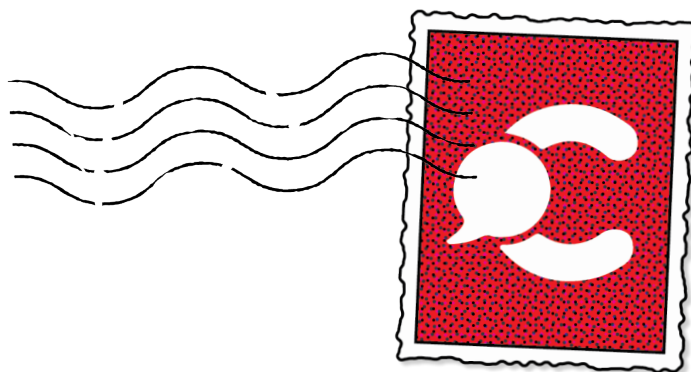


“Letting them have a say”

Children and young people’s views on the proposed new Commissioner for Children and Young People





If there is anything in this report that causes distress or concern, the following services are available:

1800 RESPECT: 1800 737 732

Family Violence Counselling Support Service: 1800 608 122

Blue Knot (childhood and complex trauma support): 1300 657 380

13YARN for Aboriginal and Torres Strait Islander people: 13 92 76

A Tasmanian Lifeline: 1800 984 434

Lifeline: 13 11 14

Kids Helpline: 1800 55 1800

If you are worried about the health and safety of a child or young person, please contact the Strong Families Safe Kids Advice and Referral Line on 1800 000 123.

Commissioner for Children and Young People (Tas) 2025. *"Letting them have a say" - Children and young people's views on the proposed new Commission for Children and Young People.*

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Any questions regarding this report or the work of Tasmania's Commissioner for Children and Young People more generally may be directed to the Commissioner by emailing childcomm@childcomm.tas.gov.au or by telephoning +61 3 6166 1366.

For more information, visit: www.childcomm.tas.gov.au.

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Foreword from the Interim Commissioner for Children and Young People

During October and November 2024, to inform my feedback on the Tasmanian Government's proposed reform to create a new Commission for Children and Young People, I invited children and young people to send a postcard sharing their views and ideas for how this new Commission should work.

In response, almost 700 children and young people expressed their thoughts, hopes, and ideas for their new Commission. The extraordinary response rate in such a short time tells me there is strong interest among children and young people in their new Commission.

While I drew on the postcard responses in my feedback on the draft law, this report offers further insights into and about the views and ideas of children and young people about the future they want for themselves, and other young Tasmanians.

The images and text have been read and analysed with care and attention to the messages conveyed, ensuring that every voice has been understood and considered.

Children and young people have been clear about what the new Commission needs to know and do to ensure they have a good life in Tasmania. The new Commission will exist for them, and their perspectives can help shape its vision and role in realising the future they want. As you will see from this report, the feedback of children and young people also shows their empathy for others in their community and desire for the new Commission to have a role in creating a better Tasmania for all children and young people.

This engagement activity is an example of the work of the current CCYP office to promote the participation of young Tasmanians in decisions that affect their lives across all areas of government. Their right to be heard is enshrined in the United Nations Convention on the Rights of the Child and entitles children and young people to have a say and to be provided meaningful opportunities to influence policies, systems, and services that affect them.

As I emphasised in my submission on the draft law, ongoing dialogue with young Tasmanians, and those who support them, is needed to meet the aims of the Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings—and, importantly, the aspirations of children and young people. It was encouraging to see the government also hear directly from young Tasmanians during the consultation period through focus groups facilitated by community partners.

I extend my sincere gratitude to the hundreds of children and young people who shared their views and ideas with me. I will soon be sharing a shorter version of this report that is tailored for children and young people.

I also thank the schools, community organisations, families and others who care for children and young people, for supporting their participation. I know this activity came at a busy time of year and your assistance meant that my advocacy could and continues to be informed by the rich and broad views of hundreds of children and young people from around the state.

Children and young people had a lot to say about the things that matter to them. Their views are essential, not only for shaping the legislation and design of their new Commission, but also for informing the breadth of other work undertaken by governments on their behalf. Children and young people told me what matters for children and young people to have a good life in Tasmania, and what the new Commission would need to know about and do to ensure children like them have a good life.

By listening, taking seriously and responding to the views and ideas of children and young people, we respect, protect and fulfil their right to participate in decision-making processes that affect their lives.

**Interim Commissioner for Children and Young People,
Isabelle Crompton**

A New Commission

In line with the recommendations of the Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings (Commission of Inquiry), the Tasmanian Government has committed to establishing a new Commission for Children and Young People (new Commission). The new Commission is intended to serve as a strong, independent advocate for children's rights, and to oversee child-safe practices within organisations.¹

The Office of the Commissioner has long advocated for the establishment of a new Commission with enhanced functions, powers, and independence.² The establishment of a new Commission, as proposed in the draft *Commission for Children and Young People Bill 2024* (draft Bill) released for consultation in September 2024, represents a vital step forward in meeting community expectations, bolstering advocacy for children, streamlining oversight, and incorporating responsibilities under the *Child and Youth Safe Organisations Act 2023*.³

While progress has been made, additional work is needed to ensure an appropriately resourced Commission—underpinned by strong, contemporary legislation—that establishes a “trusted and powerful champion for children and young people's rights.”⁴

Further, and as I made clear in my submission in response to the draft Bill, it is critical that the Tasmanian Government upholds the principle of self-determination in the establishment of Tasmania's first Commissioner for Aboriginal Children and Young People.⁵

This reform process represents a once-in-a-generation opportunity to create, with children and young people and those who support and care for them, the powerful new Commission that children and young people deserve.

For further detail, see my submission on the draft Bill [<https://childcomm.tas.gov.au/resource/commission-for-children-and-young-people-bill-2024>].

1. Commissioner for Children and Young People Tasmania, Submission on the draft Commission for Children and Young People Bill 2024 (19 December 2024) 1; Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings, Full Report (Report) August 2023

2. Commissioner for Children and Young People Tasmania, Submission on the draft Commission for Children and Young People Bill 2024 (19 December 2024), 1

3. Ibid.

4. Commissioner for Children and Young People Tasmania, Submission on the draft Commission for Children and Young People Bill 2024 (19 December 2024), 2; Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings, Who was looking after me? Prioritising the safety of Tasmanian children, (Volume 1: Executive Summary), 2023, p 11 (Web Page) <<https://www.commissionofinquiry.tas.gov.au/report>>

5. Commissioner for Children and Young People Tasmania, Submission on the draft Commission for Children and Young People Bill 2024 (19 December 2024), 2

About this Report

On 20 September 2024, I welcomed the Tasmanian Government's public consultation on the draft Bill. To help inform my submission on the draft Bill, I engaged with children and young people across Tasmania during October and November 2024.

This report shares what I heard from children and young people about their vision for a new Commission for Children and Young People. It provides an opportunity for the Tasmanian Government and the wider community to listen, take seriously and respond to the views and ideas that children and young people have shared with me. Importantly, the wealth of information received from children and young people extends well beyond the scope of the draft Bill itself, offering remarkable insights that will be invaluable to informing other reform initiatives.

The engagement had 2 parts. Part 1 included a postcard activity facilitated through 44 schools, youth-focused and non-government organisations. Part 2 included a series of focus groups held in Hobart, Launceston and online, which explored key aspects of the draft Bill.

My submission about the draft Bill was informed and guided by what I heard from children and young people through the postcard activity, and the focus groups. This report focuses on the views and ideas of the 679 children and young people aged between 3-21 years old who shared their views and ideas through the postcard engagement activity.⁶

Designed and implemented in line with the principles of child-friendly participation, the postcard activity enabled a diverse group of children and young people to share their views and ideas about their new Commission.

The postcard invited children and young people to respond to the question:

Imagine it's your job to stand up for children and young people like you in Tasmania. What do you need to know and do to make sure they have a good life? Write or draw your ideas below—there are no wrong answers!⁷

Of the almost 700 responses I received, most children and young people completed hard copy postcards (n=643) with a smaller number of children and young people completing the online version of the postcard (n=36). Responses were expressed through words, drawings, and a mix of both.

For a detailed overview of children and young people's participation in this activity, see Figure 1 (page 6).

To analyse responses, all postcards were digitised, collated, and coded inductively by topic area, with reference to what the new Commission needs to "know" and "do" to make sure children and young people have a good life. Common topics were identified through frequency analyses and categorised by age group.

Thematic analysis was used to identify views and ideas, which were then grouped into 10 themes or categories. An inductive approach was adopted to ensure that the perspectives of children and young people emerged directly from the data, without filtering through pre-determined categories.⁸

6. My submission, *ibid*, also highlights views and opinions shared by focus group participants.

7. See full postcard in Appendix 1

8. Saldana, Johnny, *The Coding Manual for Qualitative Researchers* (SAGE publishing, 4th Edition, 2021) 40-41

Direct quotes from children and young people were selected for inclusion in this report based on their relevance to the themes identified in the analysis. To ensure clarity within the report, some quotes have had extra words removed, and/or punctuation and spelling edited, while preserving the original meaning. This approach was used to streamline the presentation of the information, while maintaining the integrity of the quotes to accurately represent the views of the children and young people quoted.

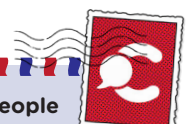
This report presents those views and ideas in 2 parts. Throughout this report, examples of the postcards received are shown, with larger versions of each image shown at Appendix 2.

