

Education & Programs Inspection Report

Inspection of Youth Custodial Services in
Tasmania, 2018



July 2020

Produced by the Tasmanian Custodial Inspector

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From the Custodial Inspector

The function of the Custodial Inspector is to provide independent, proactive, preventative and systemic oversight of custodial centres. A custodial centre is defined as a prison within the meaning of the *Corrections Act 1997*, and a detention centre within the meaning of the *Youth Justice Act 1997*.

The *Custodial Inspector Act 2016* requires me to carry out a mandatory inspection of each custodial centre at least once every three years and to report on my findings and recommendations to the responsible Minister and Parliament.

To meet my legislative obligations using the limited resources available, the Custodial Inspectorate undertakes themed inspections of custodial centres focussing on particular inspection standards. At the end of a three year cycle, all aspects of custodial centres will have been inspected against the entire set of standards.

I am required by section 15 of the Act to prepare a report to the Minister outlining my findings and recommendations in relation to each mandatory inspection. I report directly to the Minister responsible for the custodial centre and the responsible Minister is required to table a copy of the Inspector's report in each House of Parliament. In this way, the findings and recommendations relating to inspections become a public record. After tabling, all inspection reports are published on [my website](https://www.custodialinspector.tas.gov.au/)¹.

In November 2018, inspections against the Education and Programs standards were undertaken at the Ashley Youth Detention Centre. The inspections were announced inspections and I am now pleased to present this inspection report, noting that a significant period has elapsed between the onsite inspection and the publication of this report. This delay reflects the resourcing constraints under which the Custodial Inspectorate continues to operate, which I have raised in previous inspection reports.

Prior to publication of this report, the relevant departments were consulted and invited to correct any factual inaccuracies in it and to provide a written response to the recommendations it makes. Appendix 1 details the Department of Communities Tasmania response and Appendix 2 details the Department of Education response.

Richard Connock
Custodial Inspector

July 2020

¹ <https://www.custodialinspector.tas.gov.au/>



Acknowledgements

I would like to acknowledge the contribution of Ms Grazia Pagano, who consulted on this inspection and joined the inspection team to supplement their expertise. I sincerely thank Ms Pagano for her expert advice and assistance, which has added greatly to the work of my office.

Acknowledgment and appreciation is also extended to all staff at the Ashley Youth Detention Centre, the Ashley School and the Department of Communities Tasmania who supported the inspection, as well as service providers to the Ashley Youth Detention Centre who willingly met with the inspection team to provide feedback on their experience with the centre.

I also greatly value the contribution of young people in detention to this report.



Executive summary

The inspection standards for youth custodial services relating to Education and Programs cover themes such as

- individual case management
- education, learning and skill development opportunities for young people in detention
- programs offered to young people in detention to address criminogenic needs and better equip them for life when they are released.

For the most part, compliance with the standards was considered through observation by the inspection team during an onsite visit to Ashley Youth Detention Centre (AYDC) on 6 November 2018.

AYDC is managed by Children and Youth Services (CYS), an operational unit of the Department of Communities Tasmania. CYS is responsible for providing care and custody, at various levels of security, for young people detained and remanded in custody in Tasmania.²

During the inspection, a number of evidence sources were used to assess AYDC against the inspection standards and these are outlined in the inspection methodology.

My previous inspection reports

- *Inspection of Youth Custodial Services in Tasmania 2019: Equal Opportunity Inspection Report* and
- *Inspection of Youth Custodial Services in Tasmania 2019: Families, Community and Partnerships Inspection Report*

discuss in detail AYDC's case management and case planning processes, as well as the assessments undertaken when a young person arrives at AYDC. These processes and assessments are also relevant to this inspection report.

The key findings of the inspection are summarised below

- AYDC has robust case management processes in place for young people in detention
- establishing relationships and links to industries and major employers in the community will enhance employment prospects for young people upon release and
- the arrangements for the Ashley School, including the expectations of the School by AYDC and the Department of Education (DoE), need to be formalised to ensure the best possible education outcomes for young people in detention.

² For the purposes of this report, a reference to the terms 'detainee' and 'resident' means young people that are lawfully detained in custody at AYDC and includes both those that are remanded and those that are sentenced.



