboriginal and Torres Strait Islander life story work is an important opportunity to focus on a young person's connection to culture and their identity as a source of strength. Use life story work to highlight important family and cultural mentors to help them in their cultural journey or where there are gaps in identity and belonging, link them in with Aboriginal and Torres Strait Islander services that can support them into adulthood.

Aboriginal and Torres Strait Islander young people

The supports that Aboriginal and Torres Strait Islander young people require as part of their transition will differ, depending on where they are in their cultural journey. Some young people will have well-established connections with their Aboriginal or Torres Strait Islander family, kin and community, and will be learning obligations, practices and knowledge (such as caring for Country, learning spiritual beliefs and practices, or participating in initiation or other age appropriate ceremonies).



Identity

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Discuss the young person's Aboriginal or Torres Strait Islander identity with them, using the Aboriginal Life Story Book as a way to see how far they have come in connecting with and being strong in their cultural identity. Capture the young person's own reflections about their cultural journey so far. They may know their Nation/language groups, family tree, the history of their people, what they are most proud of about their culture, what they know about their Country and what makes them feel connected to culture and community.

Other young people may be in the process of exploring their cultural connections or may express ambivalence or disinterest in finding out more about their Aboriginal or Torres Strait Islander identity. It is important to be responsive to the young person's needs and ensure that the young person has the



information they need to establish or maintain connections, which may include [requesting information from DCP](#) or accessing link-up services post-care through [Nunkuwarrin Yunti](#).

All activities undertaken to provide cultural support for the young person should be planned, monitored and reviewed as part of their ACIST. For further guidance, 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 of the Manual of Practice.

Young people from culturally and linguistically diverse backgrounds

Young people from CALD backgrounds may require additional support and planning to ensure that they are able to maintain their cultural traditions, religious observances, language and community connections post-care. Support may be provided by members of the child or young person's family, religious and/or community leaders, and cultural mentors. For support and advice about identifying individuals, services and organisations that can be involved in supporting the young person during their transition and post-care, the DCP case worker should refer to [DCP Multicultural Services](#).

All activities undertaken to provide cultural support for the young person should be planned, monitored and reviewed as part of their CALDIST. For further guidance, refer to [Identify and respond to the cultural needs of children and young people who are culturally and linguistically diverse](#) in the Supporting children and young people in care chapter.

Sexual orientation and gender identity

Young people may be exploring aspects of their sexual orientation or gender identity as they transition into adulthood. For further guidance, refer to 'Support the child or young person to explore their gender identity and/or sexual orientation' under [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 and the [Supporting children and young people who identify as LGBTIQ+ Practice Paper](#).

Physical health (including dental health)

Physical health


Accessing health services and information

As the young person transitions into adulthood, they should be encouraged to take an interest in, as well as responsibility for meeting their health needs. There are a range of resources that can be used to support the young person to learn about accessing health services and information, including (but not limited to):

- information about [My Health Record for young people](#) from the Digital Health Agency website
- SA Health's [Make the most of your visit to your doctor or health provider](#) fact sheet
- the [Healthdirect](#) website and telehealth service
- key information about health-related expenses, including (but not limited to):
 - the Australian Government's [Medicare](#), [Health Care Card](#) and [Pharmaceutical Benefits Scheme](#) webpages
 - the Australian Government's [Closing the Gap](#) fact sheet (for Aboriginal and Torres Strait Islander young people)
 - Healthdirect information about [bulk billing and out of pocket costs](#) for health services



- health insurance, including [ambulance cover](#) (for further guidance, refer to the [SA Ambulance cover Procedure](#))



Connection

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Wherever possible and appropriate, prioritise the use of Aboriginal and Torres Strait Islander-specific health services. Explore options for supporting the young person to continue using the same health service post-care. In circumstances where there are plans for the young person to relocate, explore whether there is an [Aboriginal and Torres Strait Islander health service](#) the young person can attend.

Consent for medical treatment and health care

People over the age of 16 years with decision making capacity have the right to consent or refuse to consent to their own medical treatment and/or healthcare. Young people should be supported to engage proactively in their health care. As part of discussions with the young person, the DCP case worker should discuss how they will make informed decisions about the best treatment options available for both preventative health care and management of medical conditions they may have.

Further information about consent to medical treatment and health care is available from SA Health's [Consent to medical treatment and health care](#). If concerns exist about the young person's capacity to make decisions, or if they have a disability or impairment that compromises decision making, options for consent need exploring.

Dental health

As with their physical health, the young person should be encouraged to develop greater responsibility for managing their oral health needs, including making appointments for routine check ups and treatment as required.

As Health Care Card holders, young people in care are eligible for services provided by SA Dental. Young people may be eligible for dental services under the Australian Dental Foundation post-care (noting that the young person must be referred via SA Dental). For further guidance, 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.

Sexual and reproductive health

Young people should be provided with developmentally appropriate sexual health education, inclusive of information about consent. For further guidance about sexual health education for young people, including a list of resources, refer to the [Protective behaviours and sexual education Practice Paper](#).

Young people who have experienced early childhood trauma, neglect or sexual harm or who have a disability may need additional supports in meeting their sexual health needs.

Aside from engagement with relevant programs and services (such as school-based sexual health education programs), the DCP case worker can support the young person to access online education tools such as [The Line](#), which provides information about consent and respectful relationships in language and style accessible to young people.

Information about sexual health clinics and other services (including services for young people) is available from the [SA Health website](#).

Ambulance cover

Young people are eligible for ambulance cover up to the age of 21 years. For guidance about ambulance cover and supporting the young person to make a claim, refer to the [SA Ambulance Cover Procedure](#).



Psychological health and emotional wellbeing

Transition from care planning may trigger a range of emotions in the young person, and they may require additional psychological or emotional support to manage their feelings about their transition as well as addressing and processing their experiences of trauma.

Supports may include:

- providing the young person with information about resources they can access to learn about strategies for managing their mental health and wellbeing (for example, through [Headspace](#) or [Beyond Blue](#))
- making referrals for [assessment or therapeutic intervention](#) for emerging health concerns
- undertaking [life story work](#) to support the young person to process their experiences (in consultation with their current therapist or DCP Psychological Services where required)
- supporting the young person to develop a [mental health treatment plan](#) with their GP.