Part 1: What matters for children and young people to have a good life in Tasmania?

Part 1 reports on the areas that children and young people identified as being important for all children and young people to have a good life in Tasmania. While there were some differences in what children and young people identified across different age groups, common themes included family, education, housing, and food. In addition to this, older children and young people raised issues relating to financial security, mental health, and systemic supports.

Part 2: What the new Commission needs to “know” and “do” to ensure children and young people have a good life

Part 2 reports on children and young people’s views and ideas about what their new Commission needs to ‘know’ and ‘do’ for children and young people to have a good life.⁹ Participant responses are grouped into 10 overarching thematic categories and contextualised with reference to rights under the *United Nations Convention on the Rights of the Child* (UNCRC), and the wellbeing domains under the Tasmania Government’s *Child and Youth Wellbeing Strategy - It Takes a Tasmanian Village* (Wellbeing Strategy). See Box 1 below.



Box 1: Using rights and wellbeing domains to understand the views and ideas shared by children and young people

This report frames children and young people’s views and ideas using their rights under the UNCRC and the wellbeing domains in the Wellbeing Strategy.

As the most widely ratified human rights instrument in the world,¹⁰ the UNCRC recognises that every child has 54 fundamental rights no matter who they are or where they live. Together these rights protect children’s wellbeing, safety, health, education and ability to participate in decisions that affect them. These rights are all connected, cannot be taken away, and are equally important. Governments and adults have both a legal and moral obligation to respect, protect, and fulfil these rights.

The Tasmanian Government’s Wellbeing Strategy provides a framework for supporting children and young people’s wellbeing. It is structured around 6 key domains; Being Loved, Safe, and Valued, Having Material Basics, Being Healthy, Learning, Participating, and Having a Positive Sense of Culture and Identity.¹¹

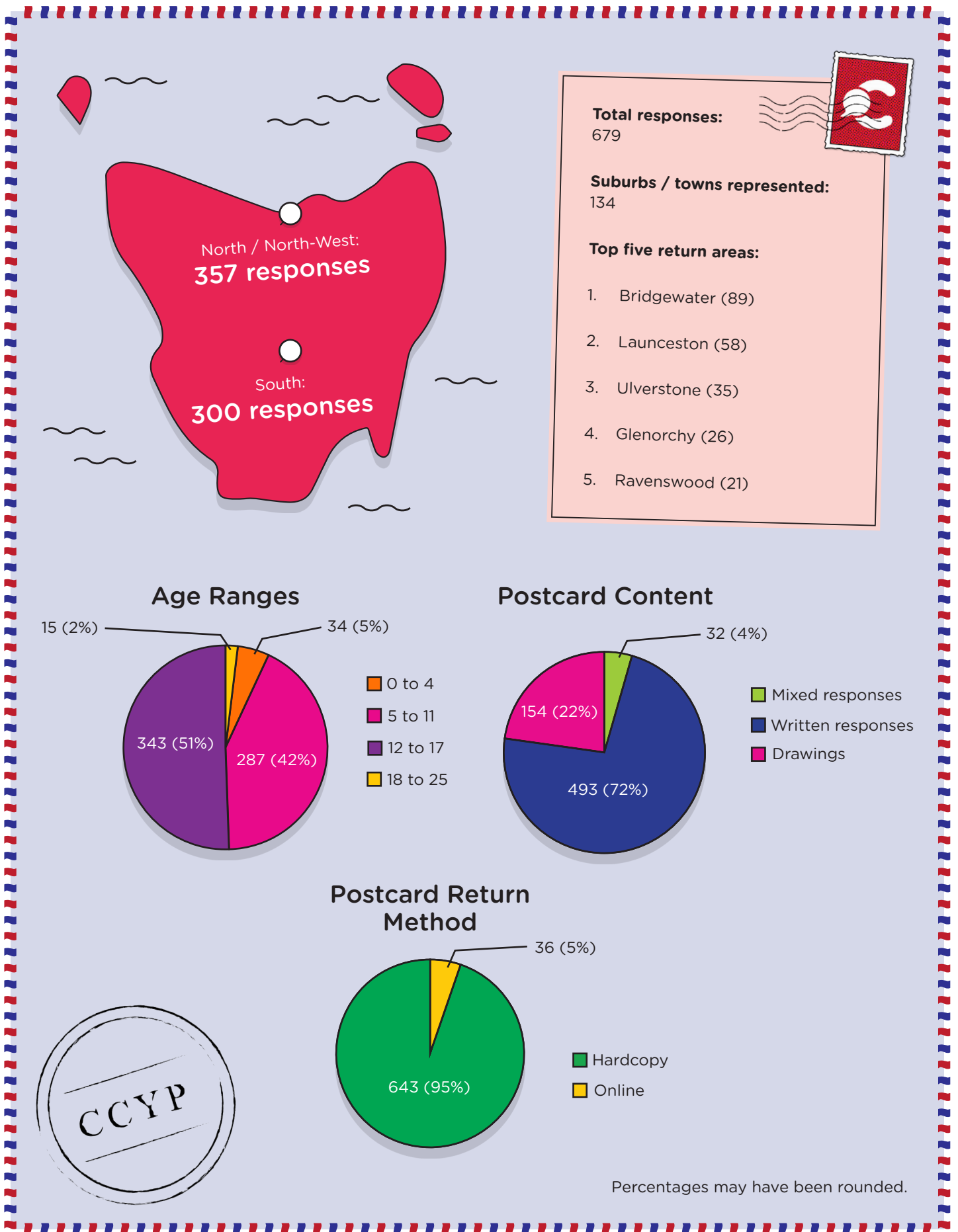
As emphasised in the Wellbeing Strategy, the principles that guide Tasmanian Government’s decision-making about policies, programs and initiatives under the Wellbeing Strategy, are informed by the UNCRC.¹²

9. In the context of this report, the concept of a ‘good life’ is intentionally left open for respondents to define according to their own perspectives, without the application of any specific theoretical frameworks of the good life.

10. Australian Human Rights Commission, ‘The UN Committee on the Rights of the Child and reporting on children’s rights’, *Children’s Rights* (Web Page) <[11. These domains were initially developed by the Australian Research Alliance for Children and Youth \(ARACY\) and were adopted, with modification, by the government in the Child and Youth Wellbeing Strategy.](https://humanrights.gov.au/our-work/childrens-rights/un-committee-rights-child-and-reporting-childrens-rights#:~:text=What%20is%20the%20Convention%20on,economic%2C%20political%20and%20social%20rights.></p>
</div>
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12. Tasmanian Government, *Child and Youth Wellbeing Strategy - It Takes a Tasmanian Village* (Wellbeing Strategy, August 2021) 12

Figure 1



Part 1: What matters for children and young people to have a good life in Tasmania?

Understanding what makes a good life for children and young people is essential to inform and guide policies, programs, and services to meet their needs. The views and ideas shared by children and young people through the postcard activity offer important insights in this context. While the youngest children tended to focus on immediate relationships and daily needs, young people identified structural challenges such as financial insecurity, housing, and mental health support. The need for inclusion, safety, and access to essential services mattered for all age groups, with housing, food, and education consistently identified as important for children and young people, across all age groups.

The following 4 sections provide a summary of the views and ideas shared by children and young people from the early years (0-4) to young adults (18-25).

Early years (0-4 years)

Children in the 0-4 age group (34 responses) shared their views and ideas about what matters for children and young people to have a good life through drawings and simple phrases. Where children expressed their ideas through drawings, their caregivers or educators often provided written descriptions of what the child had communicated to them. Topics such as family, play, and food were commonly mentioned, with occasional references to health, the environment, and housing.

Family (19 mentions)

Children in the 0-4 age group referred to “family” 19 times, making it the most frequently mentioned topic for this group. Many responses identified being with family members, feeling loved, and shared experiences with parents, siblings and other family members. Examples include:

“Love, mum, pop and my dad.” (Child, 4 years)

“My family.” (Child, 4 years)

Play (5 mentions)

Five children in this age group identified areas related to “play”. For example:

“I’m sharing my toys.” (Child, 4 years)

Food and drink (3 mentions)

Three children in this age group mentioned areas related to “food” and “drink”. For example:

“Food, house, drink bottle, friends.” (Child, 3 years)

Environment (3 mentions)

Three children in this age group identified areas related to “environment.” For example:

“The beach, the sand, wave.” (Child, 4 years)

Infrastructure (2 mentions)

Two children in this age group mentioned areas related to “infrastructure” such as parks and community spaces. For example:

“I need parks to go on adventures with my Mum & Dad.” (Child, 3 years)

Housing (2 mentions)

Two children in this age group referred to areas related to “housing”. For example:

“I need a big house, a car, and my family.” (Child, 4 years)

Middle years (5-11)

The second largest participant age group (287 children aged 5-11) shared their views and ideas about what matters for children and young people to have a good life. The most frequently identified topics included safe and secure housing, access to nutritious food, opportunities for education, spaces to play and connect with others, and the need for better community infrastructure. Other topics such as financial support, family and friendships were also raised.