Summary of recommendations

It is recommended that

1. Communities Tasmania establishes a transition facility at AYDC for young people to move into and out of custody while providing opportunity for independent living and access to relevant services, education and programs
2. Communities Tasmania provides young people at AYDC with additional optional activities and programs after hours, on weekends and on public holidays
3. Communities Tasmania and DoE formalise arrangements for the Ashley School, including the expectations of both agencies as to the School's performance and curriculum, and the incorporation of a whole of Centre approach toward education outcomes for young people at AYDC.
4. DoE determines policies and procedures relating to suspensions for the Ashley School, including arrangements for education to continue outside the classroom when young people are suspended, and clearly communicates these to AYDC
5. DoE collates data relating to suspensions at the Ashley School and regularly shares this data with AYDC.
6. Communities Tasmania establishes links with community employers, industries and apprenticeship schemes to increase employment opportunities for young people upon release
7. Communities Tasmania makes available additional life skills courses, including mentoring courses, to assist young people at AYDC to transition back to the community
8. Communities Tasmania implements a peer support program at AYDC and, recognising that many young people return to custody multiple times for short periods, tailors the program to continue when they return
9. Communities Tasmania makes arrangements for programs to be completed in the community after young people leave the Centre where those programs have only been partially completed
10. Communities Tasmania provides young people at AYDC with access to additional programs relating to family violence and sexual health.



About Ashley Youth Detention Centre

CYS is responsible for providing care and custody for young people detained and remanded in custody at AYDC.

AYDC is Tasmania's only youth detention facility³ and is located near Deloraine in northern Tasmania, approximately 230 kilometres from Hobart. The Centre is situated on approximately 36.5 hectares of land, some of which is run as a small farm.

AYDC can accommodate up to 50 young offenders of all genders aged from ten to 18 years, spread across four accommodation units. The Centre is staffed 24 hours per day to cater for the number of young people in detention at any particular time.

The *Youth Justice Act 1997* requires AYDC to rehabilitate young people in conflict with the law, and to protect the community from illegal behaviour whilst providing secure care for young people detained or remanded by the courts. Rehabilitation outcomes may be improved through the provision of programs in accordance with the principles contained in the Act.

There is a variety of recreational facilities for young people at AYDC including

- an indoor gym with basketball court and fitness area
- an outdoor swimming pool which is open seasonally
- an outdoor basketball court
- cricket nets and
- a barbeque area

Young people at AYDC come from various backgrounds and generally face major social and developmental challenges. Risky behaviours are common and most have experienced trauma, neglect, mental health issues, physical abuse and/or substance misuse.

Studies⁴ in various Australian jurisdictions have found that young people on remand have

- poorer mental and physical health
- higher occurrence of suicidal thoughts and behaviours
- more family difficulties

³ The *Youth Justice Act 1997* provides that by notice published in the Gazette, the Minister may establish or abolish detention centres, or declare premises to be or not be detention centres. In addition to AYDC, the Minister has declared the Hobart and Launceston Reception Prisons, Risdon Prison and the Ron Barwick Prison to be detention centres for young people. In practice, it would be extremely rare for a young person to be detained for any significant length of time in an adult custodial centre.

⁴ See for example the Jesuit Social Services Report '[Young People on Remand in Victoria: Balancing Individual and Community Interests](https://jss.org.au/wp-content/uploads/2015/10/Young_people_in_remand_in_Victoria_-_Balancing_individual_and_community_interests.pdf)' at https://jss.org.au/wp-content/uploads/2015/10/Young_people_in_remand_in_Victoria_-_Balancing_individual_and_community_interests.pdf pages 20 to 24 and the Australian Institute of Criminology's '[Bail and remand for young people in Australia: a national research project](https://aic.gov.au/publications/rpp/rpp125/discussion-conclusions-and-recommendations)' at <https://aic.gov.au/publications/rpp/rpp125/discussion-conclusions-and-recommendations>



- poorer school attendance and
 - emotional and behavioural problems interfering with schooling and social activities
- than most young people in the general community.

Relevant to this inspection, rehabilitation of young people at AYDC is by means of individual case management, including education and programs. This is a challenging task because

- generally, the young people who come to AYDC have complex needs and have experienced significant disengagement from mainstream education, with histories of suspensions, expulsions and unexplained absences
- unassessed learning difficulties, levels of acquired brain injury and developmental delays also make it hard for young people to successfully engage with education and rehabilitation programs and
- if a young person has come from a family environment where education is not supported and valued, there is little prospect of them aspiring to education or engaging with, and completing, programs.