For further guidance, 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.

Disability and developmental progress

For a young person with a disability, the DCP case worker should seek advice from the DCP disability consultant regarding additional preparation required for the young person's NDIS planning meetings during their transition from care.

For a young person turning 17 years, it is critical that adequate funding for support coordination and capacity building are included in their NDIS plan in the next NDIS planning period.

Capacity building funding is required for a functional assessment by an occupational therapist and should include any additional funding required to assist the young person to develop their independent living skills.

Support coordination funding should be included for completion of the home and living solutions form, to ensure that the young person's support needs and accommodation needs are identified and arrangements are put in place for NDIS post care supports to be implemented.

For young people who will require supported disability accommodation post care, the NDIA will provide approval for the Supported Independent Living (SIL) ratio. SIL is the NDIS term for a range of supports that the young person may need to live in an individual or a shared living arrangement post 18 years (noting that this is different to DCP Supported Independent Living Services). Generally, young people who require a NDIS SIL arrangement will require high levels of day to day supports, including overnight supports.

All efforts must be made to ensure that approval for the young person's NDIS plan, including SIL, are in place when the young person turns 18 years of age. This process should begin around the time the young person turns 16 years of age to ensure the young person can transition from DCP funded accommodation into their new living arrangements from the day they turn 18 years of age. This process can take several months so planning early is imperative.

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



Apply for South Australian Civil and Administrative Tribunal guardianship and/or administration orders

It is important that young people are provided with opportunities to develop their capacity to make decisions. This capacity building can begin from the time the young person begins their transition from care planning and can be facilitated by supporting the young person to participate in case planning and review. Working with the young person to build their confidence and sense of agency will provide opportunities for first hand observation and assessment of the young person's capacity to make decisions for themselves.

When assessing the young person's decision making capacity across their life domains, the DCP case worker should consider:

- whether the young person is able to understand information that is being provided to them
- the young person's ability to make a choice when presented with multiple options (for example, do they change their mind frequently?)
- the young person's ability to consider and balance their future needs alongside their imminent needs
- the young person's ability to make choices that align with their personal beliefs and values
- the young person's ability to relate the information being provided to them to their own life (for example, do they understand how having a specific health condition or disability may affect them now and into the future?)
- the young person's ability to meaningfully compare options
- the young person's ability to identify the potential consequences of a specific choice, including benefits and drawbacks.

The DCP case worker should consider other relevant information regarding the young person's capacity and functioning, including (but not limited to):

- assessments that have been undertaken (such as functional capacity assessments and cognitive assessments)
- current and previous supports the young person has accessed to support their participation in education
- the young person's current network of supports in their placement, family and kin and community
- the young person's current health needs.

If it is identified that a young person may be unable to manage their own affairs after they turn 18 years of age due to mental incapacity, consideration should be given to the following options:

- consider whether members of the young person's networks (such as their carer, family or kin, where safe and appropriate) can support the young person to make decisions now and into the future
- using supports that enable the young person to make decisions, such as accessing Centrepay through Centrelink to manage their finances
- applying for a guardianship and/or administration order in the South Australian Civil and Administrative Tribunal (SACAT).



SACAT will only place a person under guardianship and/or administration orders where it is satisfied that the person (the subject of the application) has a mental incapacity and that an order should be made. Mental incapacity is defined under section 3 of the *Guardianship and Administration Act 1993* (the GA Act) as:

the inability of a person to look after his or her own health, safety or welfare or to manage his or her own affairs, as a result of—

- (a) any damage to, or any illness, disorder, imperfect or delayed development, impairment or deterioration, of the brain or mind; or
- (b) any physical illness or condition that renders the person unable to communicate his or her intentions or wishes in any manner whatsoever.

Pursuant to section 33(1)(e) of the GA Act, an application can be made by any person who satisfies the Tribunal that they have a proper interest in the welfare of the person. An administrator is usually responsible for making decisions about finances, property and legal affairs, while a guardian will usually make decisions regarding personal and health care matters.

An application to SACAT must be supported by a report form completed by a doctor or psychologist providing evidence with respect to the young person's mental capacity and how this affects their ability to make decisions. The DCP case worker should consult with the regional disability consultant for advice about the most appropriate person to complete the report in support of the application. In circumstances where the young person does not have a doctor or psychologist with ongoing involvement who is willing and/or able to complete the report, the DCP case worker should consult with DCP Psychological Services.

SACAT will make the least restrictive order possible to protect the person and their rights and can make either limited orders or full guardianship/administration orders. If a person is managing well in most areas of their life but needs some assistance in a particular area of decision making, a limited order can be made by SACAT. For example, SACAT may specify that a guardianship order is limited to making accommodation decisions. In that case the guardian cannot make any other decisions for the protected person outside decisions about accommodation.

An application can be made to SACAT to vary or revoke a guardianship/administration order at any time where there is new information or a change in circumstances. Orders will be regularly reviewed by SACAT at least once every three years.

Refer to the SACAT website for further information about applying for [Guardianship Orders](#) or [Administration orders](#). An application for a Guardianship Order should be submitted eight to ten weeks prior to the young person turning 18 years of age, noting that the first hearing will occur after the young person has turned 18.

For further guidance about considerations for planning for young people with disabilities, refer to [Identify and respond to the child or young person's developmental and disability needs](#) section of the Manual of Practice.

Recreation and social skills

Recreation and social activities such as sport, arts, community activities and volunteering support young people to develop positive relationships, learn important skills, build confidence and develop informal support networks. For guidance about exploring recreational and 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.



Education and employment

Study, training and employment

The DCP case worker can support the young person to explore future education, training and employment pathways through:

- the [Create Your Future website](#)
- the South Australian Government [Student Pathways website](#)
- the Headspace website's [Work and Study resources](#).

For guidance about supporting the young person to identify education and employment pathways, including study, training and seeking employment, refer to [Identify and respond to 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.