Housing (72 mentions)

Having safe and secure “housing” was most frequently identified by children. This included the need for emergency accommodation or “shelters” for children, young people and families experiencing homelessness, and affordable housing. Examples include:

“Safe homes.” (Child, 10 years)

“Safe places for homeless people not in busy area so that if children were in town, they won’t need to worry about being kidnapped.” (Child, 10 years)

“A house for everyone.” (Child, 7 years)



Food and Drink (69 mentions)

Sixty-nine children in this age group identified areas related to “food” and “drink”. This included access to food, with children emphasising the importance of nutritious meals and identifying free food programs and reduced food costs, particularly for those in need. Examples included:

“Mine is about fruits and vegetables and lots of water to drink and lots of fresh food.” (Child, 5 years)

“Give them food.” (Child, 8 years)

“Healthy food. Water.” (Child, 10 years)

“More free food.” (Child, 9 years)

“I think there needs to be cheaper food so all people can afford it to eat healthy food.” (Child, 11 years)

Education (63 mentions)

Sixty-three children aged 5-11 mentioned “education”, including reference to the need for shorter school weeks, free education, and improved school equipment. Children also raised concerns about bullying and called for more mental health support in schools. Examples included:

“I reckon that we should have more one-on-one classes...So I reckon how you should do it by training more one on one teachers then putting them in Schools!!!!!!!!!!!!” (Child, 11 years)

“Try to have no bullies in schools. Free school.” (Child, 9 years)

“Having breakfast clubs in schools so children who can’t have breakfast every day. There should be more water fountains in schools because, some kids forget their drink bottles and get really, really thirsty.” (Child, 10 years)



Play (59 mentions)

Fifty-nine children referred to areas related to “play”, including the need for better playgrounds, more sports activities, and fun spaces for indoor and outdoor play. For example:

“More play equipment.” (Child, 8 years)

“For kids to have more social clubs.” (Child, 10 years)

Infrastructure (55 mentions)

Related to “play”, 55 children identified the importance of recreational “infrastructure”, such as improved parks, sports facilities, waterparks, and other recreational spaces. Examples include:

“We need more parks. We need more local gardens. We need more fun local activities.” (Child, 10 years)

Financial Support (35 mentions)

Thirty-five children in this age group identified the need for “financial support”, particularly for disadvantaged children and young people. References to this topic included the idea of monthly allowances for children and young people, reducing living costs, and making activities like sports more affordable. For example:

“Help when everyone (especially young peeps) are living in poverty. How you ask? Well, let me tell you. Give them a freaking chance when they’re struggling!” (Child, 11 years)

“What [does the Commissioner] need to know? [They] need to know what [children’s] problems are? Access to water. What they think about? Access to food. Clothes? Poverty. What they are going through? Homelessness.” (Child, 11 years)

Older young people (12-17)

Young people aged 12-17 (343 responses) referred to topics such as education, infrastructure, and play, with ideas about how to improve learning and make community facilities better for children and young people. Young people in this age group also identified the need for better mental health support, financial support, and access to healthy food and drink.

Education (154 mentions)

References to “education” included the need for education that prepares them for adulthood, strengthened responses to bullying within schools, the importance of “brain breaks”, and ensuring teachers respect and listen to students. For example:

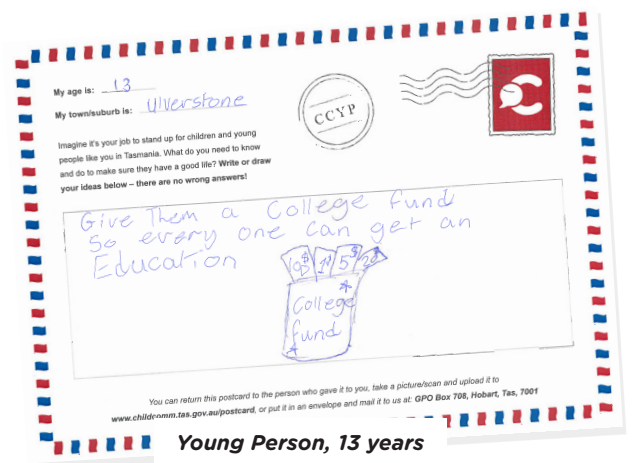
“Teachers – education. How to study.” (Young People, 12, 14 and 15 years)

“You need to invest in schools!!!” (Young Person, 12 years)

“What do you need to know? What do children value? Education. What are children going through? No available education. Provide free public Transport. Available education for everyone.” (Young Person, 12 years)

“Educate people on different sexualities (I learned asexual was a thing way too late).” (Young Person, 13 years)

“Free lunches at school for children. Free bus rides FOR KIDS! (All buses). Programs that help youth – how to get a job. Put brain breaks in halfway through classes at school!” (Young Person, 13 years)



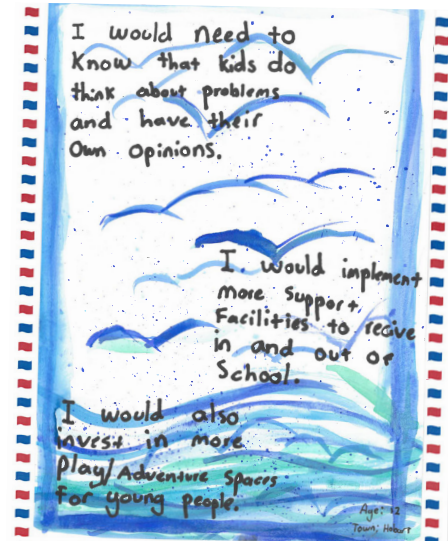
Infrastructure (104 mentions)

One hundred and four young people in this age group identified the topic of “infrastructure”. This included reference to the need for better infrastructure to support their recreational and educational needs, and the need for more accessible parks, improved school facilities, and spaces for sports and other outdoor activities. For example:

“Make more libraries to give [children] shelter from storms and to let them [have] free library access, so they can educate themselves or have sessions to help them learn and smarter... I need you guys to make more houses, for homeless kids because most families have privilege and shelter, invest in orphanages... support kids in need and give kids supplies to keep them healthy.” (Young Person, 12 years)

“Bike paths on the side of the road. Better playground facilities which include BBQS. Update skate parks/playgrounds.” (Young Person, 12 years)

“Redoing the skate park. Bigger ramps for bigger bikes, children and less graffiti.” (Child, 12 years)



Young Person, 12 years

Play (83 mentions)

Eighty-three young people identified the topic of “play.” This included reference to the need for more opportunities for sports, creative activities, and outdoor play areas. For example:

“I think we should have more things were everyone can participate in like outdoor games. Maybe add more [mountain bike] places or improve some of them.” (Young Person, 13 years)

“Sometimes the price tags on sports [are] quite expensive and some families may not be able to afford it... I think all kids deserve the same rights as other kids especially with out of school activities such as sport.” (Young Person, 12 years)

Financial Support (73 mentions)

Among young people in this age group, 73 referred to “financial support”. This included identifying the need for financial support to ensure children and young people had a good life. Examples included:

“Give them a nice home to live in and clothes and shoes, hats, tops, food and also swimming pools to have fun in...and water to drink and give them a playground and lots of disability stuff and all of that so they have a great life.” (Young Person, 12 years)

“Free transport that young people need. Better clothing for young people for example shoes. Donated food for people in need. More stationary for young people that need it. Better jobs for young people.” (Young Person, 12 years)

“Free help and health for everyone.” (Young Person, 13 years)



Young Person, 12 years

Food and Drink (51 mentions)

Fifty-one young people in this age group referred to “food and drink”, including the need for access to affordable, healthy food to make sure no-one goes hungry. Young people identified ideas such as school meal programs to help address food insecurity. Examples included:

“Some kids don’t have great lunches so they feel hungry or tired so they should make a lunch meal for kids who need good lunches.” (Young Person, 12 years)

“Food: Have a Breakfast club at schools for kids and teachers.” (Young Person, 13 years)

“Free lunches for kids that can’t bring their own.” (Young Person, 13 years)

Mental health support (50 mentions)

Fifty young people in this age group identified the topic of “mental health”, including the need for mental health support such as access to school counsellors, confidential support services, and safe spaces for children and young people to discuss their feelings and challenges. For example:

“I would implement more support facilities to receive in and out of school.” (Young Person, 12 years)

“Emotional support dogs - Everywhere!” (Young Person, 12 years)

“Mental Health and school, the two are intertwined, so school should be re-done, the system is bad.” (Young Person, 13 years)

“If needed to contact parents in class you should be allowed to if scared or hurt.” (Young Person, 12 years)



Young Person, 12 years

Young adults (18-25)

The smallest number of responses was obtained from the age group of 18–25-year-olds (15 responses). Young people in this group shared their views and ideas about what matters for children and young people to have a good life. Topics included the importance of participation in decision-making, access to secure housing, and improvements to education systems. Children and young people also emphasised the need for mental health support, diversity and inclusion, and more opportunities for disadvantaged children and young people.

