1

00:00:08,540 --> 00:00:09,540

Opening credits NSW government logo

2

00:00:09,540 --> 00:00:10,540

Next Steps: Leaving Care Planning

Panel discussion to support young people aged

3

00:00:10,540 --> 00:00:11,540

15 25

4

00:00:11,540 --> 00:00:12,540

Wendy Wilson, Tim Cohen, Susan Hart

5

00:00:12,540 --> 00:00:13,540

Second screen

Sections

6

00:00:13,540 --> 00:00:14,540

Quality planning getting started

Game changers and challenges

7

00:00:14,540 --> 00:00:15,540

Financial planning & legal matters

Building rapport: insights

8

00:00:15,540 --> 00:00:16,540

Connections & family finding

Education and training

9

00:00:16,540 --> 00:00:17,540

Developing living skills

Health and wellbeing

10

00:00:17,540 --> 00:00:18,540

Quality planning - getting started

11

00:00:18,540 --> 00:00:19,540

Tim Well the biggest difference when it comes

to leaving care planning is really knowing

12

00:00:19,540 --> 00:00:20,540

the young person and knowing what they want,

because if the young person isn t invested

13

00:00:20,540 --> 00:00:22,270

in their plan and what they want to do with

their life, then why would they put any effort

14

00:00:22,270 --> 00:00:25,240

into following through with the work that

is involved

15

00:00:25,240 --> 00:00:30,490

Wendy You re right and I also thinks that

it needs to be realistic and achievable. You

16

00:00:30,490 --> 00:00:34,910

also need to know, genuinely that young person

17

00:00:34,910 --> 00:00:42,850

Susan - And I think as caseworkers, sometimes

we don t always put the young person at the

18

00:00:42,850 --> 00:00:49,350

centre of their plan, it s about listening

to their voice and those around them as well

19

00:00:49,350 --> 00:00:55,670

by often engaging as many of their family

members, people who are important in their

20

00:00:55,670 --> 00:00:56,670

lives.

21

00:00:56,670 --> 00:01:01,340

Tim We talk about customising the plans for

the young person, to make sure that it really

22

00:01:01,340 --> 00:01:07,799

does fit with their context. A young person

may well have a very different view to that

23

00:01:07,799 --> 00:01:14,950

of their caseworker especially when it comes

to conversations about education or their

24

00:01:14,950 --> 00:01:19,560

health, or their even where they want to live

and so it s really, really important to hear

25

00:01:19,560 --> 00:01:26,659

from them what they want, otherwise we re

making plans that are just not worth the paper

26

00:01:26,659 --> 00:01:27,659

that they are written on.

27

00:01:27,659 --> 00:01:33,020

Susan I ve had some young people like that,

like want to be an ICU nurse but haven t attended

28

00:01:33,020 --> 00:01:40,700

school for a couple of years. We try with

let s do a first aid course , let s start

29

00:01:40,700 --> 00:01:46,439

like still so they re following their dream

but it s in measurable and achievable results.

30

00:01:46,439 --> 00:01:50,229

Because the biggest thing is too, that we

don t want them to start on a path that they

31

00:01:50,229 --> 00:01:53,130

are going to fail at the first step.

32

00:01:53,130 --> 00:01:58,600

Tim For a lot of young people, they might

have lower expectations around what they can

33

00:01:58,600 --> 00:02:05,140

achieve, so I see our role as really as being

those people that bring some hope and maybe

34

00:02:05,140 --> 00:02:13,400

some ideas around what is going to trigger

off those young people s interests in developing

35

00:02:13,400 --> 00:02:18,420

parts of their life so they re more able to

look after themselves but also to achieve

36

00:02:18,420 --> 00:02:25,349

in life and have the same sense of enjoyment

as everybody else.

37

00:02:25,349 --> 00:02:32,349

Wendy What makes good quality planning as

well, is the caseworker actually knowing exactly

38

00:02:32,349 --> 00:02:38,420

what s out there. So the caseworker needs

to know what resources are out there before

39

00:02:38,420 --> 00:02:44,040

they start that planning process because that

s where you can then give young people a choice

40

00:02:44,040 --> 00:02:47,890

around what they might like to achieve.