Support the young person to obtain a Working With Children Check

If a young person is considering volunteering or employment options involving child-related work (pursuant to section 6 of the *Child Safety (Prohibited Persons) Act 2016*) with children, it may be necessary to support them to obtain a Working with Children Check (WWCC). A WWCC may also be required for young people accessing a youth accommodation service (as set out in regulation 7 of the *Child Safety (Prohibited Persons) Regulations 2019*). A WWCC is required if a job (paid employment, volunteering or work experience) involves child related work and the person doing the work experience is over the age of 14 years or is working with children for more than seven days in a calendar year.

Young people are likely to require assistance and information from the DCP case worker for the application process and in particular details of their address history for the previous ten years and information to comply with proof of identification processes.

For further guidance about WWCCs for employment, voluntary work or work experience, refer to the [Department of Human Services website](#).

Independent living skills

It is critical that the young person is supported to develop independent living skills that will enable them to navigate adult life successfully. Supporting the young person to increase their control over decisions and their future not only builds confidence and competence but also increases their sense of personal agency and self-determination.

The DCP case worker should, in partnership with the young person and the carer, identify opportunities for the young person to practice skills and take greater responsibility for completing tasks. This could be as simple as making a telephone call to a service or agency on their own.

Young people can learn life skills in a range of settings and from a variety of people in their life. This can include (but is not limited to):

- carers
- family members (including parents and siblings)
- extracurricular activities (such as Scouts or other youth or community organisations)
- DCP-based programs and activities



- online resources and other media.

Use the CREATE Go Your Own Way workbook

The CREATE Foundation's [Go Your Own Way workbook](#) includes a Life Skills checklist which can be used to prompt conversations with the young person and support transition from care case planning. The checklist in the Go Your Own Way workbook can be used in conjunction with the CREATE [Sortli mobile application](#).

Use the Sortli mobile application

The young person can use the [Sortli mobile application](#) to track and manage their individual goals relating to developing life skills. The application includes checklists, links to resources and general information the young person may access to support them to develop and practice skills.

Referral to Post Care Support Services

In circumstances where the young person needs additional support to develop independent living skills, the DCP case worker should complete a referral to Post Care Support Services (PCSS), which can be done from the time the young person is 17 years old.

An early referral is particularly important to help establish a relationship between the young person and PCSS, so they feel confident to access post-care support. For further information, refer to the [PCSS website](#).

The DCP case worker should also encourage the young person to access the [GOM Central](#) website, which has resources, a blog and podcasts that can be accessed by young people to support them in further developing these skills.

Identification documents

It is essential to ensure the young person has at least 100 points of identification when they transition to adulthood. This is important to enable young adults to undertake key activities like opening bank accounts, applying for a rental property or applying for a Working With Children Check. For further guidance, refer to [Support the child or young person to obtain proof of identity documents](#) in the Supporting children and young people in care chapter of the Manual of Practice.

The DCP case worker must ensure all young people transitioning from care are provided with key identification documents. For a list of documents to be provided when the young person leaves care, refer to [Support the young person to leave care](#) in this chapter of the Manual of Practice.

For guidance about applying for a passport for the young person (if they do not already have one), refer to [Support the child or young person to obtain legal proof of identity documents](#) in the Supporting children and young people in care chapter of the Manual of Practice.

Obtaining a driver's licence

Learning to drive is an important part of supporting a young person's transition to adulthood and should be considered as part of the transition from care plan. Learning to drive helps to support a young person's independence and may increase work, training and educational opportunities.

For further guidance about supporting the young person to obtain their driver's licence, refer to [Support a young person to obtain their driver's licence](#) in the Supporting children and young people in care chapter of the Manual of Practice.



Understanding legal rights

Young people will require support to learn about and understand their rights, both as young people in care and their legal rights as young adults post-care. Fact sheets designed to help young people learn about their legal rights can be obtained from the [Legal Services Commission South Australia website](#).

It is important that conversations about rights are re-visited over time and progress as the young person approaches their exit from care.

Finances

Financial literacy and money management

Young people will require support to learn and practice basic money management skills. In addition to learning about basic banking functions and transactions, young people should be supported to understand:

- reading a bank statement
- tracking spending and making a budget
- AfterPay and other “buy now, pay later” services
- credit cards, loans and interest
- predatory financial services and products (such as payday lending services)
- where to seek support to manage finances (such as financial counselling, support with debt management and emotional support).

The CREATE Foundation [Go Your Own Way workbook](#) includes a Money checklist that can be used to guide conversations with the young person and support transition from care case planning. The [Sortli mobile application](#) can also be used to help the young person develop basic budget planning skills.

For further information and resources to support young people to learn about managing their finances, refer to the Australian Government [MoneySmart website](#) and the [GOM Central website](#).

Support the young person to access Children’s Payments Brokerage

Children’s Payments Brokerage is a one-off payment of up to \$2,300 per person used to help young people exiting formal care make a successful transition to independent living.

Young people may access this funding up to the age of 25 years if there is no identified use for the funds before the young person turns 18 years of age.

To apply for Children’s Payments Brokerage, the DCP case worker should:

- discuss how the young person would like to use the funds with the young person and their care team
- discuss the proposed use of the funds with the supervisor
- seek written approval for the funding from the DCP office manager by completing the [Payment Approval form](#) (in consultation with the DCP business manager).

For further guidance about the use of the Payment Approval form, refer to the Payment Approvals intranet page.



DCP will approve the purchase of any goods or services on the young person's behalf (noting that funds will not be transferred directly to the young person).

Support the young person to access the Transition to Independent Living Allowance

The Transition to Independent Living Allowance (TILA) is an allowance of up to \$1500 from the Australian Government to help young people successfully transition from formal out of home care into independent living. This funding can be accessed until the young person is 25 years of age.

The allowance aims to help young people achieve independence, stability and to reach their full potential through improved engagement in:

- education
- training
- employment
- community life
- a supported transition from care.

Eligibility

To be eligible for TILA, the young person must have a case plan where the case plan goal is transition from care and meet all of the other [criteria](#).

Young people who continue to live with their kinship or foster carer after they turn 18 years and [Unaccompanied Humanitarian Minors](#) are also eligible for TILA.