Participation (10 mentions)

Ten young people identified “participation” as an important topic, highlighting the significance of children and young people’s involvement in decisions that affect their lives, particularly in relation to education, housing, and future opportunities. For example:

“Before making a decision that can affect the life of children and young people [ask] children and young people involved with these decisions, as it gives another view from other people than those that are making the decision.” (Young Person, 18 years)

“[Don’t] make decisions that largely impact and change a person’s future and the outcome of their schooling without the young person’s knowledge of the potential decisions. Letting them have a say in their education. Not taking qualifications away without consulting the students that its impacting.” (Young Person, 18 years)

Education (6 mentions)

Six young people in this age group identified the topic of “education”, including in relation to the need for more inclusive and relevant learning experiences, greater consultation with students and more diverse learning opportunities for children and young people to have a good life. For example:

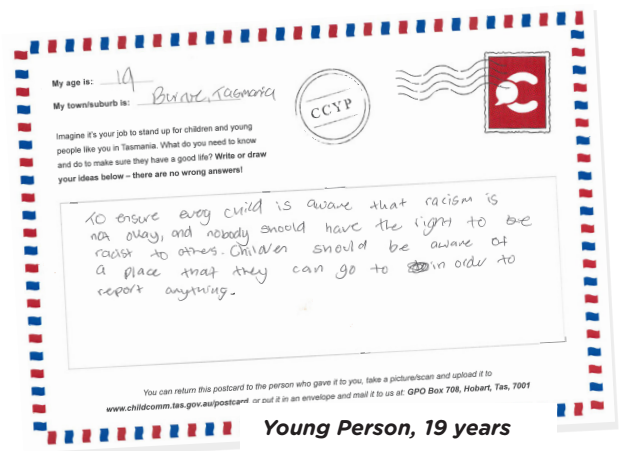
“We want to learn how to do taxes when it comes to it... we want to make sure that students still have an opportunity to have creativity. School is meant to make children become adults who want to work the career THEY want to work, NOT make them into robots with no creativity nor wonder as adults.” (Young Person, 17 years)

Diversity and Inclusion (3 mentions)

Three young people referred to the topic of “inclusivity and inclusion”. This was in relation to more diverse representation in decision-making, support for marginalised groups and equitable access to opportunities identified. For example:

“...Ensure every child is aware that racism is not okay, and nobody should have the right to be racist to others. Children should be aware of a place that they can go to in order to report anything.” (Young Person, 19 years)

“More access and wider education [about] health care - specifically female rights in healthcare. More active support for Trans and Queer youth - this may go hand in hand with an ethics class. Children should be taught that it is an acceptable and normal thing. More effective support for troubled youth - they need help and to be listened to, not to be ostracised.” (Young Person, 18 years)



Housing (2 mentions)

Two young people identified the topic of “housing”, including in relation to access to secure and affordable housing, particularly for young people transitioning from out-of-home care or leaving university. For example:

“More housing support for young people - particularly those looking to attend University and move out of home.” (Young Person, 18 years)

Mental health support (2 mentions)

Two young people identified “mental health support”, with responses identifying gaps in current services and the need for better support systems. Examples included:

“Mental Health Support: Housing programs should be integrated with mental health services, ensuring young people have access to counselling and emotional support to address trauma, anxiety, and other challenges they face.” (Young Person, 21 years)



Part 2: What the new Commission needs to “know” and “do” for children and young people to have a good life

Children and young people identified that to make sure children and young people like them in Tasmania have a good life, the new Commission needs to “know” about, and “do” things in 10 key areas. As noted previously, children and young people’s responses were grouped into thematic categories, are contextualised with reference to relevant rights under the UNCRC and wellbeing domains under the Wellbeing Strategy (see Box 1 on page 5).

1. “Reach out to children and young people of all demographics”¹³

Insight: Rights and Wellbeing Domains

| United Nations Convention on the Rights of the Child | Tasmanian Child and Youth Wellbeing Domains |
|---|--|
| <p>Article 1: Everyone under the age of 18 has all of these rights.</p> <p>Article 2: You should be treated fairly.</p> <p>Article 12: Your opinion matters and adults should seriously consider your views in decisions that impact you.</p> <p>Article 23: You should have respect, care and support in living with a disability.</p> | <p>Having material basics.</p> <p>Participating.</p> <p>Having a positive sense of culture and identity.</p> |

Children and young people emphasised that to make sure people like them have a good life, the new Commission would need to know about and do things to create a more equal and inclusive society. This included the need for stronger systemic supports for children and young people and greater opportunities for them to actively participate in decisions that affect their lives. Examples include:

“Everyone treated equally. Teachers should treat all genders equally.” (Young Person, 12 years)

“Black kids should be treated the same as white kids.” (Child, 11 years)

“...WE NEED YOU TO ACT! instead of just talking... act when people are: racist, sexist, homophobic, transphobic, sizeist and ageist etc” (Child, 11 years)

13. “Reach out to children and young people of all demographics and especially minorities, make sure to listen to people living in more rural areas.” (Young Person, 19 years)

Children and young people identified the need for stronger systemic supports. This included strengthened and more accessible supports available through schools and in the community, particularly for children and young people who identify as LGBTQIA+ and those living with disabilities. Suggestions included targeted initiatives, like anti-bullying programs, and tailored support services. For example:

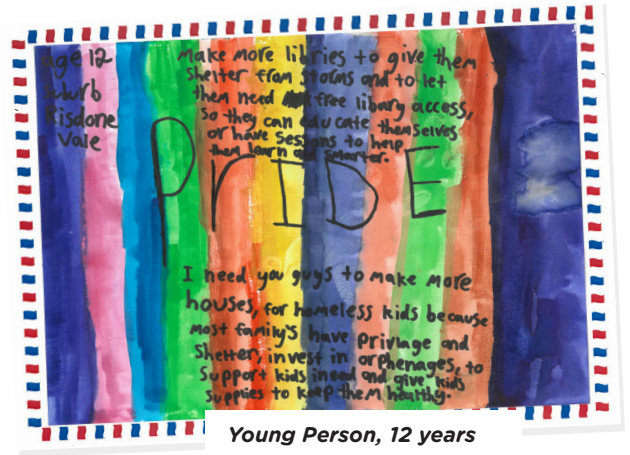
“Give the kids who have disabilities free wheelchairs and free disability equipment so they can do stuff and it will help them.” (Child, 11 years)

“Have more disability friendly facilities.” (Young Person, 13 years)

“I think the park(s) deserve to be upgraded and made more suitable for those with disabilities.” (Young Person, 13 years)

“More LGBT support, LGBT education.” (Young Person, 14 years)

“By offering help to young people, such as anti-racism, sexism, and homophobia programs at schools around Tasmania.” (Child, 11 years)



Children and young people also identified the need for greater opportunities for all children and young people to actively participate in decisions that affect their lives. This included an emphasis on inclusive participation to overcome systemic barriers and empower children and young people from all backgrounds. Children and young people indicated it was important for the new Commission to reach all demographics, including minority groups and those in rural areas, to ensure their views and ideas are represented. For example:

“Reach out to children and young people of all demographics and especially minorities, make sure to listen to people living in more rural areas.” (Young Person, 19 years)

“You guys should know what their interests are and what they are struggling with. They also need to know that they are not alone and there are other people struggling as well. Ask them questions... if they are struggling with depression, anxiety, lack of education, family issues etc. Thank you.” (Young Person, 12 years)

“LGBTQ+ Voices in parliament, younger speakers.” (Young Person, 13 years)

2. “[Things like] community events would really help the kids... to socialise, learn skills, and even just to help our town become a better place!”¹⁴

Insight: Rights and Wellbeing Domains

| United Nations Convention on the Rights of the Child | Tasmanian Child and Youth Wellbeing Domains |
|---|--|
| Article 3: Adults should do what is best for you. | Being loved, safe and valued. |
| Article 4: Governments should protect your rights. | Being healthy. |
| Article 6: You have the right to life and development. | Participating. |
| Article 12: Your opinion matters and adults should seriously consider your views in decisions that impact you. | Having a positive sense of culture and identity. |
| Article 13: You can learn new things and express yourself creatively. | |
| Article 24: You have the right to healthcare, healthy food, clean water and a clean environment. | |
| Article 31: You have the right to rest, play and relax. | |

Children and young people emphasised that ensuring a good life for them would require the new Commission to understand their overall wellbeing and take action to promote safe, inclusive, and holistic services. This is important for stronger, more supportive networks through which children and young people would have more opportunities to connect with others (e.g., through programs, clubs, community events, and mentoring initiatives). Examples include:

“I think that things like community events would really help the kids in [North-West Tasmania] to socialise, learn skills, and even just to help our town become a better place!” (Young Person, 13 years)

“More yacht clubs, more sports, more rap.” (Young Person, 13 years)

Children and young people also identified the need for greater resources to support children and young people with disabilities and those from marginalised communities, including LGBTQIA+ youth, children and young people in rural areas, and families experiencing financial hardship. For example:

“More youth programs that help you socialise, get a job. Better understanding from Police around dealing with youth and their issues. Free for youth to access community events or education.” (Young Person, 16 years)

¹⁴ “I think that things like community events would really help the kids in [North-West Tasmania] to socialise, learn skills, and even just to help our town become a better place! I also think [our park] deserves to be upgraded and made more suitable for those with disabilities. Please help make [this] a fun town and safe for kids!” (Young Person, 13 years)

3. “A lot of pressure to combat many issues such as climate change and the cost of living”¹⁵

Insight: Rights and Wellbeing Domains

| United Nations Convention on the Rights of the Child | Tasmanian Child and Youth Wellbeing Domains |
|--|---|
| <p>Article 12: Your opinion matters, and adults should seriously consider your views in decisions that impact you.</p> <p>Article 24: You have the right to healthcare, healthy food, clean water and a clean environment.</p> <p>Article 29: Your education should help you to thrive, enjoy your rights and understand your responsibilities.</p> | <p>Being healthy.</p> <p>Learning.</p> <p>Participating.</p> <p>Having material basics.</p> |

Children and young people emphasised that to have a good life, the new Commission would need to know about and do things to ensure environmental sustainability and social inclusion. Children and young people identified a need for better recognition of the importance of environmental issues and social challenges affecting the current and future lives of children and young people in Tasmania. For example:

“Young people in Tasmania have a lot of pressure to combat many issues such as climate change and the cost of living.” (Young Person, 16 years)