41

00:02:47,890 --> 00:02:49,980

Game changers and challenges

42

00:02:49,980 --> 00:02:55,150

Wendy I think one of the biggest challenges

and one of the biggest game changes, certainly

43

00:02:55,150 --> 00:03:05,319

for young people who would like to be more

independent is housing, getting them affordable,

44

00:03:05,319 --> 00:03:10,470

available housing. One of the ways to overcome

that of course is to get to know your local

45

00:03:10,470 --> 00:03:17,090

housing people, get to know those who work

with the youth accords and all of those things

46

00:03:17,090 --> 00:03:23,690

and really advocate for them to get whatever

it is that they want, whether that be shared,

47

00:03:23,690 --> 00:03:28,129

whether that be individual, whatever it is

that young person would like.

48

00:03:28,129 --> 00:03:37,040

Susan It varies very much from suburb to suburb,

get to know your housing person of contact

49

00:03:37,040 --> 00:03:39,360

and build that relationship

50

00:03:39,360 --> 00:03:43,730

Wendy And of course there are a number of

providers, it s not just housing who are out

51

00:03:43,730 --> 00:03:49,210

there, there s quite a number of providers

who are out there who really will prioritise

52

00:03:49,210 --> 00:03:51,900

our young people because of their vulnerabilities

53

00:03:51,900 --> 00:03:58,010

Tim I think if I reflected back upon when

I was 18 and moved out into my own home, that

54

00:03:58,010 --> 00:04:03,629

was really hard work and I made a lot of mistakes

in that time, a lot of mistakes around money,

55

00:04:03,629 --> 00:04:08,870

a lot of mistakes around probably looking

after myself, keeping myself healthy because

56

00:04:08,870 --> 00:04:13,290

I was really trying to find my way in the

world. I was lucky though that I had some

57

00:04:13,290 --> 00:04:17,340

people around me who were role models, that

would help me and would bail me out of certain

58

00:04:17,340 --> 00:04:23,169

situations where I could have felt very lost

and alone if I didn t have those people to

59

00:04:23,169 --> 00:04:29,720

help me, So yes, it s really important to

have that stability that idea of having a

60

00:04:29,720 --> 00:04:34,949

base, a place to call home but in doing that

there are certain skills in life that you

61

00:04:34,949 --> 00:04:36,320

need to maintain that

62

00:04:36,320 --> 00:04:44,200

Susan I had a 20 year old girl ring me the

other day, she left care two years ago. She

63

00:04:44,200 --> 00:04:50,259

lost all her furniture to the man she was

with from a domestic violence, she just had

64

00:04:50,259 --> 00:04:55,270

to walk out of it, so I ve re-written the

financial plan so she could access it again.

65

00:04:55,270 --> 00:05:01,009

And she s saying I made a mistake and I said

we all learn from mistakes, we all make mistakes,

66

00:05:01,009 --> 00:05:06,539

but you can start again, here this money has

been put back into your financial plan, when

67

00:05:06,539 --> 00:05:14,240

you get a place it s there ready for you,

so acknowledging that they will make mistakes,

68

00:05:14,240 --> 00:05:15,240

we all do.

69

00:05:15,240 --> 00:05:22,889

Wendy We have young people come back when

they are 19, 20 up to 25, sometimes even older

70

00:05:22,889 --> 00:05:28,300

than that, but it doesn t matter whether they

ve got a plan or not, help them, whatever

71

00:05:28,300 --> 00:05:32,699

that is, help them, don t send them away,

help them.

72

00:05:32,699 --> 00:05:38,330

Susan I find too, if you make, if you get

one achievable for a young person, if they

73

00:05:38,330 --> 00:05:43,069

ve said something specific I want to get my

driver s licence and you actually get the

74

00:05:43,069 --> 00:05:47,460

funding for that and get that through, then

they trust you, it s often you just have to

75

00:05:47,460 --> 00:05:55,289

get one achievable that then they will engage

with you because that s the whole crux of

76

00:05:55,289 --> 00:06:03,039

successful leaving care financial and case

plan is that they have engaged with us and

77

00:06:03,039 --> 00:06:06,389

put their view forward and achieved their

dreams.