Young people who are or were under Long-term Guardianship (Specified Person) or a Voluntary Custody Agreement (VCA) for a minimum of six months may be eligible to apply for TILA funds.

What TILA can be used for

TILA funds are available as a single payment of up to \$1500 or in up to six instalments (minimum \$250 per claim). A separate application must be submitted for each instalment. [TILA can be used for](#) a variety of different goods and services to assist young people moving from living in to independent living. If there is no identified use for TILA funding while the young person is in care, an application can be submitted after the young person has turned 18 years of age.

The DCP case worker should include discussions about how the young person would like to use the TILA as part of the case planning and review process. The [What can TILA be used for fact sheet and TILA Guide for young people](#) should be provided to the young person.

TILA can be used in addition to other assistance programs, including (but not limited to):

- [Dame Roma Mitchell Grants](#)
- [Create Your Future Grants](#)
- [Other grants](#)
- [NDIS](#).

TILA is not for crisis assistance use. The use of TILA funding should be reflected in the young person's case plan.



TILA is not regarded as assessable income for tax purposes and is not regarded as income for means test purposes under section 8(8)(c) of the *Social Security Act 1991*.

Apply for TILA

The young person cannot apply for TILA directly to the Australian Government. All TILA applications must be submitted through [Relationships Australia South Australia](#).

If the young person is over 18, PCSS is responsible for submitting the TILA application.

The DCP case worker must complete the [TILA application form](#) and forward it to PCSS at tila@rasa.org.au along with relevant quotes for processing by PCSS through the Department of Human Services (DHS) Unified Government Gateway (UGG).

Access TILA funds

The Australian Government will notify PCSS of the outcome of the application, and PCSS will forward this information to the DCP case worker who submitted the application. If the application is successful, the DCP case worker is responsible for making purchases on the young person's behalf in conjunction with PCSS. Payment must go direct to the provider of the goods or services. No direct payments are provided to the young person.

PCSS will return any TILA funds successfully applied for but remain unspent as at 30 June each year to the Australian Government and the DCP case worker is required to complete another [TILA Application Form](#) on behalf of the young person to access any remaining funds (to the \$1,500 limit). For further information about TILA, refer to the [Department of Social Services website](#).

Grants and other financial assistance

The DCP case worker should consider applying for grants and accessing other sources of financial assistance to support independent living expenses.

Grant	Key information	Contact
Dame Roma Mitchell Grants	<p>Dame Roma Mitchell Grants provide opportunities for eligible young people who are or have been under the guardianship of the Chief Executive or Minister for Child Protection in South Australia for at least one full year to:</p> <ul style="list-style-type: none"> • achieve personal goals • contribute to health and wellbeing • provide developmental opportunities. <p>There are two funding rounds each year, in January/February and August/September.</p>	<p>Email: drmtrust@sa.gov.au</p> <p>Phone: 1300 650 971</p>
CREATE Your Future Grants	<p>Grants available through the CREATE Foundation. Information about application deadlines and the applications process can be accessed through the CREATE website.</p>	<p>Email: CyFgrants@create.org.au</p> <p>Phone: 1800 655 105</p>



Youth Allowance and other Centrelink payments

The DCP case worker should consider whether the young person should apply for a Centrelink Youth Allowance payment (or other payments the young person may be eligible for). The DCP case worker should discuss this with both the young person and the carer to determine whether to apply for the payment. Key considerations include (but are not limited to):

- expectations about how the young person will manage the allowance
- what the carer will continue to pay for
- whether there will be any impacts on the carer's eligibility for other Centrelink payments (such as Family Tax Benefit).

Aboriginal and Torres Strait Islander young people may also be eligible for a range of payments from Centrelink, including:

- ABSTUDY to support study, Australian Apprenticeship or traineeship costs
- Relocation Scholarships for young people relocating from a remote area to study
- Remote Area Allowance for young people living in remote areas who are also receiving another Centrelink payment.

Young people with a disability may also be eligible for a Disability Support Pension.

For comprehensive information about different payment types and eligibility criteria, refer to the [Services Australia website](#).

Young people receiving Youth Allowance or ABSTUDY may also be eligible for Commonwealth Rent Assistance if they are living independently and paying rent. Eligibility for Rent Assistance is assessed as part of the application process for other payments.

Young people with a disability may also be eligible for a Disability Support Pension. For further information about the range of Centrelink payments the young person may be eligible for, refer to the [Services Australia website](#).

Fines and invoices

It is important that young people do not transition from care with unpaid invoices, fines or debts. When an invoice from a state government agency goes unpaid or a fine is overdue, it is referred to the [Fines Enforcement and Recovery Unit \(FERU\)](#).

If a young person receives a letter from FERU, for standard queries, such as setting up a payment arrangement or to request a client file for review, the DCP case worker should email fines@sa.gov.au. If the matter is urgent, the DCP case worker should contact the FERU Advocacy Hotline on 08 8372 7485 to obtain advice about supports available to the young person with managing their unpaid fine or debt.

FERU staff can also review a young person's file to ensure recommendations made in the Child Protection Systems Royal Commission Report are being met in support of young people in care.

Information about fines referred to FERU can be located at [Understanding my fine or debt](#).

It is advisable for DCP case workers to contact FERU directly via email or through the hotline, as this will enable FERU to consider alternative options for resolving the young person's fines/debts to prevent them



from leaving care with large debts or restrictions which may impact their successful transition to adulthood.

The hotline number is only to be used internally by DCP case workers and it is not an appropriate channel for young people to contact FERU. It must not be shared with carers or other agencies involved in a young person's life.

The DCP case worker can also provide a copy of the FERU letter to DCPInsurance@sa.gov.au if it is about an unpaid SA Ambulance Service invoice for a service the young person may be eligible to receive at no cost.

Compensation, payments and money held on behalf of the young person

Victims of Crime compensation

The DCP case worker must conduct a preliminary assessment for the young person to consider whether they are eligible for Victims of Crime compensation, in consultation with the supervisor, practice leader, PAC (where relevant) and DCP Legal.

