



GOVERNMENT OF
WESTERN AUSTRALIA

National Principles for Child Safe Organisations

Children's Week Seminar

Friday 24 October 2025

A Safer
WA for
Children

This initiative is part of the WA Government's action to create a Safer WA for Children by implementing the recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.



GOVERNMENT OF
WESTERN AUSTRALIA

Order of proceedings

Event commencement and housekeeping

Acknowledgement of Country

Opening address by Minister for Child Protection

Topic introduction by Commissioner for Children and Young People

Speaker: Professor Laura Lundy, Co-Director of the Centre for Children's Rights,
Professor of Children's Rights at Queen's University, Belfast

Speaker: Kate Jones, Manager Hub na nÓg

Short break

Speaker: Sarah Quinton, Valuing Children Initiative and Kate Bartel, Perth Airport

Speaker: Dr Catrina Luz Aniere, Co-Director Millennium Kids

Event conclusion

This initiative is part of the WA Government's action to create a Safer WA for Children by implementing the recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.

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Master of Ceremonies

Mike Rowe and Sandy McKiernan

Co-chairs - Child Safe Organisations Working Group

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Please take care

This presentation includes content that discusses the **Royal Commission into Institutional Responses to Child Sexual Abuse**, which may be distressing or sensitive to some in the audience.

Please feel free to:

- Step away at any time
- Take breaks as needed
- Reach out for support



Lifeline - 13 11 14



QLife - 1800 184 527



13 Yarn – 13 92 76



Bravehearts – 1800 272 831



Blue Knot Foundation – 1300 657 380



MensLine Australia - 1300 789 978



BeyondBlue - 1300 224 636

This initiative is part of the WA Government's action to create a Safer WA for Children by implementing the recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.

The background of the slide features a close-up, high-resolution image of reddish-brown soil, showing its granular texture and small clumps. Overlaid on this are several large, semi-transparent concentric circles in a slightly darker shade of red. Two horizontal dotted white lines are positioned above and below the main text, each consisting of a series of small white dots.

Acknowledgement of Country

Ash (Garlett) Penfold



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Opening address

Hon Jessica Stojkovski MLA

Minister for Child Protection; Prevention of Family and Domestic Violence; Minister Assisting the Minister for Transport; Peel

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Commissioner for Children and Young People
Western Australia



**Jacqueline
McGowan-
Jones
(She/Her)**

**Commissioner
for Children
and Young
People WA**



GOVERNMENT OF
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Professor Laura Lundy

Professor Emerita of Children's Rights
at Queen's University, Belfast

Professor of Law at University College
Cork.

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Meaningful Child Participation: The Lundy Model

Professor Laura Lundy

Children's participation as a human right





Article 12 UN Convention On the Rights of the Child

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child,

the views of the child being given due weight in accordance with the age and maturity of the child.”



Article 7(3)

UNCRPD

States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, **on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.**



**A right of individuals
and
A right of groups of
children**

Space
Children and young people must be given safe, inclusive opportunities to form and express their views

Voice
Children and young people must be facilitated to express their views

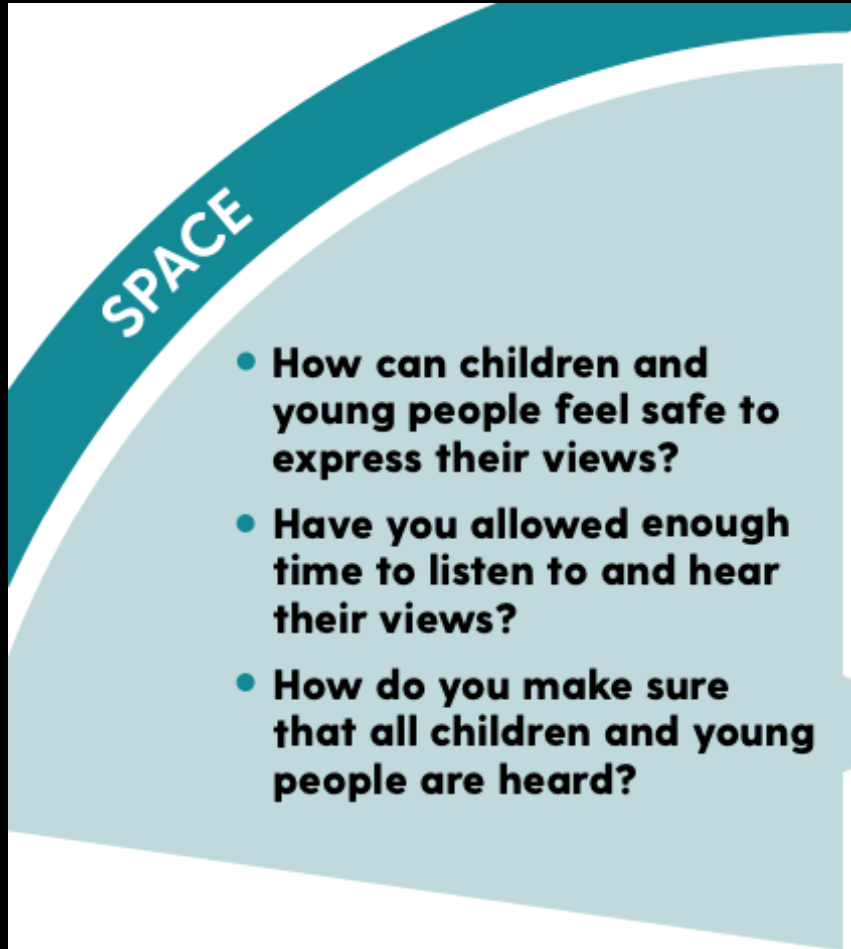
Audience
The views must be listened to

Influence
The views must be acted upon, as appropriate



- SPACE: Children must be given the opportunity to express a view
- VOICE: Children must be facilitated to express their views
- AUDIENCE: The view must be listened to.
- INFLUENCE: The view must be acted upon, as appropriate.

SPACE



Actively created

Safe

Inclusive



Space:

Children must be given the opportunity to express a view

Voice:

Children must be facilitated to express their views

Audience:

The view must be listened to

Influence:

The view must be acted upon as appropriate

The seldom heard

Adapted from: Lundy, L (2007) 'Voice' is not enough: conceptualizing Article 12 of the Convention on the Rights of the Child. British Educational Research Journal

How can Talking Mats support Young People to have a Voice

Structure supports focus, understanding, and memory storage and recall.
Time and space to process information and to express their own time.
Control to the thinker
Broken down into manageable chunks.
Can be focused on understanding and

Voice

- Makes views visible and heard.
- Gives time to focus on views verbally or non-verbally
- Provides a balance of positive and negative, including constructive feedback
- Allows time to reflect on views

Influence

- Using Photos of the thinker to share, and implications for the future
- Children, Parents/Carers and professionals together to find solutions
- Recognition and true listening of aspirations as part of the process can lead to child-centred outcomes
- Genuine participation supports positive outcomes; and enhance

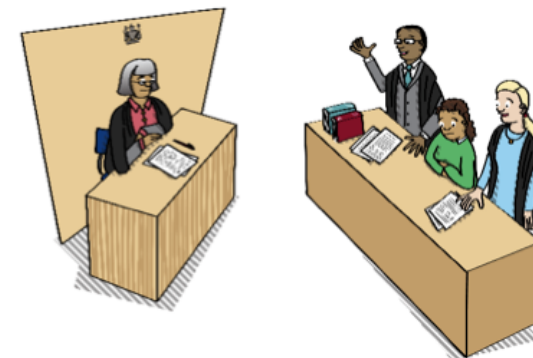
Visual record of the conversation that can be used to create a holistic picture of the thinker's views and aspirations, so parents/carers and professionals have a clearer understanding of what the thinker wants and plan accordingly.
The process reinforces the need to focus on and listen to the thinker's feelings and views.

2025

What could improve communication in justice settings?

Our team of speech-language therapists at Talking Trouble have been engaged as communication advisors in a wide range of justice settings, with children, young people and adults who need to participate in legal processes.