78

00:06:06,389 --> 00:06:08,840

Financial planning & legal matters

79

00:06:08,840 --> 00:06:14,610

Susan - Talking about financials for leaving

care plans, I m putting in as much as possible,

80

00:06:14,610 --> 00:06:20,130

backing it up in the case plan, the case plan

has to have the information to back what you

81

00:06:20,130 --> 00:06:25,330

are asking for what you are asking in the

financial plan. But I also try to look at

82

00:06:25,330 --> 00:06:33,730

any debts, any fines, any loans they ve got

with banks. We try and get fines waived. We

83

00:06:33,730 --> 00:06:38,729

use Work Development Orders whilst still they

re still in care up until 18. Work Development

84

00:06:38,729 --> 00:06:44,540

Orders are, they have dollars taken off their

fine total if they connect with their caseworkers.

85

00:06:44,540 --> 00:06:53,150

But by the time they are 18 if they have financial

debts, they cannot survive financially on

86

00:06:53,150 --> 00:07:00,830

Centrelink if they are paying back debts,

so we try and get those waived. A young man

87

00:07:00,830 --> 00:07:04,979

the other day had $11,000 wiped off travel

fines.

88

00:07:04,979 --> 00:07:10,629

Wendy Caseworkers need to really think about

their individual needs, so they will need

89

00:07:10,629 --> 00:07:16,650

different things, so I ll give you an example,

we ve got a young fella who is leaving care,

90

00:07:16,650 --> 00:07:21,599

his family all live in Queensland. Now he

doesn t choose to go to live with his family,

91

00:07:21,599 --> 00:07:28,610

he s connected in his local community, he

s doing some really good work, his plan is

92

00:07:28,610 --> 00:07:36,699

to go to university in his local area but

he does want to connect with them at different

93

00:07:36,699 --> 00:07:44,879

times, so that plan has in it the ability

for him to go and visit his family and financially

94

00:07:44,879 --> 00:07:50,139

support that whilst he is still living in

his community and going to university.

95

00:07:50,139 --> 00:07:55,120

Tim We sometimes make assumptions that they

are going to make terrible decisions with

96

00:07:55,120 --> 00:08:01,030

money. So if we re making an assumption and

we are predicting that they might not make

97

00:08:01,030 --> 00:08:06,389

the best choices with money, that gives us,

that s an opportunity to help do some work

98

00:08:06,389 --> 00:08:08,259

with them about planning for what they are

going to do.

99

00:08:08,259 --> 00:08:13,900

Wendy I think that s why it s really critical

that when we are talking to our young people

100

00:08:13,900 --> 00:08:21,909

from 15 upwards, you talk to them about what

they actually will be getting when they leave

101

00:08:21,909 --> 00:08:28,440

care and that gives them a sense of starting

to plan as well so they can start to plan

102

00:08:28,440 --> 00:08:34,269

around what they want to do with that funding,

do with that money when they get it at 18.

103

00:08:34,269 --> 00:08:39,039

Whether that is they want to invest it, just

giving them some choice around those things

104

00:08:39,039 --> 00:08:41,300

before they turn 18

105

00:08:41,300 --> 00:08:43,659

Building rapport: insights

106

00:08:43,659 --> 00:08:47,620

Tim If you can t talk with the young person

themselves, who is the super important people

107

00:08:47,620 --> 00:08:52,940

in their life who they do talk to because

they can be a really good source of information

108

00:08:52,940 --> 00:08:57,200

about the young person or help to build a

bridge to connect with that young person.

109

00:08:57,200 --> 00:09:03,150

I think being a little bit innovative in to

in thinking how do young people communicate?

110

00:09:03,150 --> 00:09:10,329

Maybe sitting in a room with a caseworker

is not the funnest thing to do, using texting

111

00:09:10,329 --> 00:09:17,370

or messaging, using Apps that, different ways

to find out what young people like can be

112

00:09:17,370 --> 00:09:25,329

a way to do that. I guess when it comes to

trying to find some common ground to even

113

00:09:25,329 --> 00:09:30,140

begin that first step of having a conversation,

it might mean that being a caseworker you

114

00:09:30,140 --> 00:09:33,960

have to be vulnerable, you might have to share

a bit of yourself.

115

00:09:33,960 --> 00:09:41,399

Wendy I think that it really goes back to

that genuine need, sorry, that genuine wanting

116

00:09:41,399 --> 00:09:48,870

the young person to do well, so that genuine

caring for them. If they still, all through

117

00:09:48,870 --> 00:09:55,959

that, if they still don t engage don t not

write a plan, write a plan that says you did

118

00:09:55,959 --> 00:10:01,240

all of these things and tried, they haven

t engaged, however they are still entitled

119

00:10:01,240 --> 00:10:06,550

to all of these things and they may be entitled

to other things when they are ready to engage.