If appropriate, the DCP case worker should initiate the Victims of Crime compensation application prior to the young person's transition from care or provide information to the young person about their eligibility and to support them to apply, noting that the young person must be under 21 years of age to be eligible.

Where the child or young person receives Victims of Crime compensation while in care, the funds are held in an account administered by the Public Trustee until the young person turns 18 years of age. The Public Trustee will provide an active advisory service to the young person during the year before they turn 18 years of age which will include providing the young person with the opportunity to receive advice from a financial advisor about the management of their money and arranging a meeting to discuss investing funds after they have turned 18 years of age.

The DCP case worker must ensure proper arrangements are made for the ongoing management of the child or young person's money. This should occur as part of the young person's transition from care plan and documented in their case plan.

For further guidance, refer [Victims of Crime compensation](#) in the Supporting children and young people in care chapter of the Manual of Practice.

National Redress Scheme

A young person may be eligible to make an application under the National Redress Scheme if they experienced institutional sexual abuse prior to 1 July 2018 and will turn 18 years of age prior to 30 June 2028.

The DCP case worker should consider the young person's eligibility to make an application under the scheme and explore the options for progressing this.

Further information regarding the scheme, eligibility and process please refer to [National Redress Scheme](#) or contact DCP:Redress@sa.gov.au.

Other compensation

The DCP case worker should also consider the young person's eligibility for other compensation through alternative avenues, including:



- civil proceedings if the young person has sustained significant injury (physical or psychological) or loss while in care.
- Ex gratia payments if not eligible for Victims of Crime compensation.

For further information, contact [DCP Legal](#).

Returning money held on behalf of a young person

Some young people in care may have money that has been held on their behalf, either with the Public Trustee or in a specific bank account (Authorised Deposit Taking Institution (ADI) account). It is critical the DCP case worker ensures arrangements for the return of these funds is incorporated into the transition planning process.

Young people may also require additional support or guidance about how to manage the money, including how they may want to spend it, whether they want to save it and how they may manage requests from others to use funds. For further guidance about resources that can be used to support the young person to learn about their finances, refer to the 'Finances' section in this key step.

Funds held by the Public Trustee

If the young person turns 18 years of age and has money held on their behalf by the Public Trustee, the DCP case worker must ensure that the young person is informed of their options in relation to that money.

The Public Trustee will contact the DCP case worker when the young person is turning 18 years of age. The Public Trustee will request the young person's contact details so that arrangements can be made for the transfer of funds. As part of the young person's transition from care plan, the DCP case worker may support the young person to arrange for the funds to be transferred into a more suitable account for them to manage.

It should be noted that in some circumstances the Public Trustee may be required to continue to act as Trustee of the funds where a legal document (such as a Trust Deed or Court order) requires it, even after the child or young person leaves care.

Funds deposited in an Authorised Deposit Taking Institution (ADI)

If the young person who is leaving care has money deposited in an ADI account, the DCP case worker must provide the young person with the relevant account details and notify the bank that the young person is the contact person for the account going forward. As part of the young person's transition from care plan, the DCP case worker may support the young person to arrange for the funds to be withdrawn or transferred into another account for them to manage.

The DCP case worker should clearly document the transfer of money either to the young person or to a trust fund in the young person's name in C3MS in the 'Notes and documents' tab including details of:

- the date of the transaction(s)
- the account balance
- any additional comments and supporting documentation relevant to the withdrawal/transfer of money.

For further guidance about money held by the Public Trustee or an ADI account, refer to [Hold money on behalf of the child or young person](#) in the Supporting children and young people chapter of the Manual of Practice.



Applying for South Australian Civil and Administrative Tribunal (SACAT) Administration orders regarding financial management

At times, it may be necessary to consider whether a South Australian Civil and Administrative Tribunal (SACAT) Administration order should be sought if the young person has a disability or impairment that means they are unable to make decisions about their financial affairs. The order will allow for another person or body to manage the young person's finances and protect their financial interests.

SACAT will only place a person under an Administration order where it is satisfied that the person (the subject of the application) has a mental incapacity and that an order should be made. In the majority of circumstances an application of this nature should only be considered to seek an order to commence once the young person turns 18 years of age.

If an administration order is being considered while the child or young person remains under the Guardianship of the Chief Executive, consultation must occur with DCP Legal prior to lodging an application with SACAT. If it is intended that the Public Trustee will be appointed as administrator a consult must also occur with Public Trustee in advance of an application being lodged with SACAT.

Further information about SACAT processes can be obtained from the [SACAT website](#) or from 'Applying for SACAT guardianship orders' under Disability and developmental progress in this key step.



Partnership

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

It is important that DCP case workers advocate for Aboriginal young people and support them over time to learn to advocate effectively for themselves. Principal Aboriginal Consultants and ACCOs are important sources of information to know what forms of support may be available to Aboriginal young people.

4. Support the young person to leave care

As the young person nears 18 years of age, the DCP case worker should ensure that the following key tasks are undertaken (as appropriate to the young person's individual circumstances):

Key tasks

- Provide any proof of identity documents that may still be in departmental files.
- Provide all other significant documents.
- Reinforce information provided about supports and services available to the young person after they turn 18 years of age.
- Ensure the young person has [MyGov](#) with all relevant services (such as Centrelink, Medicare, and the Australian Tax Office) linked and other relevant online services set up.
- Ensure money held has been returned to nominated account.
- Ensure Stability in Family Based Care/Over 18 Education Initiative program engaged with young person/carer.
- Consider whether a request for an [extension of a residential care placement](#) is required.



- If the young person has a NDIS plan, confirm that a transition to adult disability providers has been arranged (if required) in consultation with the regional disability consultant.
- Ambulance cover information provided to eligible young person (refer to [SA Ambulance Cover Procedure](#) for further information and eligibility).
- For young people with a disability, ensure any SACAT guardianship and/or administration orders are finalised and the young person is connected with the Office for the Public Advocate (OPA) and/or the Public Trustee.
- Information about additional funding and grants is provided to young person.
- The young person is aware of services they are eligible for under [Investing in their Future](#).
- For Aboriginal and Torres Strait Islander young people, ensure that they are registered for the [Closing the Gap](#) PBS Co-payment Program.
- Provide the young person with the [Transition to adulthood case closure](#) letter.