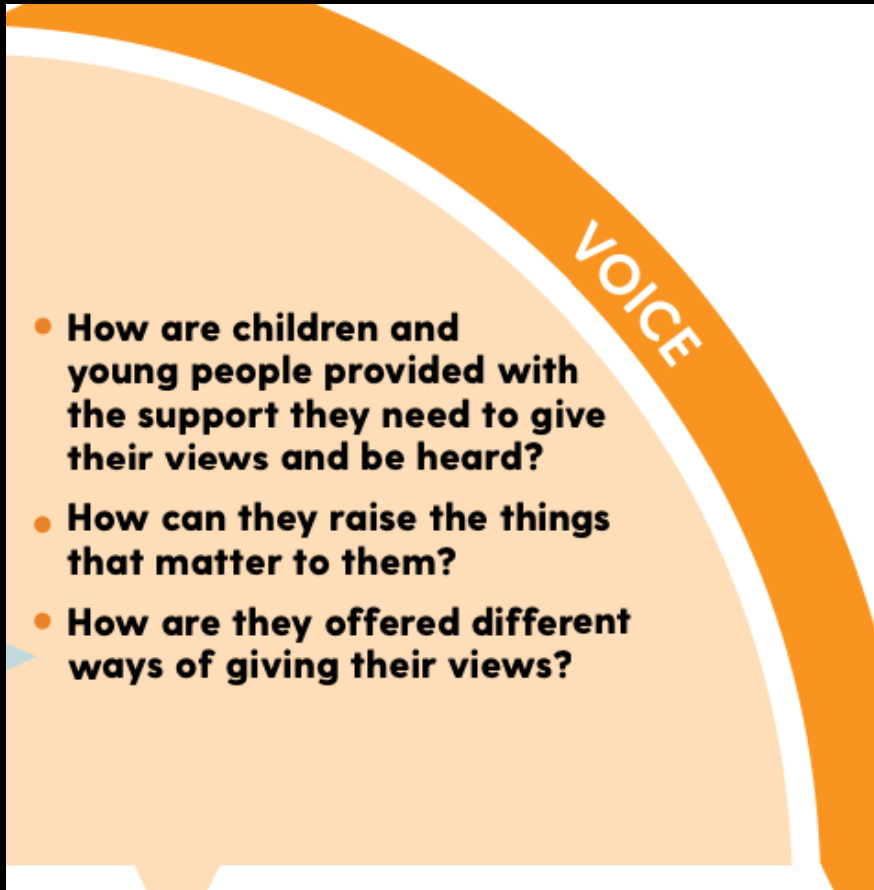
We've been reflecting on what we've learned through working alongside and listening to participants in the justice system and their whānau, from working with different professionals in the various types of interventions that occur, and from our understanding of the resources available in this sector.



TALKING TROUBLE AOTEAROA NZ
www.talkingtroublenz.org
contact@talkingtroublenz.org



VOICE



Voluntary

Choice in mode of expression

Supported to form and express views

Some people also want to use children sexually so that they can make money. This is called sexual exploitation.

It is **ALWAYS** wrong if adults threaten you or give you money, alcohol or presents to get you to do things with your body, or theirs that make you feel sad, ashamed or uncomfortable.



AUDIENCE

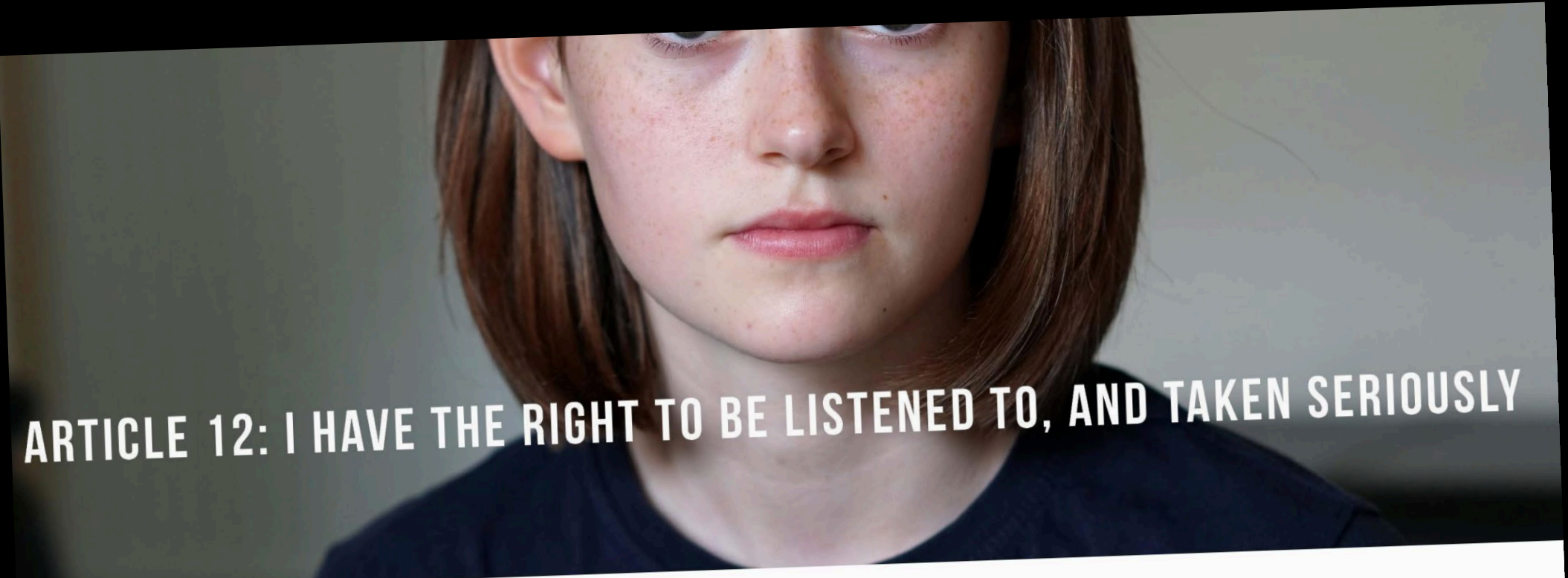
- How do you show that you are ready and willing to listen to children and young people's views?
- How do you make sure they understand what you can do with their views?

AUDIENCE

Active listening

All relevant decision-makers

Formal channels of communication



ARTICLE 12: I HAVE THE RIGHT TO BE LISTENED TO, AND TAKEN SERIOUSLY

Have you remembered...