Children and young people also shared their ideas about what is needed to ensure cleaner outdoor spaces, and reduced pollution. Examples included:

“Take care of the environment pick up rubbish.” (Child, 9 years)

“Clean water.” (Child, 5 years)

“No pollution in towns, good environment, happy homes.” (Young Person, 13 years)

15. “Young people in Tasmania have a lot of pressure to combat many issues such as climate change and the cost of living. Young people are also becoming more aware of different learning styles and need to be supported and encouraged on how to find their learning style early on in their educational journey. The way students are assessed is not for everyone and a lot of students struggle with testing and exam situations and struggle because of this. There are some gaps in learning about health and all of the things you need to know as you become independent for example how to get a job and write a resume and taxes. These are things that people aged 14/15 and above will most likely need to know. School doesn’t set us up well for this. Most people feel a big sense of pressure to have a house and own it but the possibility of being able to afford that before 40 is becoming slimmer and slimmer.” (Young Person, 16 years)

4. “Don’t underestimate the power and brains that children and young people have”¹⁶

Insight: Rights and Wellbeing Domains

| United Nations Convention on the Rights of the Child | Tasmanian Child and Youth Wellbeing Domains |
|---|---|
| <p>Article 12: Your opinion matters, and adults should seriously consider your views in decisions that impact you.</p> <p>Article 13: You can learn new things and express yourself creatively.</p> | <p>Participating.</p> <p>Learning.</p> |

Children and young people emphasised that to have a good life, the new Commission would need to know about and do things to ensure children and young people can actively participate in decisions that affect them. The new Commission would need to ensure this participation through processes that empower them and demonstrate the impact of their views and ideas. Examples include:

“I [would] need to know where they feel stuck, voiceless, powerless and what I can do to help things feel lighter give them a voice and give them some power in their situation. I [would] need to have a deep understanding of the interconnected, intersectional factors that get in their way, and have the resources and power to remove those barriers to make them stronger more respected and treated like the future leaders of our community.” (Young Person, 21 years)

“Before making a decision that can affect the life of children and young people, [ask] children and young people involved with these decisions as it gives another view from other people than those that are making the decision.” (Young Person, 18 years)



Child, 11 years

Children and young people identified the importance of decision-makers genuinely understanding their views and ideas, taking them seriously and acting on them. Children and young people explained that for change to be effective, their concerns must not be dismissed or misunderstood. For example:

“Don’t underestimate the power and brains that children and young people have and how they are the future, and by having children and young people on your team they can help connect with other people their age and get messages across, as they are more reliable than adults.” (Young Person, 18 years)

“We deserve respect. We deserve to choose how we handle our futures. Children should be allowed to have more freedom.” (Young Person, 12 years)

16. “Don’t underestimate the power and brains that children and young people have and how they are the future, and by having children and young people on your team they can help connect with other people their age and get messages across, as they are more reliable than adults.” (Young Person, 18 years)

Children and young people also identified the need for accessible and inclusive ways to share their views. Creating opportunities for all children and young people, including those from marginalised groups, to engage in decision-making was seen as critical so they can participate meaningfully. For example:

“All children deserve to have a voice as much as adults do.” (Young Person, 12 years)

“And finally listen to children. It doesn’t matter how young or old they are. Listen to what they have to say and take actions when necessary.” (Young Person, 12 years)



5. “We can’t make a change if we don’t know what’s happening”¹⁷

Insight: Rights and Wellbeing Domains

| United Nations Convention on the Rights of the Child | Tasmanian Child and Youth Wellbeing Domains |
|--|---|
| Article 13: You can learn new things and express yourself creatively. | Being healthy. |
| Article 16: Your privacy, reputation and family should be respected. | Being loved, safe and valued. |
| Article 17: You should have access to reliable news and information. | Learning. |
| Article 29: Your education should help you to thrive, enjoy your rights and understand your responsibilities. | Participating. |

Children and young people highlighted the importance of a balanced approach to social media regulation, digital literacy, and access to online resources ensuring the Commission protects their rights while fostering opportunities for learning and expression. Examples include:

“Maybe limit and filter social media and influencing apps for underage minors? E.g. more silly filters, no fakeness, [and introduce] screen time limits?” (Child, 12 years)

“No devices for children under 6 years old.” (Young Person, 13 years)

While acknowledging the need for regulation to prevent exposure to harmful online content, reduce online bullying, and safeguard their privacy, children and young people explained that regulation should strike a balance between their right to protection and their right to participate in digital spaces. Some participants explicitly opposed outright bans on social media. For example:

“Raise age rating on apps?” (Young Person, age unknown)

“Social media shouldn’t be banned because kids need to know what’s happening in the world.” (Child, 12 years)

Children and young people expressed a desire to receive more education on how to navigate the online world safely and responsibly. They highlighted the need for comprehensive digital literacy programs to help them recognise risks, protect their privacy, and make informed decisions about their online interactions. For example:

“Respectfully, we’re not living in the 1900s anymore, so this generation are growing up differently than adults. Banning things won’t fix it! You’re not helping us, you’re shielding us from the real world. Instead educate us on the dangers of social media.” (Child, 12 years)

17. “Kids don’t have access to much happening in the world. It feels like everything is kept secret and it is gonna be a whole lot worse if social media gets banned. I believe they should make an app that tells kids about what’s happening in the world because we can’t make a change if we don’t know what’s happening” (Young Person, age unknown)

Children and young people identified the importance of improved access to technology to support their learning. Some called for a national online platform offering lessons and resources, particularly to support home-schooled students and those in rural areas. They also emphasised the need for safe online spaces where they can share their views, connect with peers, and seek support.

Children and young people made it clear they value the opportunities that social media and technology provide for expression, learning, and connection. They emphasised that children and young people are empowered to participate in the online world when platforms are safe, accessible, rights affirming, and privacy-protecting. For example:

“Kids don’t have access to much happening in the world. It feels like everything is kept secret and it is gonna be a whole lot worse if social media gets banned. I believe they should make an app that tells kids about what’s happening in the world because we can’t make a change if we don’t know what’s happening.” (Young person, age unknown)



6. “Most importantly to stay safe and stand up to anyone that is putting you down in life”¹⁸

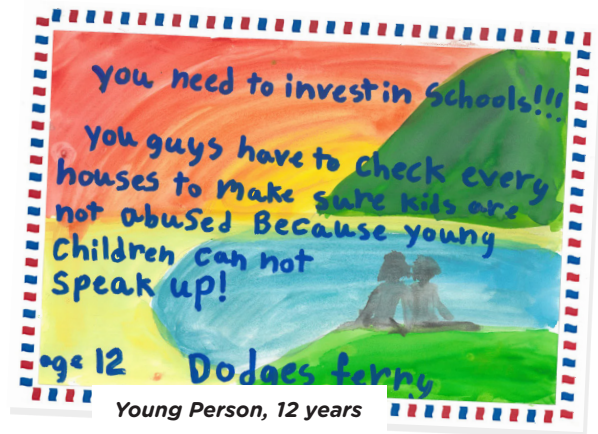
Insight: Rights and Wellbeing Domains

| United Nations Convention on the Rights of the Child | Tasmanian Child and Youth Wellbeing Domains |
|--|---|
| Article 2: You should be treated fairly. | Being loved, safe and valued. |
| Article 19: You should be protected from being hurt or badly treated. | Being healthy. |
| Article 36: No one can exploit you in any way. | |

Children and young people emphasised that to have a good life, the new Commission would need to know about and do things to protect children and young people from violence, abuse, and neglect. Children and young people shared their views and ideas about the importance of safe environments at home, in schools, and in communities, alongside the need for strong advocacy and support systems to safeguard their wellbeing. Among other areas, children and young people identified concerns about bullying and other unsafe behaviours in schools. For example:

“If they are getting bullied or something it’s [the Commission’s] job to stick up for them and help them get through it, and say that they are not alone, and tell the person being mean to go away, and if they have a parent nearby tell them what their child/ren have been doing to that kid. Tell the kid that was getting bullied all the things you know now and hope that they remember it for the future, like what you need to do before crossing the road and cyber-safety, most importantly to stay safe and stand up to anyone that is putting you down in life.” (Young Person, 12 years)

“We want to bring safety by ensuring that teachers will really act upon bullying, as a victim of bullying myself, I’ve had multiple times where I have spoken to the principal or other teachers about these things and not once did they do anything about it... and have the option to write a letter addressed to the counsellor, because it is hard for some people to talk to adults about some things...” (Young person, 17 years)



Young Person, 12 years

¹⁸ “If they are getting bullied or something it’s my job to stick up for them and help then get through it and say that they are not alone and tell the person being mean to go away and if they have a parent nearby tell them what their child/ren have been doing to that kid. Tell the kid that was getting bullied all the things you know now and hope that they remember it for the future, like what you need to do before crossing the road and cyber-safety, most importantly to stay safe and stand up to anyone that is putting you down in life” (Young Person, 12 years)

Children and young people identified the need for greater access to safe, confidential services for children and young people to seek help and receive individual advocacy, particularly if they have experienced abuse or other forms of childhood harm. Examples include:

“Some children are born into unfit homes. This can include children with disabilities; mental disorders and children with trauma. This can mentally harm the child as they get older. Sometimes children report their parents to the proper authorities, but they ignore the child. Another way homes can be unfit for children is abusive parents. They can verbally or physically abuse the kid. To fix these problems, I think adults should listen to children more carefully.” (Young Person, 12)