120

00:10:06,550 --> 00:10:13,460

Susan This group who don t engage before they

leave care, it often comes to a head three

121

00:10:13,460 --> 00:10:19,870

months post, when they ve tried family, when

they ve tried living with friends and it hasn

122

00:10:19,870 --> 00:10:24,670

t worked, and I find that s often my real

period where I get to do some really good

123

00:10:24,670 --> 00:10:30,280

work with them. That s where I m lucky in

this aftercare role, they come back and they

124

00:10:30,280 --> 00:10:33,470

have an awareness now of what turning eighteen

means.

125

00:10:33,470 --> 00:10:38,710

Tim Tuning in on like dates that we know might

be important to them. Maybe it s the date

126

00:10:38,710 --> 00:10:44,140

that they, of their birthday, maybe it s a

Christmas card, checking in with them on or

127

00:10:44,140 --> 00:10:48,670

around special dates for them because those

are the times when young people feel very

128

00:10:48,670 --> 00:10:50,110

isolated and alone, disconnected.

129

00:10:50,110 --> 00:10:54,160

Connections and Family Finding

130

00:10:54,160 --> 00:11:01,610

Susan Family Finding and forever networks

has really become a focus of our office because

131

00:11:01,610 --> 00:11:08,340

what we are finding is, young people who are

turning 18 often have almost minimal connection.

132

00:11:08,340 --> 00:11:13,950

In the past we ve always looked at getting

families together to ask who can care for

133

00:11:13,950 --> 00:11:20,060

this young person ? Now we are asking who

wants to go to a football game on the weekend

134

00:11:20,060 --> 00:11:23,649

with this young person , who wants to pick

them up and take them ? Even though you can

135

00:11:23,649 --> 00:11:32,430

t care for them, who wants to take them for

driving lessons when they get their L s ? Because

136

00:11:32,430 --> 00:11:39,649

often we just haven t gone back and looked

at the whole family in continuity and seen

137

00:11:39,649 --> 00:11:44,459

what supports can be put in place, who wants

to take them to contact with their mum or

138

00:11:44,459 --> 00:11:50,000

dad ? I think that s the more natural connection

that will be there after they turn 18.

139

00:11:50,000 --> 00:11:55,940

Tim The Family Finding for me is really about

building up those lifelong networks, that

140

00:11:55,940 --> 00:12:01,740

sense of connection which helps you to have

that idea that I belong somewhere, these are

141

00:12:01,740 --> 00:12:08,700

my people and this is where I came from . So

the ideas about Family Finding and connecting

142

00:12:08,700 --> 00:12:13,930

young people aren t new things, like people

have always wanted a sense of belonging and

143

00:12:13,930 --> 00:12:22,000

I do think with the opportunity for 15, 16,

17 year olds who are looking at leaving care,

144

00:12:22,000 --> 00:12:26,770

most of them will be trying to find people

in their lives and to find out their stories

145

00:12:26,770 --> 00:12:32,230

about their connections to them, why they

re not with them, that s really, really important

146

00:12:32,230 --> 00:12:36,350

that they have all the information about their

family that we hold.

147

00:12:36,350 --> 00:12:41,120

Wendy - It s really important that we link

them in as early as we can, where they haven

148

00:12:41,120 --> 00:12:48,060

t been linked in we re-look at that. Regardless

of what that outcome is, we also need to be

149

00:12:48,060 --> 00:12:53,959

thinking with them about what s important

to them and that we can link them with community

150

00:12:53,959 --> 00:13:04,630

so youth groups or educational spaces, things

like that that will give them a sense of belonging

151

00:13:04,630 --> 00:13:05,630

somewhere.

152

00:13:05,630 --> 00:13:10,029

Tim - There could be so many other connections

that get missed out on when we just draw a

153

00:13:10,029 --> 00:13:14,459

genogram. You re finding out bits of life

story, you re finding out who was at your

154

00:13:14,459 --> 00:13:20,320

eighth birthday party? Who would you like

to be at your 18 birthday party? Those are

155

00:13:20,320 --> 00:13:25,100

some of the questions that we can use to really

help young people to connect back to people

156

00:13:25,100 --> 00:13:27,680

that they are not talking with at the moment

157

00:13:27,680 --> 00:13:35,250

Wendy - It s really important for all them,

for those with foster families as well, so

158

00:13:35,250 --> 00:13:39,920

they may have a network of foster families

but they will want to know where they came

159

00:13:39,920 --> 00:13:50,880

from. It s really important that we help them

identify larger networks not just those networks.