SPACE

VOICE

AUDIENCE

INFLUENCE

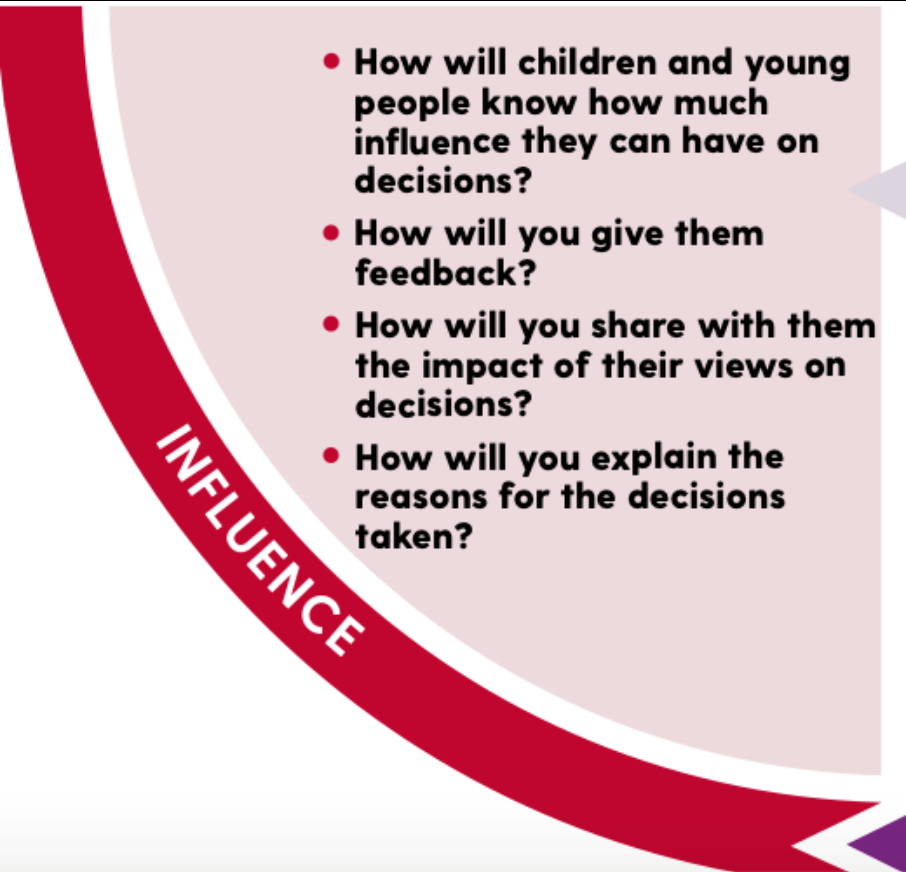


INFLUENCE

Realistic

Transparent

Feedback and follow-up

- 
- How will children and young people know how much influence they can have on decisions?
 - How will you give them feedback?
 - How will you share with them the impact of their views on decisions?
 - How will you explain the reasons for the decisions taken?

The Four 'F' Framework for Feedback

(Lundy, 2018)

Fast

Full

Child-friendly

Followed-up



A Framework for Feedback

What did you agree with ?

What, if anything, surprised you and why?

Did you disagree with anything? If so, what and why?

Has it influenced your views in any way? If so, how?

What have you decided?

What is happening next and when will it happen?

Ireland's National Framework on Child Participation

Everyday Spaces Checklist

This checklist is designed as a guide to help you ensure that children and young people have a voice in decision-making. It can be applied to many everyday situations including those that occur in classrooms, childcare settings, and youth groups and sports clubs, as well as to activities conducted as part of youth projects, games, arts and creative initiatives.

Do not use this checklist for developing policies, plans, services, programmes, governance, research and legislation – use the Planning Checklist on page 18.

Please make sure that the ways you involve children and young people in decision-making are age-appropriate and accessible for all, whether in person or online.



Checking with
children that
they feel that
they were taken
seriously

Children and Young People's Feedback Form (for individuals)

Boy ☐ Girl ☐ Other ☐ I don't know ☐ Age _____

Tick the number of stars you would give to everything below. Five stars is the best.

SPACE	★	★	★	★	★	★	★	★	★
I was listened to from the start									
I felt comfortable giving my opinions									
I felt safe giving my opinions									

VOICE	★	★	★	★	★	★	★	★	★
I got the chance to give my opinions									
I got enough information to help me give my opinions									
I got support to have my voice heard									
I understood what was being discussed									
I could give my opinions whatever way I wanted									
I had enough time to talk									

AUDIENCE	★	★	★	★	★	★	★	★	★
I know who wants to hear my opinions									
I know why they want my opinions									
They were honest about what they would try to do with my opinions									

INFLUENCE	★	★	★	★	★	★	★	★	★
I know where my opinions are going next									
I know how I will be told about what happens to my opinions									
I think what I said today will be taken seriously									

Is there anything else that would have helped you in giving your opinions?

.....

.....

.....

.....

.....

THANK YOU! 😊

A False Dichotomy

Participation v Protection

Autonomy v Welfare

Best interests v Right to be
heard

Article 3 v Article 12

Mitchell, Lundy, Hill *Child Abuse Review* (2023)



“Children cannot be kept safe if they are not heard and cannot be heard where they are not safe. If we are to create the conditions where individual children who have experienced harm have a safe space to speak to their own experiences, then we must harness the collective expertise of children when planning and developing relevant systems and services”.