“Another thing is not contacting parents without the child’s consent, especially when they have problems with their parents. I had a counsellor once who did that and it made the whole situation worse because I got in trouble for saying those things about my parents. Not all parents are like that, but some are. Also confirming what the child said is true with their parents has the same effect, so that requires consent as well.” (Young Person, 12 years)



7. “There’s simply not enough information on this or support for those suffering”¹⁹

Insight: Rights and Wellbeing Domains

| United Nations Convention on the Rights of the Child | Tasmanian Child and Youth Wellbeing Domains |
|--|---|
| Article 6: You have the right to life and development. | Being healthy. |
| Article 19: You should be protected from being hurt or badly treated. | Having material basics. |
| Article 24: You have the rights to healthcare, healthy food, clean water and a clean environment. | Being loved, safe and valued. |

Participants emphasised that for children and young people to have good life, the new Commission would need to know about and do things to make sure they have access to healthcare, including mental health support. Children and young people identified that healthcare needs to be accessible, affordable, and responsive to their physical and emotional needs. They also identified current gaps in mental health services and education that need to be addressed. In both contexts, children and young people want to participate in decisions that affect their health and wellbeing. Examples include:

“I strongly believe that to have a good life for kids... [we need] counsellors for kids/teenagers that are struggling, someone to open up to...” (Young Person, 12 years)

“You could check up on others if they look sad or act different and if something is wrong, you could try and do something to resolve the issue.” (Young Person, 12 years)

“More access and wider education to health care - specifically female rights in healthcare.” (Young Person, 18 years)



Child, 11 years

19. “Increased mental health and eating disorder support systems and education. This is such a HUGE issue amongst young people and can be deadly and there’s simply not enough information on this or support for those suffering. The clinics and options for those dealing with these issues are insufficient. When I was ill, I had two options: the hospital which wouldn’t provide that much help, or the clinic which I would be the only child in. These were both very intimidating and unhelpful options.” (Young Person, 18 years)

For all children and young people, including those who live with disabilities and mental health challenges, children and young people identified that there needs to be better awareness and support, such as access to individualised and trusted support and healthcare services. For example:

“Increased mental health and eating disorder support systems and education. This is such a HUGE issue amongst young people and can be deadly and there’s simply not enough information on this or support for those suffering. The clinics and options for those dealing with these issues are insufficient. When I was ill, I had two options: the hospital which wouldn’t provide that much help, or the clinic which I would be the only child in. These were both very intimidating and unhelpful options.” (Young Person, 18 years)

Children and young people also raised the importance of increasing mental health programs in schools, youth services, and out-of-school settings, along with better access to psychologists and counselling for those experiencing family violence, abuse, or trauma. For example:

“Services for young people who use drugs rehab counselling help – child abuse (family) mental health support.” (Young Person, 15 years)



8. “Somewhere they would love to live”²⁰

Insight: Rights and Wellbeing Domains

| United Nations Convention on the Rights of the Child | Tasmanian Child and Youth Wellbeing Domains |
|--|---|
| <p>Article 5: Your family should help you grow and enjoy your rights.</p> <p>Article 6: You have the right to life and development.</p> <p>Article 9: You can live with your family, unless it isn't safe.</p> <p>Article 12: Your opinion matters and adults should seriously consider your views in decisions that impact you.</p> <p>Article 13: You can learn new things and express yourself creatively.</p> <p>Article 15: You can start or join groups and socialise with others.</p> <p>Article 17: You should have access to reliable news and information.</p> <p>Article 24: You have the rights to healthcare, healthy food, clean water and a clean environment.</p> <p>Article 27: You have the right to food, clothing and a safe place to live.</p> | <p>Being loved, safe and valued.</p> <p>Being healthy.</p> <p>Having material basics.</p> |

For some children and young people, it was important for the new Commission to be aware that not all relationships with family members are positive and that sometimes family situations may harm children and young people. In relation to friendships and community, children and young people identified that friendships are vital to their wellbeing, and that, more broadly, safe and supportive relationships within the community are essential for all children and young people's emotional and social development. Children and young people also emphasised that all children and young people need access to material basics and services. This included access to:

- fundamental necessities such as food, water, safe housing, warm clothing, nutritious food, hygiene products, and opportunities for play and education
- essential services—including mental health care, legal support, education, and safety measures—are crucial to ensuring children and young people's needs are met
- family support—ensuring that families are adequately supported, including financial assistance for parents and caregivers to meet their children's needs.

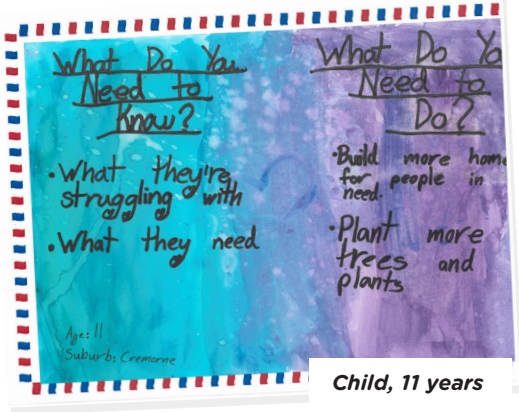
20. “Somewhere they would love to live, make sure they have fun, they need lots of fruit and vegies.” (Child, 9 years)

Children and young people identified the need for improved infrastructure and targeted financial assistance for families experiencing hardship. Free or low-cost public transport was seen as a way to reduce financial strain on families and ensure all children and young people can travel safely. Examples include:

“We should have a lot of support.” (Child, 10 years)

“Give them a college fund so everyone can get an education.” (Young Person, 13 years)

“What are children going through? No money, homelessness, depression, poverty, no available education. What do you need to do? Provide free public transport, provide more bus stops, access to food and water, more playgrounds, clothes for everyone.” (Young Person, 12 years)



Child, 11 years

Children and young people suggested reducing the cost of uniforms or allowing casual clothes in schools as ways to ease financial pressures on families. There were also calls for increased funding for schools to provide better educational resources, including equipment, libraries, and supplies. For example:

“Lower uniform prices.” (Young Person, 13 years)

“More money for schools especially more education assistance to support student learning.” (Child, 11 years)

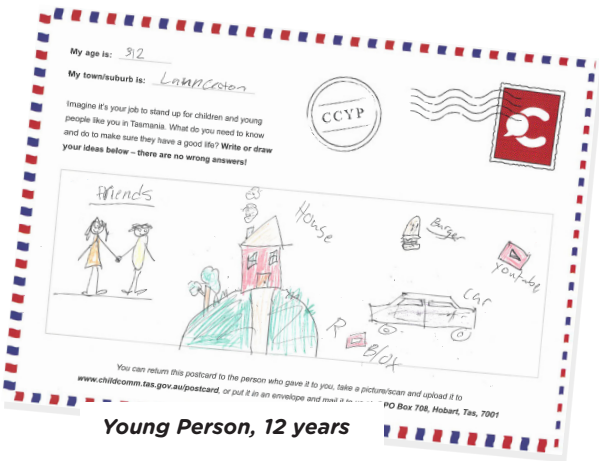
“Build more libraries.” (Child, 12 years)

Further, children and young people called for more emergency accommodation, crisis housing, and affordable long-term housing to support children and young people experiencing homelessness or living in precarious situations. For example:

“Somewhere they would love to live, make sure they have fun, they need lots of fruit and vegies.” (Child, 9 years)

“I need shelter so I can eat food, and my food doesn't get dirty.” (Child, 5 years)

“The Government... should give people shelter for the homeless kids and adults you should give the homeless food and water and some money you should help them.” (Child, 9 years)



Young Person, 12 years

Children and young people identified the need for more outdoor spaces such as parks, bike paths, skate parks, and sports facilities to provide safe and enjoyable environments for recreation and socialising. For example:

“...I know that to have a good life we need to achieve the following: more food in the shop, a medical centre, update the parks, bike paths on the side of the road...” (Young Person, 12 years)

Housing, groceries, healthcare, and recreational activities were also identified as areas requiring action to make them more affordable for families. Specific suggestions included increasing financial assistance for families, providing free school lunches and breakfast clubs, and addressing food insecurity for children living in poverty or hardship. For example:

“Can I get something? Money doesn’t grow on trees.” (Child, 10 years)

“We think that kids should have the chance to ride better bikes if they can’t afford them. This should also happen in other cases, sports, homes, food and so on. Equal opportunity.” (Child, 11 years)

“Make sure they have lots of food, make sure they have healthy stuff.” (Child, 8 years)



9. “I think that every youth should have the same opportunities in education and experience, no matter what they look like and what background they have”²¹

Insight: Rights and Wellbeing Domains

| United Nations Convention on the Rights of the Child | Tasmanian Child and Youth Wellbeing Domains |
|--|---|
| Article 2: You should be treated fairly. | Learning. |
| Article 3: Adults should do what is best for you. | Participating. |
| Article 13: You can learn new things and express yourself creatively. | Having a positive sense of culture and identity |
| Article 28: You have the right to an education. | |
| Article 29: Your education should help you to thrive, enjoy your rights and understand your responsibilities. | |

Children and young people emphasised that to have a good life, the new Commission would need to know that education is central to children and young people’s development and future. It would also need to ensure that schools provide inclusive, supportive and safe environments that equip students with essential life skills. Examples include:

“I think that every youth should have the same opportunities in education and experience, no matter what they look like and what background they have.” (Young Person, 12 years)

“Better ways to deal with bullying. Rooms where people can sit quietly at break.” (Young Person, 13 years)

Children and young people also identified the importance of schools being able to accommodate diverse student learning styles and needs, and to offer a variety of learning experiences (e.g., more electives, outdoor classrooms, and hands-on, physical learning opportunities). For example:

“Help at school – studying...” (Young Person, 14 years)

“To be able to defend themselves for their actions. For teachers to treat each gender equally. For more breaks to keep child’s interest. They should make [it] fun so we want to go to school. Teachers should not target students. We should have more breaks when we get angry...” (Young Person, 12 years)

“I think it would make Tasmania better if we could have a nice space in schools for people who are feeling down and they can go there to feel better. Thankyou.” (Child, 10 years).