Much work goes into individual case plans for young people at AYDC to address these issues and a Centre wide approach is essential to ensure best possible outcomes.

To meet the needs of young people at AYDC, a range of organisations provide services including

- Correctional Primary Health Services (CPHS)⁵ which is responsible for healthcare provision at AYDC and
- the DoE which is responsible for the Ashley School

as well as other relevant government and non-government organisations.

⁵ CPHS is part of the Tasmanian Health Service. CPHS nurses staff the healthcare centre at AYDC and CPHS medical officers from the south of the State provide general practitioner services to AYDC by means of visits and video consultations.



Inspection methodology

Inspection provides independent, external evaluation including analysis of areas that require improvement. It is based on gathering a range of evidence that is evaluated against an inspection framework.

All inspections of custodial centres are conducted against the Custodial Inspector's published inspection standards. The inspection standards are based on international human rights standards, and cover matters considered essential to the safe, respectful and purposeful treatment of people in custody.

The inspection standards specify the criteria for inspection. During the Education and Programs inspection, a number of sources of evidence were used to assess AYDC against the standards. These sources of evidence included

- meetings with senior management from Communities Tasmania
- individual and group interviews and conversations carried out with staff and young people
- documentation including procedural manuals, policies, registers and training documents
- onsite observation by the inspection team, documented by contemporaneous notes⁶
- the engagement of an external expert consultant and
- desk-based audits, research and data analysis.

After an inspection is completed, inspection reports are tabled in Parliament. Prior to tabling, custodial centre management and the responsible Minister are consulted and invited to correct any factual inaccuracies in the report.

How will the inspection team make judgements?

The inspection team will ensure that their judgements are

- **secure** - based on sufficient evidence
- **first-hand** - based on direct observation of processes, detainees and staff⁷
- **reliable** - based on the criteria in the inspection standards
- **valid** - accurately reflecting what is achieved and provided by the relevant custodial centre
- **corporate** - findings reflect the collective view of the inspection team

⁶ The observations, findings and recommendations are limited by the information available, or disclosed, to the inspection team.

⁷ First-hand wherever possible, and if not a direct observations the information relied on will be fact checked and confirmed by another reliable source.



Inspection standards

The *Inspection Standards for Youth Custodial Centres in Tasmania* provide the structure for reviewing and assessing the performance of custodial centres in relation to the treatment of, and conditions for, young people in detention in Tasmania.

The standards were developed taking into account the range of relevant international treaties, covenants, the *Australasian Juvenile Justice Administrators Juvenile Justice Standard 2009*, and the Australian Children's Commissioners' and Guardians' *Statement on Conditions and Treatment of Youth Justice Detention November 2017*.

The standards are based on the *Inspection Standards for Juvenile Justice Custodial Services in New South Wales*. I consulted with the Department of Communities Tasmania and the (then) Interim Commissioner for Children and Young People and his staff to draft and finalise the inspection standards.

Independent monitoring and assessment is important to ensure custodial services are meeting standards. An independent perspective can identify issues – both shortcomings requiring improvement and strengths that can be better utilised – that may not be immediately apparent to the custodial centre, thereby providing a continuous improvement framework.

The inspection standards are publicly available on the [Custodial Inspector's website](https://www.custodialinspector.tas.gov.au/)⁸. The inspection standards relevant to this report are at Appendix 3.

The findings of the inspection team in respect of the Education and Programs inspection standards are summarised below.

⁸ <https://www.custodialinspector.tas.gov.au/>



1 Individual case management

Inspection standards 3.2.2, 3.5, 3.6

Case management and case planning at AYDC were discussed in detail in my *Inspection of Youth Custodial Services in Tasmania 2019: Families, Community and Partnerships Inspection Report*.

Case management aims to identify and address individual needs of young people at AYDC by

- gathering and assessing information about young people to determine their risks and needs
- creating a case plan to provide services to address identified individual risks and needs
- advocating on behalf of the young person where necessary and
- planning a young person's release from AYDC to ensure they are supported in the community to reduce their offending behaviour.