Participation *and* (not versus) Protection

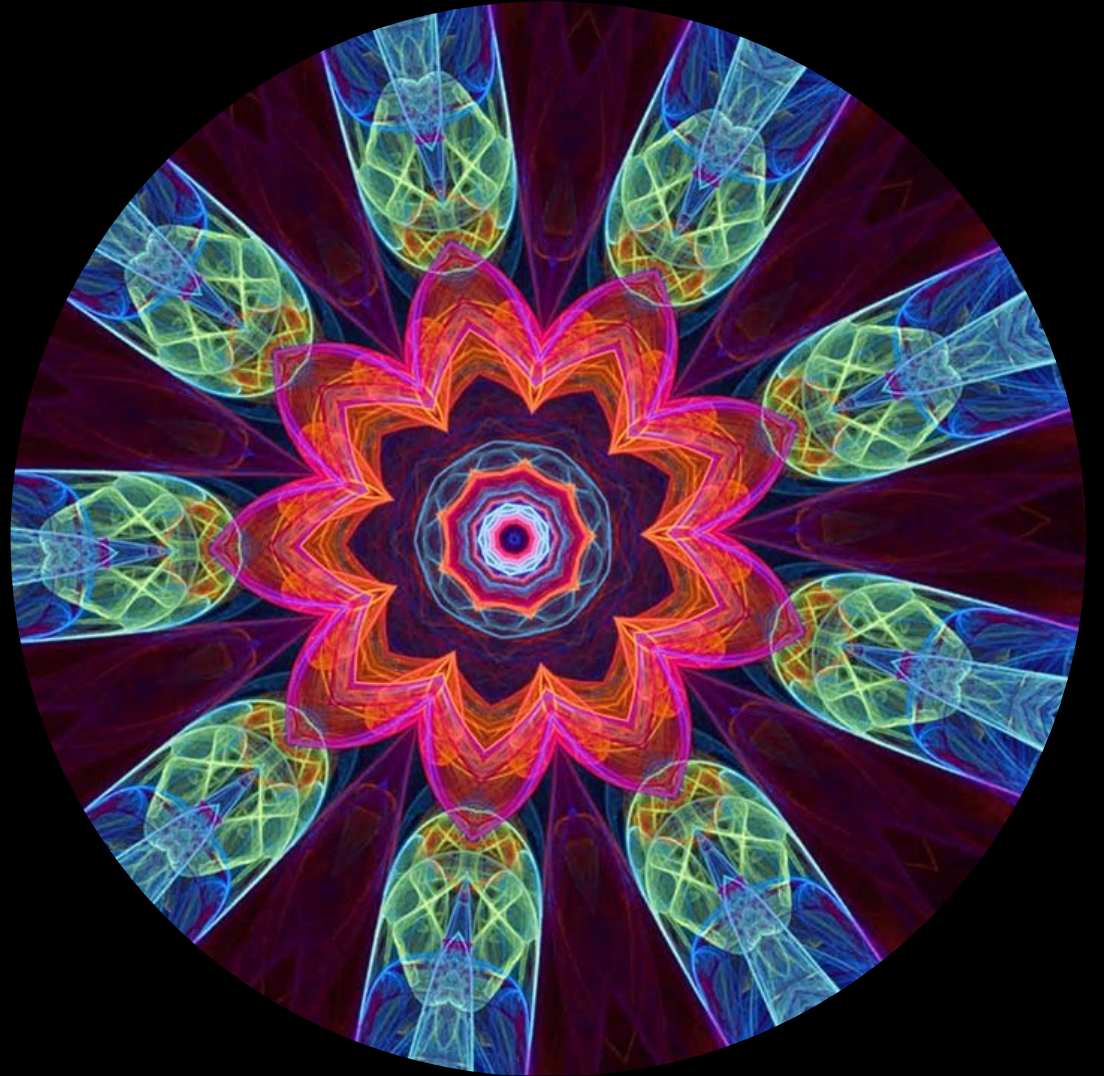


Vulnerability should not eclipse agency

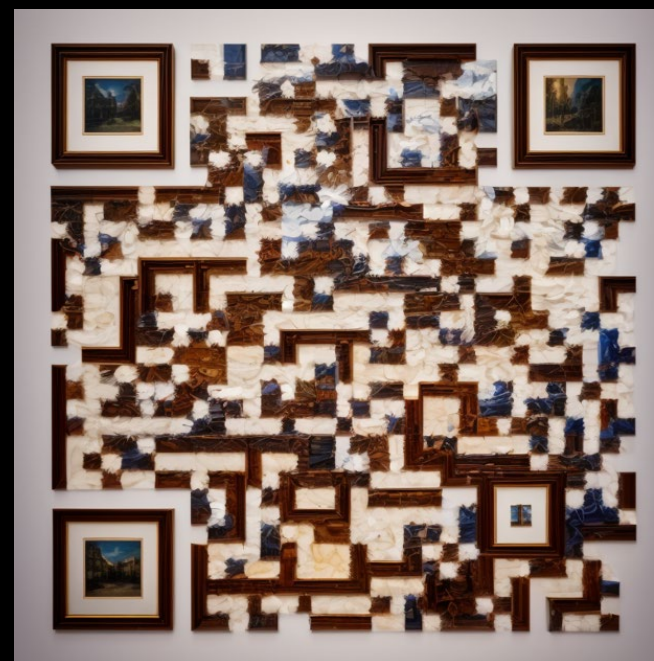
(Lundy, 2024)

*“It’s not the gift of
adults. It’s the right of
the child”*

(Lundy 2007)



Scan the QR to read the accompanying blog:





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Kate Jones

Manager Hub na nÓg

This initiative is part of the WA Government's action to create a Safer WA for Children by implementing the recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.

A Safer
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Children



Implementing children's and young people's right to a voice in decision- making in Ireland.

Kate Jones
Hub na nÓg Manager



An Roinn Leanaí, Míchumais
agus Comhionannais
Department of Children,
Disability and Equality

What is Hub na nÓg?

- Aims to be a national centre of excellence and coordination
- Supports good practice
- Supports others to give children and young people a voice in decision-making, particular focus on those that are seldom-heard
- Provides training, coaching, development, advice and support
- Initiative of the Department of Children, Disability and Equality (DCDE)



An Roinn Leanaí, Míchumais
agus Comhionannais
Department of Children,
Disability and Equality

For more information: www.hubnanog.ie





YOUNG VOICES
IN DECISION MAKING



An Roinn Leanaí, Míchumais
agus Comhionannais
Department of Children,
Disability and Equality

Child and Youth Participation Structures in Ireland



Ireland became a signatory to the UNCRC in 1992



**The CRC Committee Concluding Observations to
Ireland's First Report (1996) noted:**

Unsatisfactory
implementation of
the UNCRC

Inadequate
positioning of
children in public
policy

Scant data on
children

Very little
participation by
children in decision-
making

Difficulties faced by
children from
vulnerable and
disadvantaged
groups



Ireland's journey to implementing children and young people's participation rights

National
Policy

Legislatio
n

Permanent
Structures

Capacity
Building
Measures

Guidance



National Participation Framework



Lundy Model of Participation in Decision



This model provides a pathway for conceptualise Article 12



Participation with purpose

This means that when you do ask children and young people for their input, you must give them a genuine opportunity to influence outcomes, by:

- taking their views seriously
- giving due weight to their views and
- having the intention that their views will influence an outcome or initiate change



Participation with purpose

Two interrelated factors:

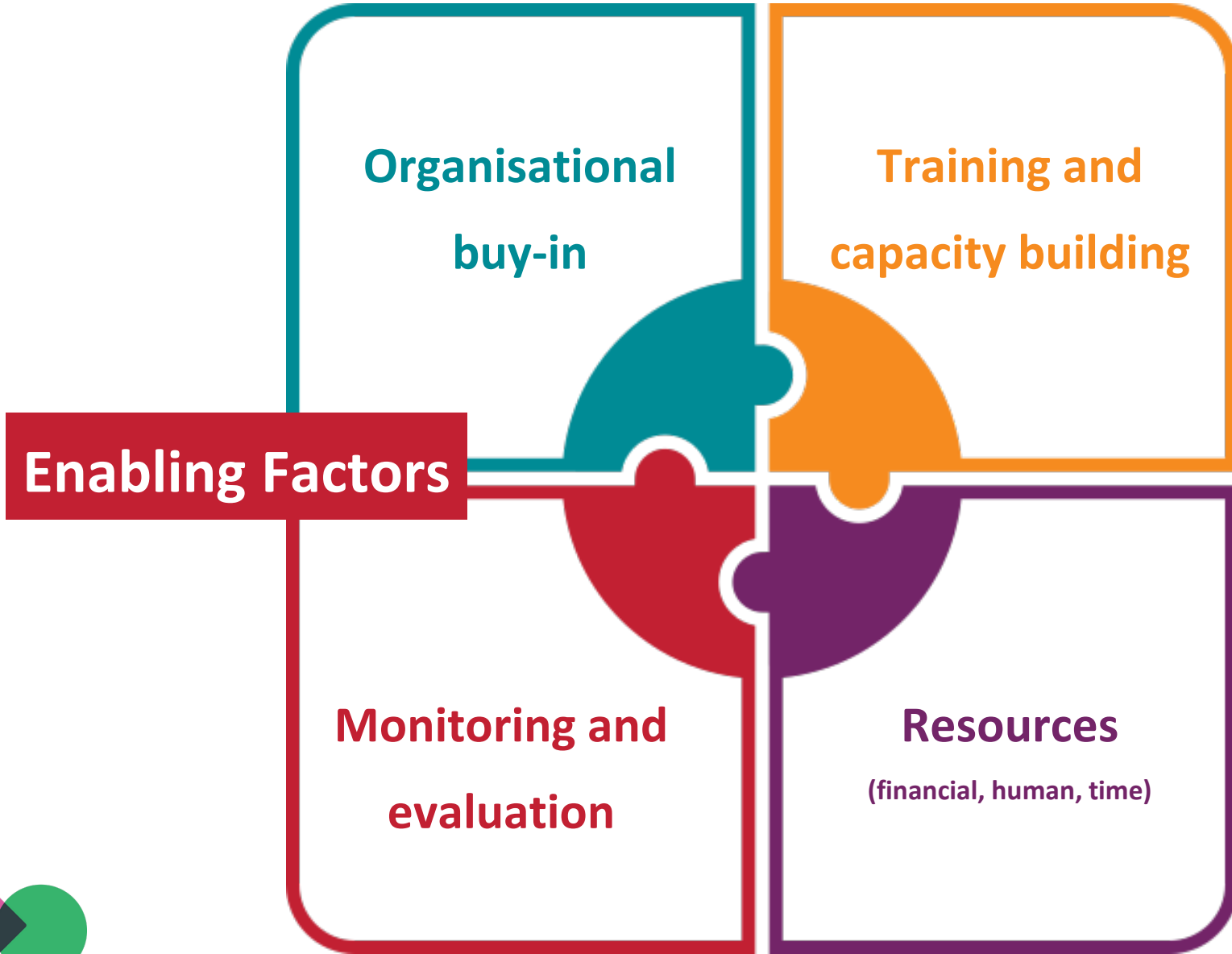
- the purpose of your organisation
- the purpose of involving children and young people in decision-making

Avoid getting stuck in the process of 'doing' participation

Ensure that the purpose of participation is to give voice on:

- day-to-day activities and practice
- development of projects, programmes, services, policies that are central to the objectives of your organisation





Enabling Factors

Organisational
buy-in

Training and
capacity building

Monitoring and
evaluation

Resources
(financial, human, time)



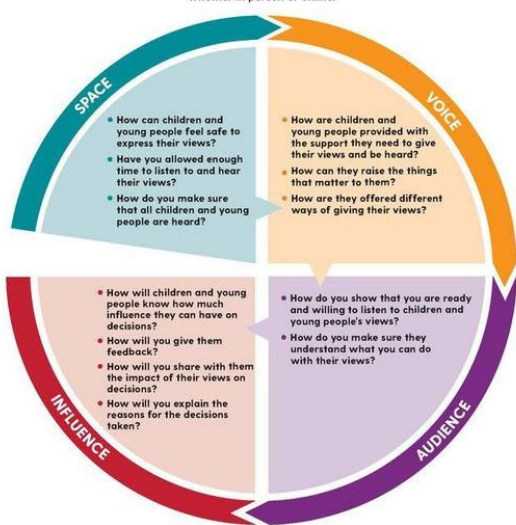
Checklists and Feedback Forms based on the Lundy Model

Everyday Spaces Checklist

This checklist is designed as a guide to help you ensure that children and young people have a voice in decision-making. It can be applied in many everyday situations including in classrooms, hospitals, childcare settings, child and youth services, youth and sports clubs, youth projects, arts and creative initiatives and other spaces.