Ensure support is in place and can be accessed as needed in the future

As the young person nears their transition, the frequency of care team meetings and contact with the young person should be adjusted to ensure that all parties have up to date information about the young person's current progress and any outstanding actions required before their exit from care.

The DCP case worker should ensure the final review meetings held with the young person map out what supports are in place, and what supports are available in the future as needed. Meetings with the young person should also be used to ensure that the young person is able to access basic information and services (such as using their [MyGov](#) account and online banking services).

In specific circumstances where a young person needs to remain in their current placement at a residential care house, an [Extension of residential care placement post 18 request form](#) should be completed and uploaded to C3MS.



Partnership

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

Partner with a Principal Aboriginal Consultant and local Aboriginal and Torres Strait Islander services to ensure the young person is linked to opportunities to develop and maintain connections with their cultural community and to those who can continue to support and provide culturally safe mentorship.

Provide the young person with their essential documents, personal belongings and information

Depending on the young person's circumstances, the DCP case worker may arrange for the young person to be provided with their identity documents, other essential documents and personal items from the time they have turned 15 years of age.

Provide the young person with essential documents

Upon leaving care, the DCP case worker must ensure young people have their:

- original birth certificate and other identity documents, including (but not limited to):



- the young person's passport
- proof of age card (if the young person does not have a driver's licence)
- visas/other travel documents
- copies of parents' birth certificates held on file by DCP
- Medicare card
- Health care card
- medical reports and other assessments
- photographs, school reports, certificates, and mementos
- Life Story Book or Aboriginal Life Story Book
- most recent case plan (including ACIST for Aboriginal and Torres Strait Islander young people or CALDIST for young people from a CALD background)
- SACAT or administration orders (where relevant)
- NDIS plan for NDIS participants
- Working With Children Check (WWCC) (if seeking employment or volunteering in a child related role or remaining in a household with other children or young people in care who are under 18 years of age)

A WWCC is a requirement in accordance with the *Child Safety (Prohibited Persons) Act 2016*. If a young person is remaining in a household with other children and is determined a prohibited person by the Department of Human Services' (DHS) Screening Unit, DCP may submit an exemption request to the Minister for Human Services for consideration on a case-by-case basis.

For further guidance, refer to the [DHS Working With Children Check Exemption Procedure](#) and associated [Exemption Template](#), and [Working with Children Checks for family-based carers Procedure](#). The [Exemption template](#) must be completed in full. Not providing all relevant information will delay or impact the exemption being approved. The [Exemption Template](#) must be submitted as an attachment to a [Ministerial Briefing](#).

Provide the young person with information about their right to access their departmental files

Under section 153 of the CYPS Act, young people over the age of 18 years have a right to obtain documents or information that relates to them held by DCP via the DCP Freedom of Information team. Young people under the age of 18 years can make a request to their DCP case worker to obtain information held in departmental files. This may include essential documents as listed above or other information such as reports, case notes or documents to help them understand their journey in care.

The DCP case worker must ensure the young person is aware of their right to access their departmental files and provide them with information about how to submit an application. Section 153 applications are processed by the Freedom of Information Team. Information about the process for requesting information can be accessed on the [provision of information to care leavers](#) DCP web page.

[Section 153 application forms](#) can also be accessed via the South Australian Government website.


Provide the young person with contact information for services



Prior to the young person leaving care, the DCP case worker should provide the young person with contact details for services including (but not limited to):

- [Centrelink](#)
- the local [SA Housing Authority office](#) and [homelessness services](#)
- local doctors' surgeries and dental clinics
- disability services, including the NDIS
- food banks or other NGO services
- [DCP After Hours](#).

As part of the regular review meeting process, the DCP case worker should discuss with the young person how and when to access these services. These conversations could also cover any barriers or challenges the young person may feel they will experience if accessing these services.



Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

To support culturally safe approaches, partner with and link Aboriginal and Torres Strait Islander young people to local Aboriginal and Torres Strait Islander services. Ensure the young person is provided with details and key contacts.

Partnership

Prepare for case closure

Consider and assess whether case closure is appropriate

If the young person is not remaining in family based care or is not eligible for the Stability in Family Based Care or Over 18 Education Initiative program, the DCP case worker must make an assessment about the impact of case closure for the young person and ensure they are aware of assistance available to them from DCP and other services up until they reach 26 years of age (for further guidance, refer to [Provide the young person with post-care support](#) in this chapter of the Manual of Practice).

If the young person will be remaining with their carer and they are eligible for either the Stability in Family Based Care or Over 18 Education Initiative program, the case will remain open for as long as they remain eligible for involvement in the program. The DCP case worker should refer to the [Stability in Family-Based Care and Over 18 Education Initiative Procedure](#) for guidance about the program and making a referral.

Prepare the young person and other relevant parties for case closure

If the DCP case worker assesses that the young person no longer requires support from DCP and the case can be closed, they should inform the young person and all relevant people and services of the case closure. As part of advising the young person of the case closure, the DCP case worker should prepare the [Transition to adulthood case closure letter](#) template, which provides a written summary of information provided to the young person prior to case closure. The DCP case worker should ensure that the letter contains:

- a summary of significant achievements or important milestones in the young person's life during their time in care (where known)



- information about supports and services that the young person has been referred to and/or which they can access, including any community or informal supports they have, such as family or kin
- relevant information about Victims of Crime compensation (and/or other National Redress, ex gratia payments or other compensation where applicable) or any other money held on their behalf
- any grants or other funding the young person may be eligible for, including any TILA and/or Children's Payments Brokerage balances, and advice about who they can contact to access these post-care
- contact details for the DCP office.

The DCP case worker should ensure that they:

- support the young person to read and understand the contents of the letter (for further advice about supporting a young person with a disability, consider seeking advice from a DCP disability consultant if required)
- record the date and time the letter was provided to the young person and the mode of delivery using a case note in C3MS
- upload a copy of the letter in the 'Notes and Documents' tab in C3MS
- forward a copy of the letter to Post Care Support Services and/or any other supports or services the young person is connected to
- for young people with disabilities who will be placed under adult guardianship orders after they have turned 18 years of age, provide a copy of the letter to the young person's guardian.