160

00:13:50,880 --> 00:13:52,899

Education and training

161

00:13:52,899 --> 00:13:57,279

Wendy In my experience, in education and training

there s a lot of resources out there around

162

00:13:57,279 --> 00:14:05,120

for young people around that. You ve got the

resources of scholarships, you ve got TAFE

163

00:14:05,120 --> 00:14:12,310

courses, there are so many things out there

for these young people to access if that s

164

00:14:12,310 --> 00:14:20,540

what they choose to do. Network with some

of employment resources, get them on board

165

00:14:20,540 --> 00:14:29,360

to provide some opportunities for these young

people to be able to succeed and to be able

166

00:14:29,360 --> 00:14:37,300

to move through employment and feel like they

re making a difference. It develops their

167

00:14:37,300 --> 00:14:43,940

self-esteem, it improves their life style,

it improves everything emotionally and physically

168

00:14:43,940 --> 00:14:45,040

for them.

169

00:14:45,040 --> 00:14:52,140

Tim - Education school isn t a good fit everybody.

When we try to fit round pegs into square

170

00:14:52,140 --> 00:14:56,800

holes we re always going to have resistance,

it s not going to work out. So trying to find

171

00:14:56,800 --> 00:15:01,139

what does work for a young person and what

they are really interested in does get some

172

00:15:01,139 --> 00:15:02,139

of that buy in.

173

00:15:02,139 --> 00:15:06,050

Wendy - Some of our young people don t know

what s out there either, so caseworkers really

174

00:15:06,050 --> 00:15:12,170

need to understand what s out there, know

what s out there to help them to understand

175

00:15:12,170 --> 00:15:18,680

they have choices, that they can pursue whatever

their interests are.

176

00:15:18,680 --> 00:15:25,510

Tim - Planning around those barriers and obstacles

is super important. Things like transport,

177

00:15:25,510 --> 00:15:31,551

can be a huge barrier to young people do further

study or get even to work. If were talking

178

00:15:31,551 --> 00:15:39,111

about young people who might have a history

with a lot of transport related fines, things

179

00:15:39,111 --> 00:15:45,190

like systemic barriers about how do we get

this young person a car? How do we be creative

180

00:15:45,190 --> 00:15:52,509

in using their entitlements the funding that

they are entitled to, their allowances, to

181

00:15:52,509 --> 00:15:54,820

be do something like that?

182

00:15:54,820 --> 00:15:57,310

Developing living skills

183

00:15:57,310 --> 00:16:04,050

Tim So the development of independent living

skills is really the goal about young people

184

00:16:04,050 --> 00:16:07,700

being able to go out into the world and being

able to look after themselves in lots of different

185

00:16:07,700 --> 00:16:13,170

ways. So not just around how they are going

to manage their money but all that basic stuff

186

00:16:13,170 --> 00:16:18,649

that you learn along the way about how to

keep yourself well, personal hygiene, how

187

00:16:18,649 --> 00:16:25,019

do you keep a flat clean? All of those kind

of things that become much more important

188

00:16:25,019 --> 00:16:32,820

when you re out there solo and doing it yourself.