Please do not use this checklist for developing policies, plans, services, programmes, governance, research and legislation – use the Planning Checklist on page 18.

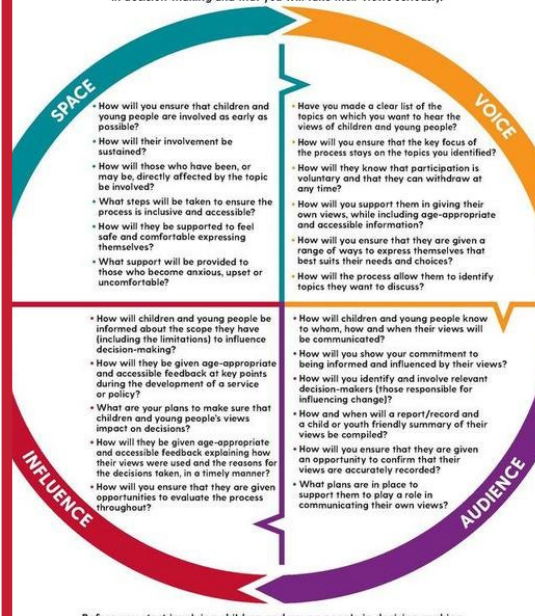
Please make sure that the ways you involve children and young people in decision-making are age-appropriate and accessible for all, whether in person or online.



Planning Checklist

This checklist guides you on how to listen to children and young people and involve them in decision-making when you are developing policies, plans, services, programmes, governance, research and legislation at national, local and organisational level.

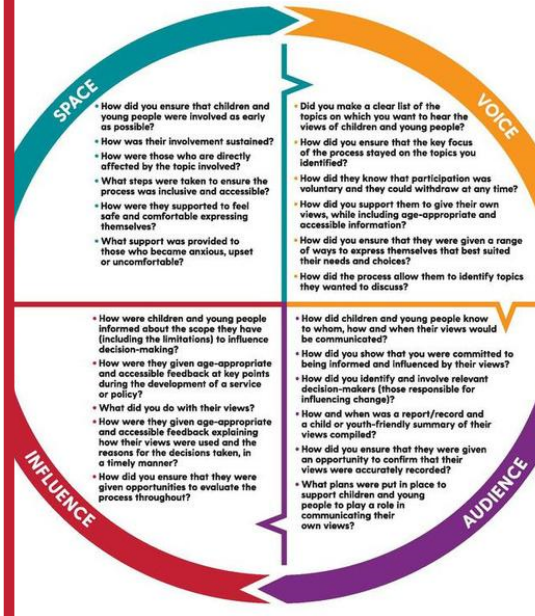
You should inform children and young people that they have the right to a voice in decision-making and that you will take their views seriously.



Before you start involving children and young people in decision-making, please review the enabling factors on page 24.

Evaluation Checklist

This checklist is a guide for the self-evaluation and external evaluation of policies, plans, services, programmes, governance, research and legislation at national, local and organisational level.



Children and Young People's Feedback Form (for groups)

Boy ☐ Girl ☐ Other ☐ I don't know ☐ Age _____

Tick the number of stars you would give to everything below. Five stars is the best.

SPACE	★	★	★	★	★
I have been listened to from the start					
I felt comfortable giving my opinions					
I felt safe giving my opinions					
A lot of different voices were included					

VOICE	★	★	★	★	★
I got the chance to give my opinions					
I got enough information to help me give my opinion					
I got support to have my voice heard					
I understood what was being discussed					
I could give my opinions whatever way I wanted					
I had enough time to talk					

AUDIENCE	★	★	★	★	★
I know who wants to hear our opinions					
I know why they want the opinions of young people					
They were honest about what they would try to do with our opinions					

INFLUENCE	★	★	★	★	★
I know where our opinions are going next					
I know how we will be told about what happens to our opinions					
I think what we said today will be taken seriously					

What were the best things about today?

What would you change about today?

The FOOD was... ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

The ROOM was... ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

THANK YOU!



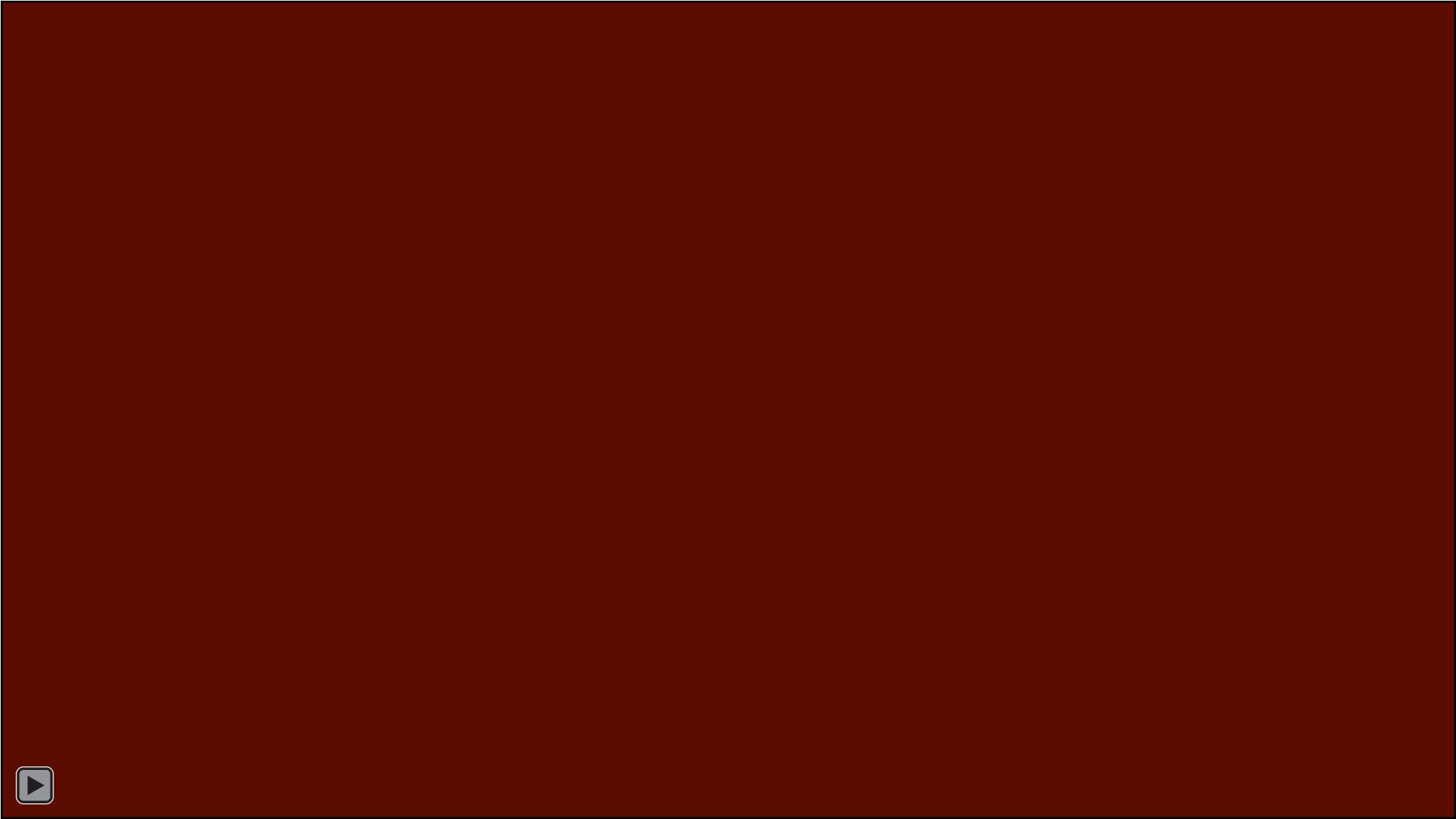
Examples of Practice



Roinn an Taoisigh
Department
of the Taoiseach



An Roinn Leanaí, Míchumais
agus Comhionannais
Department of Children,
Disability and Equality



Child Poverty and Wellbeing Programme Office

Young people said: [Equal Pay for Equal Work](#)

What was done: The minimum wage of workers under 18 increased from €8.89 per hour to €9.45 per hour.