The inspection team was advised that there were four main goals for AYDC case management staff

- 1 look at the young person's behaviour, consider how they can participate at AYDC and *get them to green* on the Behaviour Development Scheme (BDS)⁹
- 2 with input from young people, determine the education and training they will undertake at AYDC
- 3 implement a therapeutic plan and commence counselling and
- 4 promote health and wellbeing for young people at AYDC.

Case planning

Young people undergo a variety of assessments after admission to AYDC including

- a risk questionnaire, completed by the Admissions Officer upon the young person's arrival to determine immediate risks
- health screening including vision testing by onsite nursing staff
- a Secure Care Psychosocial Screening (SECAPS), completed between 48 hours and seven days after admission by case management staff and
- a case management assessment, completed between 48 hours and 7 days after admission, again by case management staff.

⁹ The BDS is referred to in greater detail on page 11 of this report.



These assessments are considered along with

- any previous pre-sentence reports
- any professional reports such as psychological and psychiatric reports
- information from previous admissions to AYDC
- information from the Youth Justice Information System (YJIS) and
- any relevant information from Child Safety Service¹⁰

to determine factors which may have contributed to the young person's offending and to implement an individual case plan for the young person. Staff indicated that there is also input from *a range of significant people in the youth's life* when establishing the case plan.

Generally, the case plan directs the daily management of the young person and their participation in programs while they are at AYDC. The case plan

- considers the young person's educational needs, health, program options and accommodation at AYDC
- outlines plans for the young person upon leaving AYDC including linking the young person with services to address identified needs such as drug and alcohol counselling, mental health services, sexual health services and Centrelink
- includes case plan goals for behaviour and reintegration which are agreed between the young person, their case manager and a youth worker.

Case plans are shared with youth workers in the young person's accommodation unit. Youth workers indicated that this assisted them to better understand the needs of young people in their care and opens up conversation with them about their activities and goals.

Case plan reviews

Case plans are regularly reviewed at weekly Centre Support Team meetings, where a young person's behaviour and participation in education and programs during the previous week is considered. The outcome of that meeting is discussed with the young person by the case manager at the Case Plan Review meeting. Specifically, the young person's case plan goals and the actions they have taken, or need to take, to achieve them are reviewed.

There are two types of case plan goals, related to behaviour and reintegration. Examples of behavioural goals are

- accepting and following AYDC rules and following staff direction
- participating positively in programs
- showing leadership and maturity
- respecting property and

¹⁰ Child Safety Service is a division of the Department of Communities Tasmania. Its role is to protect children and young people in Tasmania who are at risk of abuse and neglect.



- having good interaction with peers and showing respect.

Reintegration goals are the programs for young people at AYDC. These are determined on an individual basis by the assessments for individual case plans. The programs available to young people at the time of the inspection are outlined at Appendix 4. Programs relating to life skills, social skills, education, vocational training and health and wellbeing. Programs are discussed further at 4 Programs and peer support.

Case Plan Review meetings also consider the young person's level in the Behaviour Development Scheme (BDS). The BDS consists of four colour levels, red, orange, yellow and green with red representing the poorest behaviour and green the best. A young person's placement on the scheme reflects their behaviours, participation in programs, general attitude and involvement in any incidents. The aim of the BDS is to improve the behaviour of young people and when the behaviour improves, they move through the colour levels and can earn extra privileges. Colour levels also affect the activities young people can undertake. For example, a young person on the red colour level cannot participate in woodwork or metalwork classes.

Exit planning and through-care

Case management continues until the young person is released from AYDC. Exit plans are designed and implemented to ensure that post-release issues for the young person are identified and, where possible, addressed before the young person is released from custody. Exit planning commences six weeks prior to release and ends with a post-release meeting held two weeks after.

The exit planning meeting is facilitated by AYDC case management staff. The young person attends the meeting and where appropriate, family is invited to participate, as are relevant stakeholders, including representatives from services which will support the young person post-release. A representative from the Ashley School and the young person's Community Youth Justice Worker also attend along with an AYDC youth worker.

The exit plan includes

- release dates
- details of any community orders including the initial Community Youth Justice appointment, frequency of supervision
- the date of the exit plan review meeting
- an overview of the young person's progression through AYDC's BDS and specifically the number of days spent on each colour level
- a summary of all programs completed by the young person during their time at AYDC
- community reintegration, accommodation and education arrangements
- recognised challenges for reintegration – for example peer pressure and drug use – and strategies for how the young person will manage these in the community and
- health information including current medications and any post-release medical appointments.