“Home schoolers [need] to have easy access to a trained teacher during school days so that they can ask questions. Easy access to an Australian standard schooling website, that has lessons and courses on it.” (Young Person, 13 years)

21. “I think that every youth should have the same opportunities in education and experience, no matter what they look like and what background they have.” (Young Person, 12 years)

10. “So kids can play”²²

Insight: Rights and Wellbeing Domains

| United Nations Convention on the Rights of the Child | Tasmanian Child and Youth Wellbeing Domains |
|--|--|
| Article 2: You should be treated fairly. | Participating. |
| Article 31: You have the right to rest, play and relax. | Being healthy. Having a positive sense of culture and identity. |

Children and young people emphasised that to have a good life, the new Commission would need to know that play is an essential part of childhood that contributes overall wellbeing, development, and happiness. Recognising this, children and young people explained that the new Commission would need to do things to make sure they could play in both recreational and educational settings, including indoor and outdoor environments. They also highlight the need for sports and recreation to be affordable and accessible for all. Their ideas include greater support for girls’ sports. They also suggest creating accessible outdoor spaces, such as bike paths, skate parks, and other public recreational areas. Examples include:

“More places to hang out. More soccer fields, and places to run around in.” (Child, 11 years)

“Girls football – Girls in Tasmania don’t get as much of respect as the boys do in terms of footy (AFL/W) If they want to be very successful in their footy they have to move away or even leave the state.” (Young Person, 12 years)

“More sports clubs.” (Child, 10 years)

“We want more parks so kids can play and people could walk and walk their dogs. Small kids can play at the parks so everyone could have benefit.” (Child, 9 years)

“For little kids we need better parks that are safer for every age.” (Young Person, 13 years)

22. “We want more parks so kids can play and people could walk and walk their dogs. Small kids can play at the parks so everyone could have benefit then when other people know so they could join the [Northern Tasmania] area.” (Child, 9 years)

Appendix 1: Postcard

The Tasmanian Government is creating a team of people called a “Commission” to stand up for the rights and wellbeing of all children and young people to make sure they have a good life.

We want to hear from you about your views and ideas for how this new team should work and we will make sure the Government knows what you have to say.



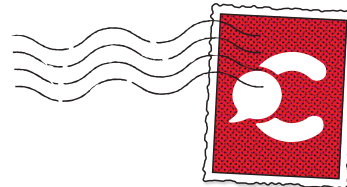
If you have more views and ideas you’d like to share, join our YEP! program to hear about opportunities to do so.



My age is: _____

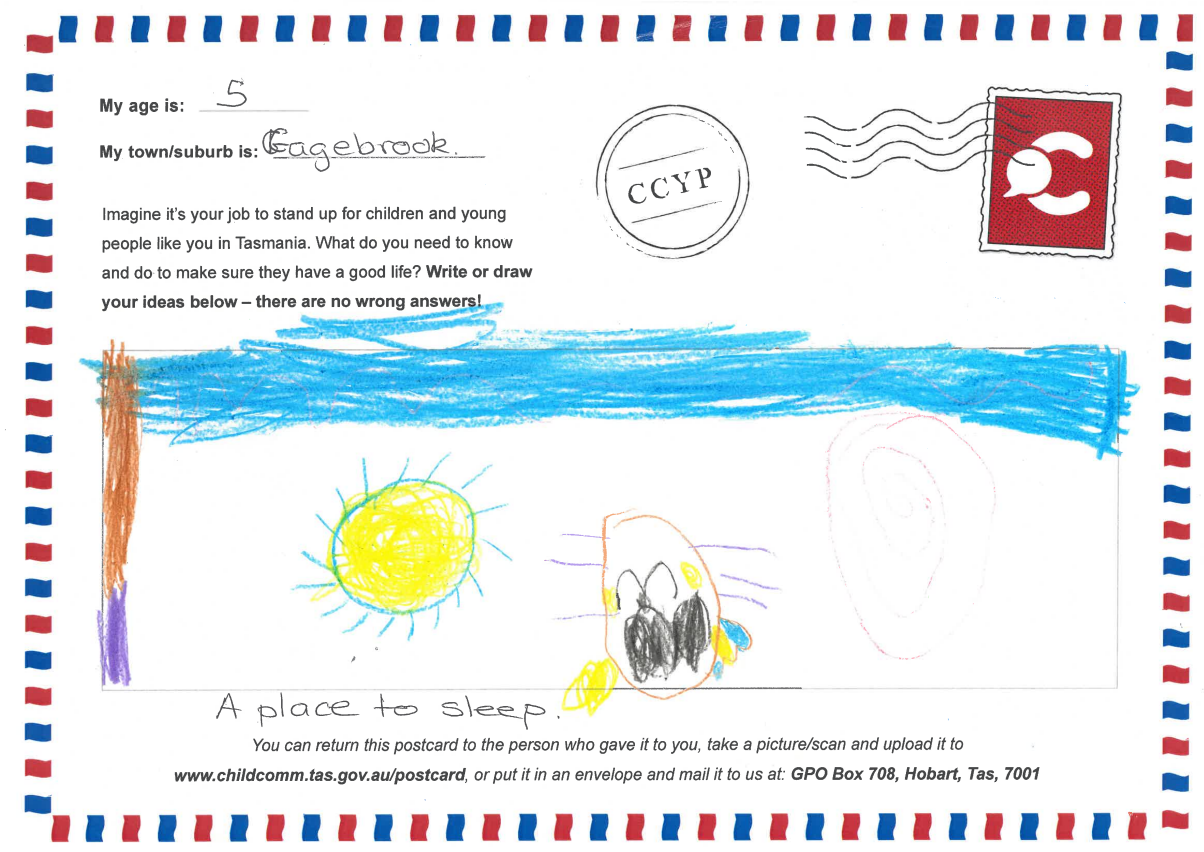
My town/suburb is: _____

Imagine it’s your job to stand up for children and young people like you in Tasmania. What do you need to know and do to make sure they have a good life? **Write or draw your ideas below – there are no wrong answers!**



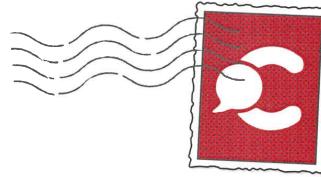
You can return this postcard to the person who gave it to you, take a picture/scan and upload it to www.childcomm.tas.gov.au/postcard, or put it in an envelope and mail it to us at: **GPO Box 708, Hobart, Tas, 7001**

Appendix 2: Postcard examples




My age is: 13

My town/suburb is: Ulverstone



Imagine it's your job to stand up for children and young people like you in Tasmania. What do you need to know and do to make sure they have a good life? Write or draw your ideas below – there are no wrong answers!

Give Them a College fund
So every one can get an
Education



You can return this postcard to the person who gave it to you, take a picture/scan and upload it to www.childcomm.tas.gov.au/postcard, or put it in an envelope and mail it to us at: GPO Box 708, Hobart, Tas, 7001

I would need to know that kids do think about problems and have their own opinions.

I would implement more support facilities to receive in and out of school.

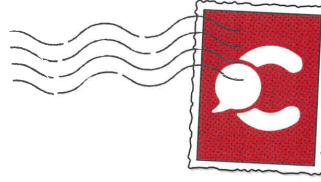
I would also invest in more play/adventure spaces for young people.

Age: 12
Town: Hobart



My age is: 19

My town/suburb is: Burnie, Tasmania



Imagine it's your job to stand up for children and young people like you in Tasmania. What do you need to know and do to make sure they have a good life? Write or draw your ideas below – there are no wrong answers!

To ensure every child is aware that racism is not okay, and nobody should have the right to be racist to others. Children should be aware of a place that they can go to ~~to~~ in order to report anything.