Young people said: [A lot of hidden extras are needed for school](#)

What was done: Introduced free schoolbooks and classroom resources for Senior Cycle students

Extended the State exam fee waiver

Provided increased capitation funding to schools, aiming to reduce voluntary contributions by parents

Increased funding to the School Transport Scheme to allow a continued reduction in fees



Child Poverty and Wellbeing Programme Office

Young people said: Every family should be given a baby box

What was done: Provided a new-born baby grant of €280 for each baby, at a cost of €15 million

Young people said: Support for single parent families

What was done: Weekly increase of €16 to €78 for children aged 12 and over (up to €4,056 per annum) and, Weekly increase of €8 to €58 for children under 12 (up to €3,016 per annum) (Budget 2026)

Young people said: Gaeltacht to be cheaper

What was done: Provided an extra €0.5m for the DEIS Gaeltacht Scholarship Scheme, with over 800 students expected to be supported by the scholarship in the summer of 2025.



Examples of Practice

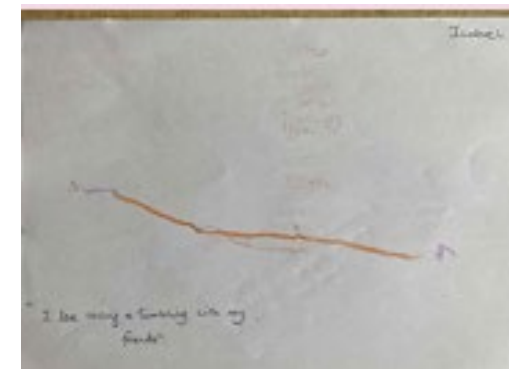
Toolkit for including children

from birth to 5 years
in participation in
decision-making



An Roinn Leanaí, Míchumais
agus Comhionannais
Department of Children,
Disability and Equality

'Rules' for risky and adventurous play



'Rules' for risky and adventurous play

Influence

- The children knew that they made the rules about risky and adventurous play in their own words and could change the rules at any time. The observations of the educators noted that the children needed the opportunity to change the rules regularly because they couldn't envisage what works and does not work unless it was live, happening and concrete.
- The children gave feedback to each other on their views and feelings during the process of documenting risky and adventurous play in photographs, playing the emoji game and making the rules.
- Educators showed children the impact of their decisions by enabling them to make their own rules, writing the rules in children's own words, and regularly offering them the opportunity to revisit the rules.
- Children explained to each other the reasons they were taking certain decisions through the process of group conferencing, the emoji game, making the rules and changing the rules. Educators also explained the reasons for some decisions that were taken.



E-learning Course Module Topics

1

An introduction to children and young people's participation in decision-making

2

The United Nations Convention on the Rights of the Child and Ireland

3

The National Framework for Children and Young People's Participation in Decision-making

4

How the National Framework for Children and Young People's Participation in Decision-making can support you



Sign up to complete the eLearning course



info@hubnanog.ie

(name and email address)



An Roinn Leanaí, Míchumais
agus Comhionannais
Department of Children,
Disability and Equality





Thank you!

Network of Practice



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agus Comhionannais
Department of Children,
Disability and Equality



GOVERNMENT OF
WESTERN AUSTRALIA

**Sarah Quinton, Development
Executive, Valuing Children's Initiative**

**Kate Bartel, New Terminal Commercial
Planning Lead, Perth Airport**

This initiative is part of the WA Government's action to create a Safer WA for Children by implementing the recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.

A Safer
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Children's Week October 18-26

Perth Airport Project A Child's Perspective



www.centrecare.com.au

www.valuingchildreninitiative.com.au

Acknowledge Country and Children

The Valuing Children Initiative acknowledges the Aboriginal and Torres Strait Islander people as the Traditional Custodians of this country and its waters, particularly the Whadjuk Noongar people whose boodja we meet and work on.

We wish to pay respect to the Elders past, present and emerging, particularly our young people and future decision makers.

The Valuing Children Initiative acknowledges the rights of all koolankas (children) and endorse the United Nations Conventions of the Rights of the Child.

We say to all children: that you matter and you are valued.





The Valuing Children Initiative works
to raise awareness of **children's
rights** and ensure all **adults value
children.**

VCI IS A PROJECT OF THE NOT-FOR-PROFIT ORGANISATION, Centrecare.



www.endchildpoverty.com.au

How do we do this?

- Run the national End Child Poverty campaign
- Facilitate child voice workshops
- Speaking engagements on children and young people
- Advocacy on behalf of children



Child Rights. Child Voice.

- UN Rights of the Child - UNCRC
- National Principles for Child Safe Organisations
- The Lundy Model of Child Participation



Only 28% of girls say they always feel safe at school, compared to 36.4% of boys. In public spaces, 47% of girls feel unsafe when walking alone, while 18% of boys feel the same.

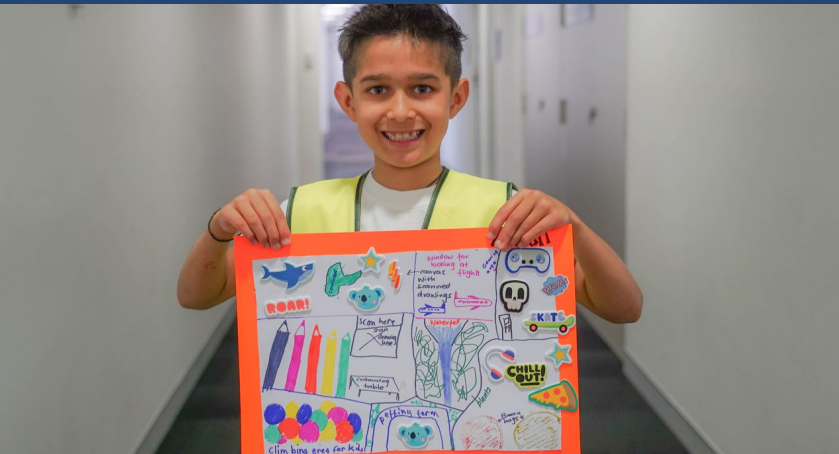
How can we best support kids?

Ask kids!

The VCI plans, designs and runs **child voice workshops** grounded in the **Lundy model** of child participation, which ensures that children are given **space, voice, audience, and influence** in matters that affect them.

Children feel they can **express their views openly**, knowing they will be genuinely listened to and taken seriously.

We gain deeper insights into **what children truly want and need**, which helps **inform decisions, policies, and practices** that impact their lives.



Perth Airport

Perth Airport wanted authentic research using a child-centred approach to inform design for the New Terminal Project.

Airport leadership wanted to test assumptions.

And embed these learnings into all they do.



Who were the experts?

21 children and young people ranging in ages from 9 months to 17 years and their parents attended three workshops in February 2025 in age groups 0-5, 6-11 and 12-17 years old.

The groups included:

- Aboriginal children and families,
- Culturally and Linguistically Diverse (CALD) backgrounds, and
- Children with physical disabilities and children who are neurodivergent.
- All families resided in the Perth metropolitan area or Peel region.