Inspection standard 3.2.2 makes specific reference to through-care from and to the community. AYDC staff indicated that through-care from the community was good. For example

- community youth workers usually complete the admission form for AYDC when a young person is remanded in custody from court and this provides AYDC with relevant information about the young person's history and background to determine and address their specific needs and
- the young person's relationship with their community youth worker continues whilst they are at AYDC by way of weekly phone calls, and regular contact with their youth worker is part of the young person's case management plan.

With respect to engagement with education services, transitioning young people back to the community was described by AYDC staff as challenging. Young people experience a structured daily routine and they are reasonably well occupied, with many experiencing success at the Ashley School. When young people leave AYDC, however, it is not guaranteed that they can go to a mainstream school and pick up where they left off at Ashley. For example, schools in the young person's residential area may not accept the student back due to previous behaviour and suspension/s. In areas with smaller populations, it is likely there is only one school in the local area and there is no option for the student to attend another school.

While there are flexible learning options in these circumstances, experience has shown that without adequate supports in place, these options are not always successful in maintaining the young person's engagement with education. The inspection team was also advised that some flexible learning options have a waitlist and it is not always possible to have education arrangements in place prior to a young person being released from AYDC.

With respect to other through-care services to address needs such as accommodation, health, work and social services, the inspection team was advised that these are provided by a variety of community organisations including Mission Australia and Save the Children.

AYDC staff indicated that the current exit planning and through-care arrangements work well but ideally, *some bridge from Ashley to the community would be good*. This would require a facility where young people live independently of AYDC but can still access its services and continue education and programs while transitioning back into the community. CYS indicated to the inspection team that a *transition facility* was a high priority for future infrastructure. It was not clear to the inspection team, however, whether current infrastructure projects include a transition facility.

Findings

The inspection team concluded that overall, AYDC has very robust processes for the case management of young people in detention. These processes are well supported by very experienced case management staff and a whole of Centre approach to case management.



Recommendations

It is recommended that Communities Tasmania

1. establishes a transition facility at AYDC for young people to move into and out of custody while providing opportunity for independent living and access to relevant services, education and programs.



2 Infrastructure and daily routine

Inspection standards 3.10, 3.12, 4.4.5, 6.1.5

Inspection standard 3.10 provides for services to be available to all young people in detention, whether sentenced or unsentenced. The inspection confirmed that

- education and programs are available to all young people at AYDC, sentenced and on remand, and
- the case management system for remandees is the same as that for sentenced young people.

Inspection standard 3.12 provides that the structured daily routine at a detention centre should be conducive to the rehabilitation and positive development of young people. The inspection found that this was the case at AYDC.

The AYDC routine of education, training and programs provides rehabilitative and positive development opportunities for young people. Activities are structured between 9:00 am and 4:30 pm each weekday. After 4:30 pm, young people have free time which can be spent in their unit or outside until the evening meal is served around 5:30 pm.

The routine is relaxed on weekends to provide young people with more free time and to create a situation more analogous to what happens in the community. Various activities are available during free time including outdoor activities, access to the fitness gym, MP3 players, television, DVD players, movies and video games. Some of these are used as incentives, and access to some items or participation in some activities is dependent upon a young person's colour level on the BDS.

The infrastructure at AYDC is sufficient to allow activities like school, work, eating, sleeping and relaxation to take place in different settings. This is also supported by community activities, where appropriate, to reintegrate and prepare young people for life outside AYDC. Community activities are subject to risk assessment and approval, and involve youth workers taking young people away from the Centre for such things as coffee at a local café, shopping and appointments.

The routine at AYDC is flexible in order to accommodate visits from family and friends and appointments, both internal and external. As reported in my *Inspection of Youth Custodial Services in Tasmania 2019: Families, Community and Partnerships Inspection Report* it is commendable that staff go above and beyond what would typically be expected to encourage and facilitate visits from family and friends.

Inspection standard 4.4.5 relates to young people having regular access to age appropriate and developmental level appropriate information, entertainment and multi-media¹¹. As indicated above, there are various electronic activities available to young people at AYDC for entertainment during their free time. Access to information is generally by means of the

¹¹ The Cambridge Dictionary defines multi media as - *the use of a combination of moving and still pictures, sound, music, and words, especially in computers or entertainment.*



television and internet, both activities being supervised by youth workers and Ashley School staff.