The Carer Payments Team (8226 6666 or DCPCarerPayments@sa.gov.au) must also be advised of the cessation of placement and the reason the placement is not continuing. In cases where a young person has been placed in the Stability in Family-Based Care program or the Over18 Education Initiative, the placement will be extended.

Record the case closure summary in C3MS

A case closure summary note should be completed to summarise the key factors for each life domain at the time of closure, which should include:

- information about service providers and other individuals who are involved with the young person at the time of closure
- the rationale for case closure, inclusive of actions taken to mitigate risks to the young person.

Once the young person and all relevant people and services and Carer Payments have been notified and the case closure summary note is completed, the case can be closed by the supervisor in C3MS. Refer to [C3MS Guide: Closing a CP case](#) for guidance about recording case closure in C3MS.

5. Provide the young person with post care support

Young people may require assistance to navigate systems and obtain support after they leave care, including referrals to appropriate services and information about available pathways to access support.

DCP is required under section 112 of the CYPs Act to offer assistance to eligible care leavers. An eligible care leaver is defined as a young person between 16 and 26 years of age who was at any stage in the custody or under the guardianship of the Chief Executive or another person for six months or longer. This includes young people who were placed under an order of long-term guardianship to a specified person.



DCP must provide eligible care leavers with information and support, including (but not limited to):

- information regarding services available for care leavers
- assistance with education and training
- assistance in finding accommodation
- assistance in finding employment
- assistance to access legal services
- assistance to access health services
- assistance to access Aboriginal community controlled programs/services
- counselling and support services.



Connection

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

For Aboriginal and Torres Strait Islander young people who are not currently living within their family and kinship networks, provide information to them about post care support services that can support them to reconnect with family and culture post care to give them the best opportunity to continue safely on their cultural journey.

DCP may provide these services directly or may refer the young person to relevant government and non-government services.

Eligible care leavers may request services from the DCP by contacting:

- local DCP offices by telephone or in person
- DCP Complaints and Feedback Management Unit
- the Minister's office
- through another service or agency.

If a young person contacts DCP through the DCP Complaints and Feedback Management Unit or the Minister's office, they may be referred to the last DCP office that held case management responsibility for them (or if relevant, the [Long-term guardianship case management team](#) or the [Stability in family-based care team](#)). A service may also be provided by another DCP office at the young person's request. For continuity of service and relationships, it is best practice for the young person to be allocated to the DCP case worker who previously had case management responsibility for the young person, where possible and appropriate.

When a young person contacts DCP, the DCP case worker should:

- talk to the young person about their current circumstances
- assess the young person's support needs
- refer to the letter provided to the young person at case closure for a summary of the services the young person was previously linked with or has accessed prior to leaving care (for further guidance, refer to 'Prepare for case closure' in [Support the young person to leave care](#))



- discuss with the young person their options for accessing assistance, including referrals to government or non-government services (including Post Care Support Services), support to attend services, or provision of information.



Partnership

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

If an Aboriginal or Torres Strait Islander care leaver approaches DCP for assistance, it is recommended the DCP case worker consult with an Aboriginal practitioner, PAC or local Aboriginal services such as Aboriginal Community Controlled Health Organisations for advice about culturally appropriate services available to the young person.



Partnership

Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

The [Commissioner for Aboriginal Children and Young People \(CACYP\)](#) is an independent body whose role is solely to promote the rights, development and wellbeing of Aboriginal and Torres Strait Islander children and young people, working alongside other bodies such as the Office of the Guardian for Children and Young People (GCYP). The DCP case worker should advise Aboriginal and Torres Strait Islander young people that they can contact the CACYP office if they require further support or advocacy, and provide them with [information about how to make contact](#).

If the young person approaching the DCP office for post-care support is from a culturally and linguistically diverse (CALD) background, it is recommended the DCP case worker consult with DCP Multicultural Services to seek further information about culturally appropriate services available to the young person.

Services provided to care leavers, including referrals to relevant service providers, must be recorded in C3MS in a [General Case](#) with 'Transition to Adult Life' selected as the topic. Refer to the [C3MS Guide: Transition to Adult Life](#) for further guidance about recording offers of assistance, referrals, service provision and meetings.

Post care services and other assistance

Post Care Support Services

If the young person has not contacted Post Care Support Services, the DCP case worker may make a referral or support the young person to attend the service. Post Care Support Services provide a range of services for care leavers, including assistance with:

- housing
- mental health
- financial literacy and grant support
- independent living skills
- education and employment
- child protection.


Connection
Aboriginal and Torres Strait Islander Child Placement Principle active effort prompt

For Aboriginal and Torres Strait Islander young people who are not currently placed within their family and kinship networks, engage with post care support services to explore options to reconnect young people with family and culture post-care to give the young person the best opportunity to continue safely on their cultural journey.

For further information, refer to the [Post Care Support Services website](#). In addition to Post Care Support Services, young people may also access online resources created by RASA on the [GOM Central](#) website.

CREATE Foundation

Young people can access a range of resources through the [CREATE Foundation](#) including the [SORTLI application](#) for additional information and support across their life domains, including health, housing, education and employment, housing and legal assistance.

Housing and accommodation

DCP may support a care leaver to:

- apply for rental assistance from SA Housing Authority (SAHA)
- attend a Housing Options meeting at their local SAHA office
- apply for [Private Rental Assistance](#)
- [register interest in public and/or community housing](#) (if this was not already completed when the young person was in care)
- access homelessness services via [Homeless Connect SA](#).

DCP may also complete a [Housing Needs Assessment form](#) and forward it to SA Housing Authority or the young person's preferred Community Housing Provider.

Employment services

Education and employment supports are available through the [Post Care Support Services](#). Support with finding employment may be provided through a referral to local [Workforce Australia service providers](#).

Young people may also contact DCP for assistance with applying for a Working With Children Check. The young person may require assistance to obtain ten years of address history, particularly if they have experienced multiple placements during their time in care. The young person can be provided with address history with their informed consent under section 164 of the CYPS Act.