So surviving on 2 minute noodles is one way

189

00:16:32,820 --> 00:16:40,459

to do it but being able to develop a love

for food and healthier styles of food as opposed

190

00:16:40,459 --> 00:16:47,069

to living on take away and junk food kind

of things. How do young people learn to cook

191

00:16:47,069 --> 00:16:52,890

spaghetti bolognaise? It isn t just inherent,

it isn t just a natural instinct, so we need

192

00:16:52,890 --> 00:16:57,709

to be thinking about opportunities that help

those young people develop those skills that

193

00:16:57,709 --> 00:17:05,020

we might just take for granted and the disposable

nature of modern society, when it comes to

194

00:17:05,020 --> 00:17:11,640

fixing something when it s broken. When a

thing breaks, damn the vacuum cleaner is broken

195

00:17:11,640 --> 00:17:17,230

the house is going to be messy. How do you

then navigate a situation like that when you

196

00:17:17,230 --> 00:17:21,740

re on such a tight income that maybe you can

t afford to get a new vacuum cleaner or maybe

197

00:17:21,740 --> 00:17:30,370

you are not factoring in buying scouring pads

in your weekly shop because you re just trying

198

00:17:30,370 --> 00:17:36,760

to make ends meet with other things. You re

going to factor out the things which are down

199

00:17:36,760 --> 00:17:42,740

your list of priorities. How do you get young

people to notice what is important? How is

200

00:17:42,740 --> 00:17:46,750

that going to impact on other elements of

your life? So continuing to have those conversations

201

00:17:46,750 --> 00:17:51,799

and being that person that says you know,

putting those reminders and prompts in can

202

00:17:51,799 --> 00:17:53,440

be very, very important.

203

00:17:53,440 --> 00:17:56,320

Health and wellbeing

204

00:17:56,320 --> 00:18:03,890

Wendy It s really important to start the transitioning

of young people where they have mental health

205

00:18:03,890 --> 00:18:12,299

or any health issues from their childhood

providers or practitioners or whoever it is

206

00:18:12,299 --> 00:18:19,520

that supports them, to their adult practitioners,

as we know that it changes, which is quite

207

00:18:19,520 --> 00:18:24,880

unfortunate I always think, for our young

people to have to change where they go, because

208

00:18:24,880 --> 00:18:29,960

they ve got a child/adolescent mental health

and then they go into adult mental health.

209

00:18:29,960 --> 00:18:38,679

So planning is critical for that and having

the young person be a participant in that

210

00:18:38,679 --> 00:18:44,049

planning with them for that, so they make

the choices about where they may want to go,

211

00:18:44,049 --> 00:18:49,190

who they might want to see, what they want

the help and support with.

212

00:18:49,190 --> 00:18:54,210

Susan - Communicating about sexual health

with young people in care is so important.

213

00:18:54,210 --> 00:19:00,960

I often find they are searching for attention,

or somebody who cares, somebody who values

214

00:19:00,960 --> 00:19:09,850

them. They do engage in quite risk taking

behaviours sexually. It s about having a good

215

00:19:09,850 --> 00:19:16,840

relationship with them and they trust you,

that when you raise these issues, it is important

216

00:19:16,840 --> 00:19:20,170

and it s out of care, you want them to be

safe.

217

00:19:20,170 --> 00:19:26,240

Tim I agree with that and I think that a lot

of young people might be uncomfortable about

218

00:19:26,240 --> 00:19:33,890

talking about certain issues, taboo issues

such as sexual health and their sexuality

219

00:19:33,890 --> 00:19:38,380

and they may put on a bit of a front Yeah

I know all about that, I know all about condoms

220

00:19:38,380 --> 00:19:43,200

and that kind of stuff but if you break it

down, where have they got this info from?

221

00:19:43,200 --> 00:19:48,020

Is it accurate and is it actually going to

help to keep themselves safe? That is something

222

00:19:48,020 --> 00:19:52,840

at we need to be curious and dig a little

deeper even if it might mean we get out of

223

00:19:52,840 --> 00:19:53,840

our comfort zone

224

00:19:53,840 --> 00:20:00,440

Wendy I think it s so incredibly important

to think about young people again don t like

225

00:20:00,440 --> 00:20:07,690

people beating around the bush, so it actually

having those difficult conversations, they

226

00:20:07,690 --> 00:20:13,942

ll appreciate you being respectful but honest

about whatever is going on.

227

00:20:13,942 --> 00:20:14,942

Closing credits -

Your decisions really impact on us, so please

228

00:20:14,942 --> 00:20:15,942

listen.

Amanda, care leaver, aged 18, Dubbo

229

00:20:15,942 --> 00:20:16,942

Thank you to the panel for sharing their insights

and practice.

230

00:20:16,942 --> 00:20:17,942

Wendy Wilson, Manager Client Services

Tim Cohen, Casework Specialist

231

00:20:17,942 --> 00:20:18,942

Susan Hart, Senior Caseworker

232

00:20:18,942 --> 00:20:19,942

All information correct October 2018

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233

00:20:19,942 --> 00:20:19,947

Closing screen - NSW government logo