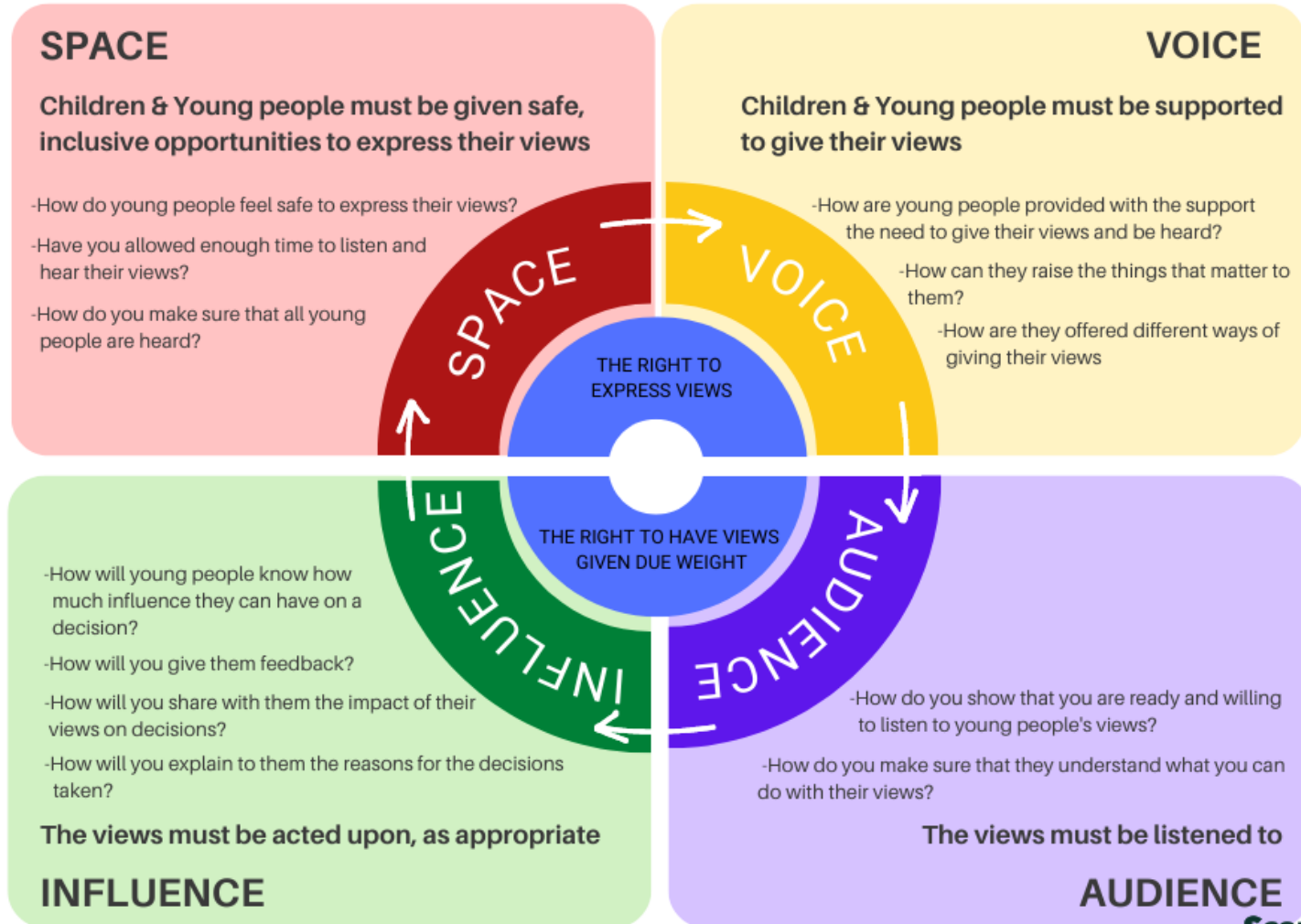
How we engaged the children

- Watched a fly through animation of the new terminal
- Took a tour of T1 Domestic - stopping at key touch points
- Catering and play time in the departure lounge
- Back to the workshops zone for mapping out their ideas for the New Terminal
- Notes and feedback was recorded.



The Lundy Model

Enabling meaningful participation of
Children & Young people



The Lundy Model

SPACE – children and young people must be given safe, inclusive opportunities to express their views

We had a plan, but were OK with not sticking to it. Breaks for food/drink and active play was incorporated.

VOICE – Children and young people must be supported to give their views

Children and young people were given thank you bags, certificates and vouchers. Were identified by everyone as the experts in the room with hi vis vests, saying, 'I'm a Child Expert. Ask Me!'

AUDIENCE – their views must be listened to

Children lead the conversation, and we followed up with open, curious questions (closed questions only if we needed to clarify). When adults offered ideas, we asked the children what they thought.

INFLUENCE – the views must be acted upon as appropriate.

We will share a report and child friendly versions with all participants and will also share with them the information we get back from the airport about who has read it and why.



Key Themes

- Play and Entertainment
- Family-Friendly Security
- Comfort, Rest and Repack Zones
- Inclusive and Supportive Facilities
- Warm Staff Presence and Help
- Food, Design and Engagement
- Faster, Smoother Processes



Influence: How is Perth Airport acting on the children's views?

Reviewing report and verbatims for consideration into future planning:

- Journey Design
- Facilities design (e.g. parenting rooms, quiet zones, sensory zones, playground, seating, etc.)
- Shopping and dining mix and design
- Art Strategy
- Opportunities for engagement and enrichment through aviation education



Influence: How is Perth Airport acting on the children's views?

Children's views to inform continuous improvement of experience of children at Perth Airport, including a suite of pre-journey planning supports coming 2026:

- Sensory maps
- Additional familiarisation videos
- Ready, Set, Jet tours

Social Story

Social story / Terminal 1 International - Departures

**We are going
on a plane**

T1 Int Sensory Room (2024)



T1D Kids Play (2024)



T1 Int Changing Places *Post-security. In construction.*



Hidden Disabilities



Future Engagement

Bring back child experts at key milestone/s in the design, e.g. flythrough or VR walk-through of design.

Tap into network of survey respondents during the design for insights along the way.



Children's road safety workshops and street parties

Town Teams Grants - Eden Hill, Bassendean and Northam
Children created and ran their own stalls.

Closed the road so children could experience the joy of street play.



The MOR Framework

The MOR for Children framework identifies what is needed to end child poverty



The MOR Framework provides a multidimensional lens to understand child poverty by highlighting how children may lack material resources (food, housing, clothing), opportunities (access to education, healthcare, safe environments), and relational support (nurturing relationships, community belonging and emotional security).

Voice of the Child Toolkit

The Voice of the Child Toolkit includes tools, templates, and strategies to help adults listen to, interpret, and act on children's views, especially those from vulnerable or marginalised backgrounds.

The toolkit supports the broader goal of improving child wellbeing by embedding children's voices into policy, practice, and service design.



Child and Youth Impact Assessment Tools

The Child Rights Impact Assessment (CRIA) tool, developed by the Australian Human Rights Commission with support from UNICEF, will help governments and service providers assess how children's rights and wellbeing will be affected by new laws and policies.

Used to measure the impact of any new laws or policies on the wellbeing of Australian children and families, and to determine whether the proposed laws and policies support their best interests.

Link to - Child Rights Impact Assessment
<https://humanrights.gov.au>

Child Rights Impact Assessment (CRIA) tool

Key considerations when using the tool:

- **Confirmation bias:** Care should be taken to avoid bias when assessing positive and negative impacts by exploring all available research and evidence before making judgements.
- **Knowledge:** Policy/decision-makers undertaking a CRIA require a general understanding of human rights and the CRC.
- **Capacity:** Sufficient resources and time must be allocated to collecting appropriate information and completing a rights-based analysis, including by having access to expert advice; tools to guide and shape the process; access to relevant data sets; and a clear expectation of involving children.
- **Identifiable information:** No identifiable information should be included in a CRIA.

Policy/legislation name:

Date:

Responsible government agency/department:

Key contact:

Child Wellbeing Strategy

We advocate for a **Child Wellbeing Strategy in Western Australia** because children **have a right** to be at the centre of every decision that affects them.