The DCP case worker must record the young person's informed consent as well as information shared in C3MS in a general case with 'Transition to Adult Life' selected as the topic. Refer to [C3MS Guide: Transition to Adult Life](#) for further guidance about recording provision of information.

Legal services

Legal support may be provided through:

- [Legal Services Commission of South Australia](#)
- [Community Legal Centres SA](#)
- [Women's Legal Service \(SA\)](#)



- [Aboriginal Legal Rights Movement](#)
- [Youth Law Australia](#).

Physical and mental health services

Physical and mental health supports available to care leavers may be provided through:

- [Metropolitan Youth Health \(MYH\)](#)
- [SA Health Country Referral Unit](#)
- [Aboriginal community health services directory](#)
- [Headspace](#)
- [Mental Health Triage](#)
- [Shine SA sexual health services](#)
- [Yarrow Place Rape and Sexual Assault Service](#)
- [Drug and Alcohol Services](#).

Dental services

Care leavers 18 years and older are eligible for public dental care if they hold a current Health Care Card. The DCP case worker may support the young person to:

- access information about fees for general and emergency dental services on the [SA Dental website](#) (noting that the dental service will discuss costs with the young person before treatment starts)
- register for comprehensive dental care by completing the [adult services waitlist form](#)
- contact their local SA Dental clinic for advice if needed.

Aboriginal and Torres Strait Islander young people over 18 years with a concession card are eligible for free general and emergency SA Dental services. For further information, refer to the [SA Dental website](#).

Eligible care leavers aged 17-25 years receiving Centrelink income support payments may also be eligible for bulk billed or discounted dental services through the Australian Dental Foundation. For further information, refer to the [Memorandum of Understanding – DCP and Australian Dental Foundation](#). A list of participating clinics can be found on the [DCP website](#).

Grants and other funding

Children's Payments Brokerage and Transition to Independent Living Allowance (TILA)

If the young person has left care, is not yet 25 years of age and has not exhausted the Children's Payments Brokerage and/or [TILA funding](#) they are eligible for, the DCP case worker must develop a plan with the young person that:

- assesses and summarises the young person's strengths and support needs
- identifies actions required to meet the young person's needs
- clearly articulates how the Children's Brokerage or TILA funding would be used to implement the plan meet their needs.

The young person may also apply for TILA funding via NGO service providers, including Post Care Support Services.



For Children's Brokerage Payments, the DCP case worker should seek approval using the Payment Approval form. For further guidance refer to 'Support the young person to access Children's Brokerage Payments' under 'Finances' in [Implement the transition from care case plan](#).

Dame Roma Mitchell, Wyatt Trust and CREATE Your Future grants

Care leavers may be eligible for grants from the:

- [Dame Roma Mitchell Grants](#)
- [CREATE](#)
- other government or community grant [programs](#).

For further information about these grant programs and eligibility requirements, refer to 'Finances' under [Develop the case plan to support transition from care](#) in this chapter of the Manual of Practice.

Document control

Reference No./ File			
Document Owner		Lead Writer (position)	
Directorate/Unit: Quality and Practice		Operational Policy Team, Quality and Practice	
Accountable Director: Director Quality and Practice			
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Risk rating	Consequence	Likelihood	Risk Rating
	Moderate	Unlikely	Moderate

REVISION RECORD		
Approval Date	Version	Revision description
6/11/2020	1.0*	New chapter with amendments to incorporate existing guidance relating to transition from care and post-care support. *Replaces Transition from care Chapter
12/1/2021	1.1	Minor additions regarding considerations and requirements for culturally and linguistically diverse children, young people and families and changes made for consistency in language across all Manual chapters and formatting of the Word version of the Chapter.
5/2/2021	1.2	Additions regarding the extension of ambulance cover for children and young people in care up to the age of 21.
22/04/2021	1.3	Amended to update guidance on accessing dental services.
14/01/2022	2.0	Full chapter review in alignment with the DCP policy review cycle.



REVISION RECORD		
Approval Date	Version	Revision description
		Changes include change to the structure of the chapter to include clearer steps that separate out engagement with young people, initial planning and review planning processes, addition of key tasks across the transition phase to support DCP case workers in prioritising tasks, expanded guidance related to placement options, supporting relationships (including family contact) and supporting development of identity (including identity for LGBTIQ+ and life story work), additional information about the Stability in Family Based Care Program and Over 18 Education Initiative as well as Supported Independent Living Services, additional guidance related to key considerations in each life domain to support successful transition and inclusion of active efforts prompts for the Aboriginal Child Placement Principle throughout the chapter.
23/02/2022	2.1	Minor amendments regarding Over 18 education initiative eligibility.
1/06/2022	2.2	Minor changes to Stability in Family-Based Care
22/11/2022	2.3	Minor amendment to update practice requirements for monitoring and recording life story work.
04/12/2022	2.4	Minor amendment to add guidance regarding the Next Steps Pilot Service. Amendments to include additional guidance on case closure.
16/12/2022	2.5	Minor amendments to guidance relating to the Public Trustee and SACAT.
6/04/2023	2.6	Minor amendment to add further guidance on resolving fines and debts and to include additional considerations for planning transition to adulthood for young people with a disability.
2/05/2023	2.7	Minor amendment to update Scope section to refer to authorisations and delegations.
25/05/2023	2.8	Minor amendment to update guidance on post-care dental services.
01/09/2023	2.9	Minor amendment to add guidance regarding Stability Post Care Individual Packages, Post Care Support Services and TILA and extension of a residential care placement.



REVISION RECORD		
Approval Date	Version	Revision description
06/10/2023	2.10	Amendments to include updated information about public and community housing, other housing options and the DCP-SAHA Escalation Pathway.
01/11/2024	3.0	Comprehensive review in alignment with the DCP policy review cycle.
9/12/2024	3.1	Minor amendment to update links to C3MS guides.
11/04/2025	3.2	Minor amendments to include guidance regarding exemptions to WWCC checks and the link to the relevant DHS procedure and WWCC exemption template.