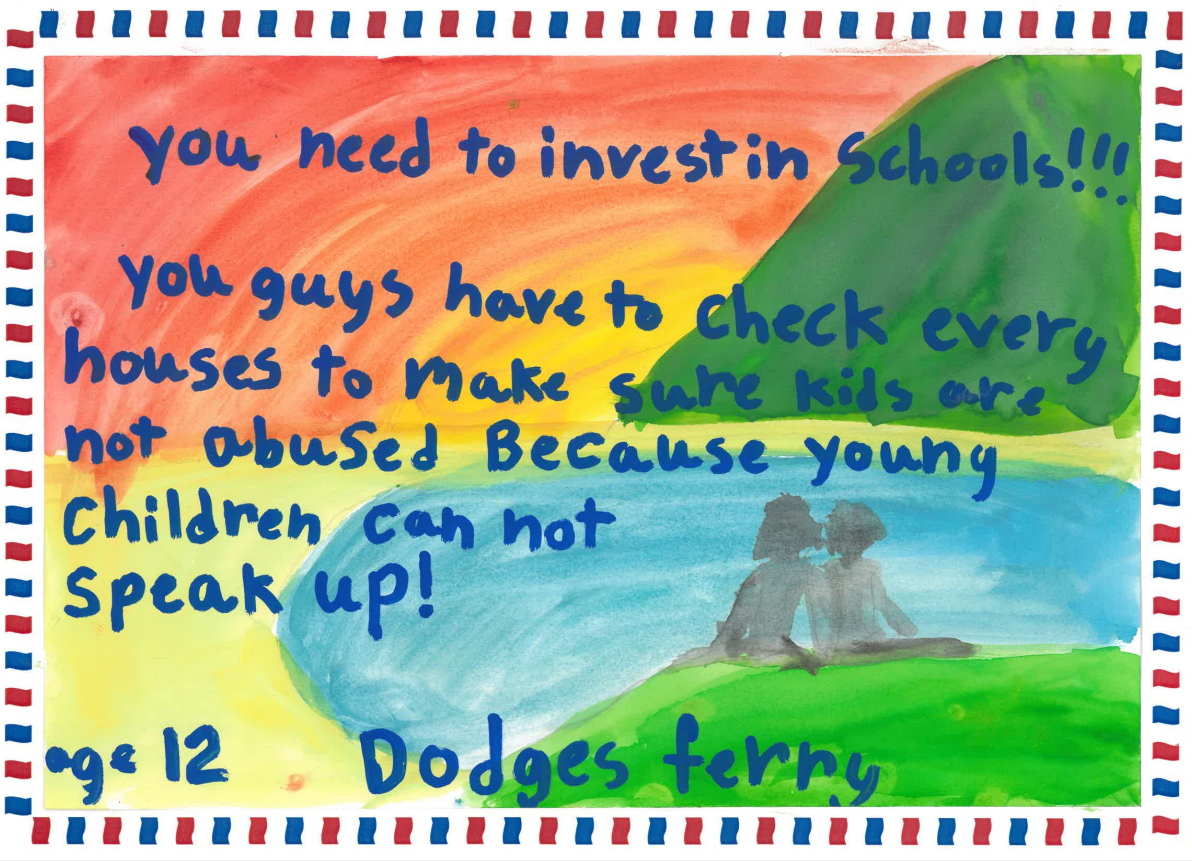
You can return this postcard to the person who gave it to you, take a picture/scan and upload it to www.childcomm.tas.gov.au/postcard, or put it in an envelope and mail it to us at: GPO Box 708, Hobart, Tas, 7001

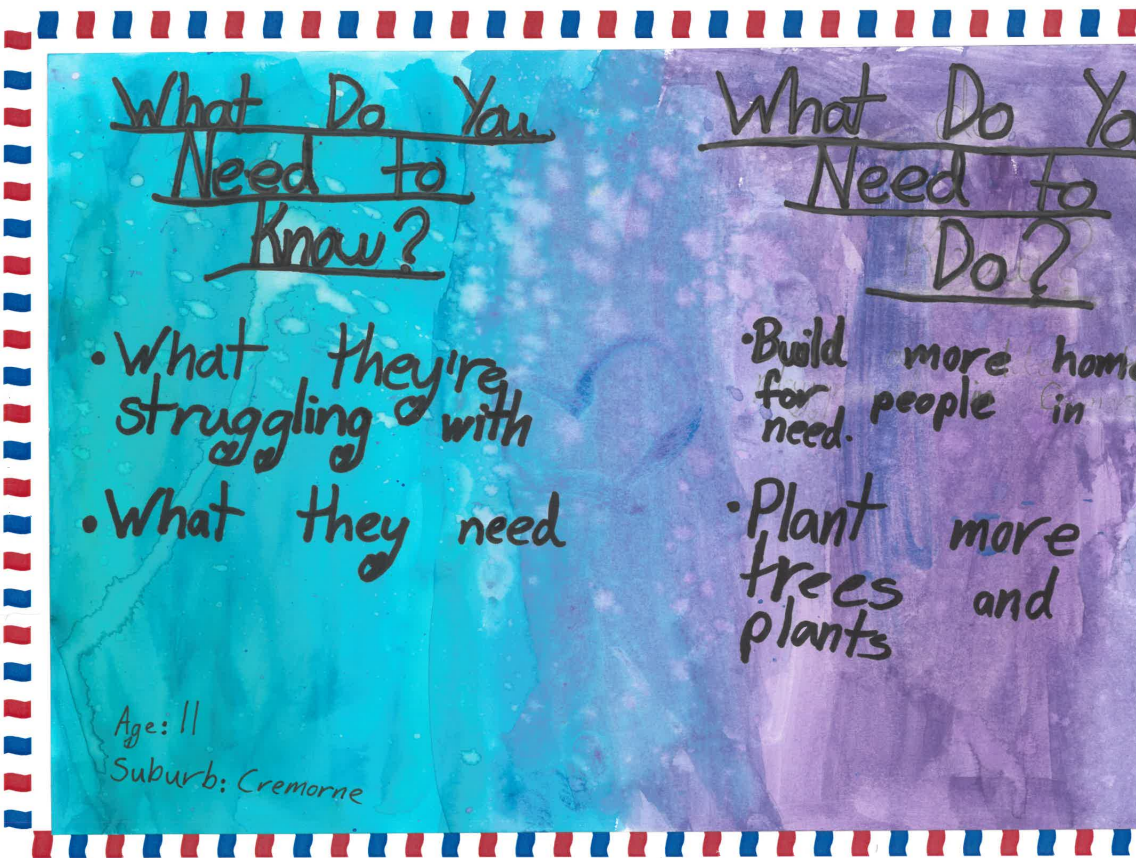
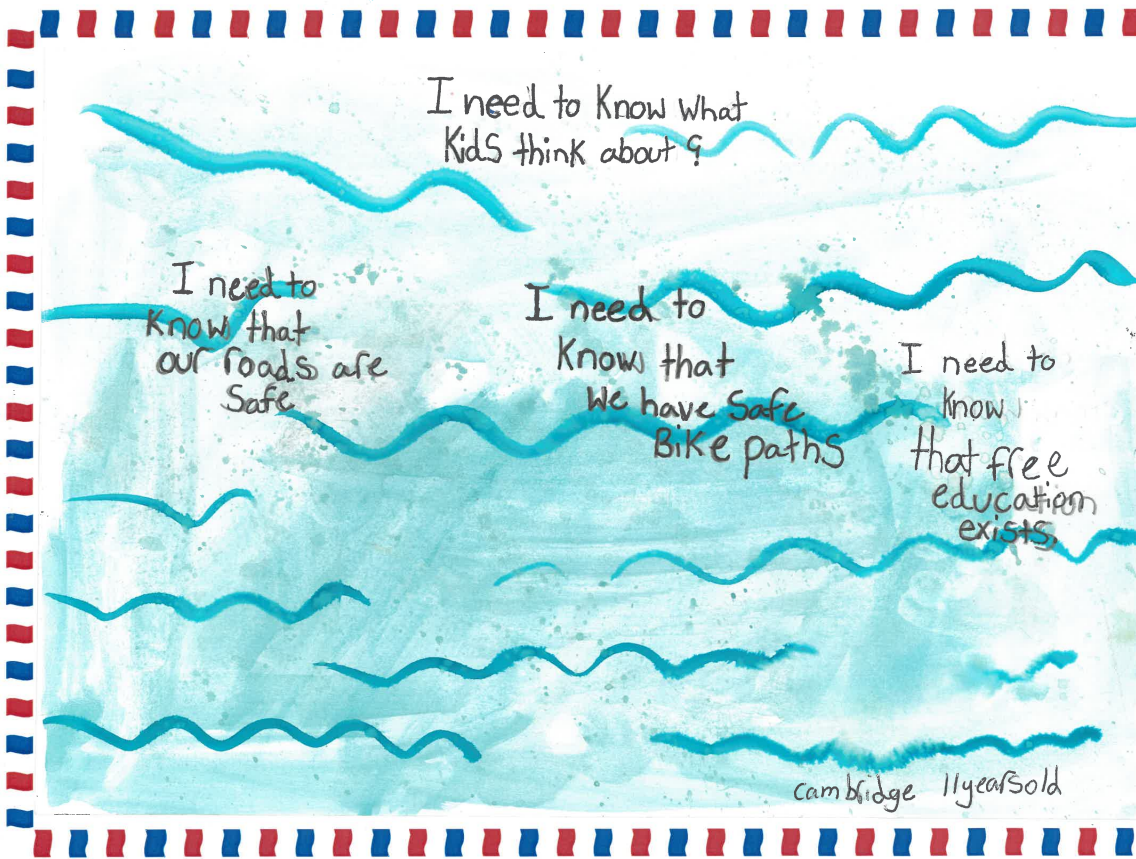
age 12
suburb
Risdone
Vale

Make more libraries to give them shelter from storms and to let them need ~~the~~ free library access, so they can educate themselves or have sessions to help them learn and smarter.

P R I D E

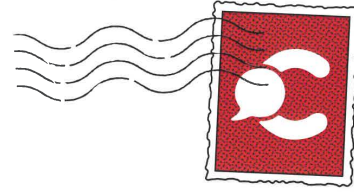
I need you guys to make more houses, for homeless kids because most family's have privilage and shelter, invest in orphanages, to support kids in need and give kids supplies to keep them healthy.





My age is: 312

My town/suburb is: Lainncaston



Imagine it's your job to stand up for children and young people like you in Tasmania. What do you need to know and do to make sure they have a good life? **Write or draw your ideas below – there are no wrong answers!**



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Commissioner for Children and Young People (Tas)

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