This strategy would:

- Embed a **Child and Youth Impact Assessment** processes into the development of all new laws, policies, and decisions, ensuring their impact on children is properly considered.
- Embed the principles of the **UN Convention on the Rights of the Child (UNCRC)**, cultural safety, Aboriginal governance, and trauma-informed care.
- Resource a safe **co-designed process that develops a strong children's voices framework**.
- Support **early intervention and prevention**, using tools like the AEDC, the Child Wellbeing Atlas.
- **Promote play-based participation** across all environments where children live, learn and grow, helping create a state where every child can thrive.

Reach out

If your organisation would like to work with us to plan, design and run a **child voice workshop** - get in touch.

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GOVERNMENT OF
WESTERN AUSTRALIA

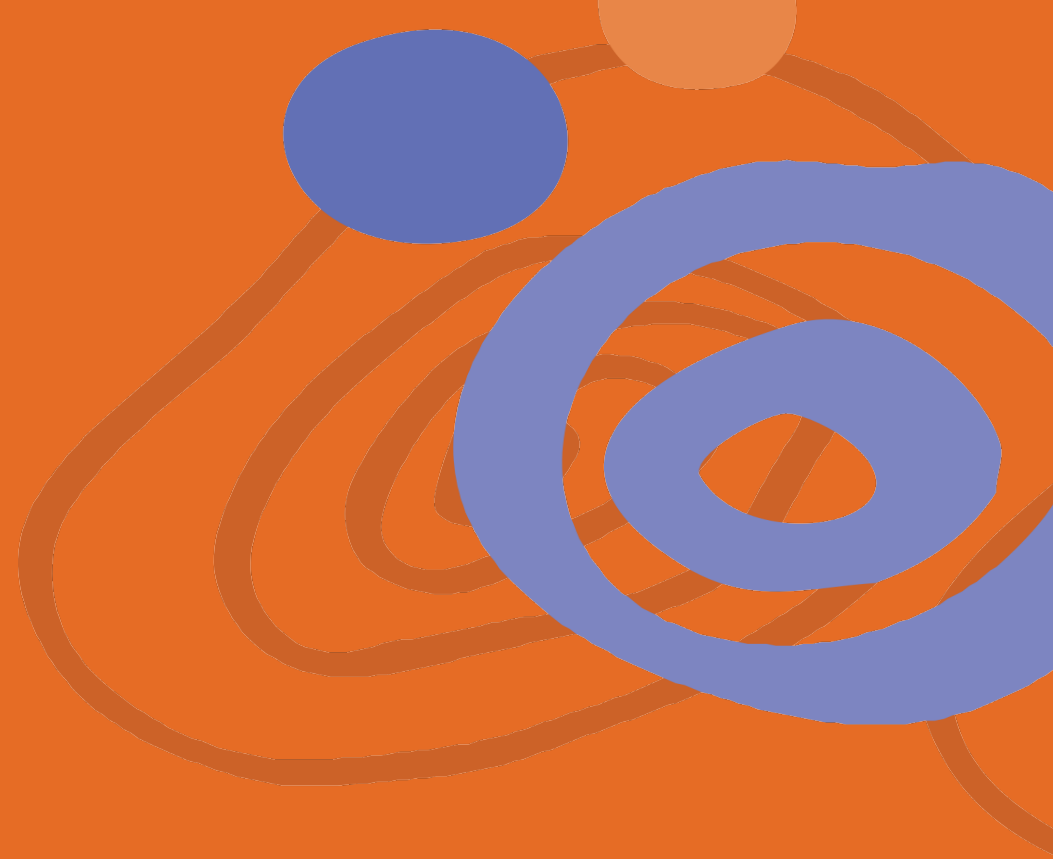
Catrina Luz Aniere

Co-founder and CEO of Millennium Kids

This initiative is part of the WA Government's action to create a Safer WA for Children by implementing the recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.

A Safer
WA for
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KIDS ON COUNTRY



Millennium
Kids



Get On The Bus



KIDS ON
COUNTRY

KIDS ON
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**KIDS ON
COUNTRY**

Their way - long time

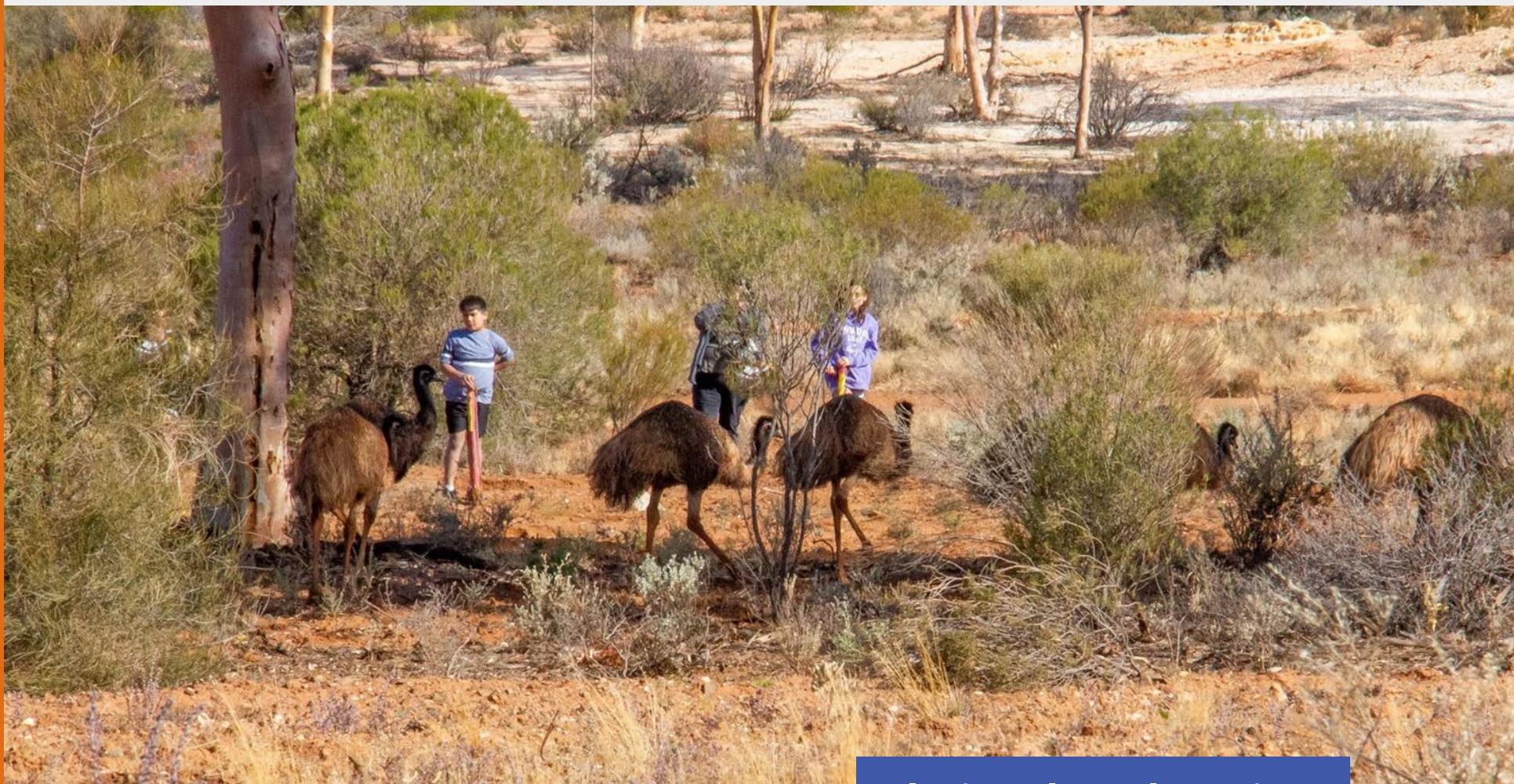
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**KIDS ON
COUNTRY**

Being visible

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**KIDS ON
COUNTRY**

Employment pathways

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Children's Week Seminar

Thank you for attending

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Children