There was no evidence available to the inspection team of young people accessing multi media or of its use. That is not to say that multi media is not integrated into the Ashley School curriculum or included in programs provided by external service providers, only that the inspection team did not observe that it was accessed or used by young people.

Issues identified

The inspection highlighted that whilst the routine is structured on weekdays, there were concerns about activities to keep young people occupied after hours and on weekends. This was especially the case on public holidays.

Some staff commented that

There are no programs in the evenings or the weekends and there's too much spare time ... the youth should have more options available to them on weekends.

... they only have games or TV ... don't have a lot to do with no access to programs after hours. Weekends are tough and Easter is worse with five days with nothing for youth to do ... after hours it all stops.

There's not enough to do for kids, no access to programs after hours. Easter is the worst - five days of nothing.

There are no programs of an evening or weekend. Programming should be all day and also weekends. There should at least be an option to do programs on weekends, but not compulsory.

Recommendations

It is recommended that Communities Tasmania

2. provides young people at AYDC with additional optional activities and programs after hours, on weekends and on public holidays.



3 Education, training and skills development

Inspection standards 3.7, 3.11, 5.1.1

Education for young people at AYDC is primarily delivered by the Department of Education (DoE) through the Ashley School. Additionally, external service providers deliver

- therapeutic programs
- classes on various subjects and
- practical work experience.

The Ashley School

The Ashley School is staffed by DoE and at the time of inspection, there were ten full time equivalent staff members, including teaching and maintenance staff.

The School operates for 49 weeks of the year. Teaching staff stagger their leave to ensure the School continues to operate, with no more than two teachers on leave at any one time.

There were ten young people in detention when the inspection team visited. The extent to which young people engage with the Ashley School depends on the length of time they are in detention. Many young people are detained for a few days, sometimes only overnight, so there is little opportunity for them to take part in education.

School staff advised the inspection team that they follow a normal school curriculum as much as possible, including sports carnivals, athletics, swimming and library access. Computer work is also part of the curriculum and whilst young people do not have internet access they can undertake internet research at negotiated times, under supervision. The inspection team was advised that the primary role of the school was to engage the students with education

... to get the students to like the school and to want to be here.

The Ashley School philosophy is to bridge education.

When a young person arrives at AYDC, the Ashley School undertakes assessments, including of literacy and numeracy, to identify any learning deficiencies which need to be addressed. This is part of the AYDC induction program which was explained in my previous inspection reports *Inspection of Youth Custodial Services in Tasmania 2019: Equal Opportunity Inspection Report* and *Inspection of Youth Custodial Services in Tasmania 2019: Families, Community and Partnerships Inspection Report*.

Staff indicated that literacy is mainly addressed in the classroom as each lesson is *individually structured for each individual goal of the student*. Staff indicated that the small number of students allows for individual learning plans to be implemented even though students range in age, skill and ability. For some subjects though, particularly mathematics, the range in age and education backgrounds made it difficult because students were at different levels.



Classes also include physical education, woodwork, metalwork, food preparation and handling, and gardening. Pre-apprenticeship courses in hospitality and building and construction are also delivered.

Engaging young people in education also provides an opportunity for staff to address their behaviours and the small class numbers assist with this. School staff described it this way

The hidden curriculum is social maturity.

It's about building relationships and the wellbeing of the student. It's good to get to know the students well and be able to tailor each program to each student.

The expectation of a young person's behaviour by the School, and AYDC, is initially communicated to young people by means of the induction program. The inspection team was advised that Ashley School staff had *discipline contracts with the students* and that the criteria for suspension from the School is based on DoE policy and are the same as those which apply in mainstream primary and secondary schools, and *suspension is a last resort measure*. It was not clear whether *discipline contracts* were documented or agreed between the School and students but youth workers indicated that the Ashley School is *fair and consistent with suspensions*.

School staff meet with AYDC operational staff each morning and are advised of any relevant overnight events which may affect individual students, behaviours and the school day. School staff described this exchange of information as *crucial*. School staff then review the student group numbers for the day and determine which students will be grouped together. For any group of more than three or four students, the School ensures that a teacher assistant is in the classroom to support the teacher.

Student progress against the individual learning plan is reviewed on a day to day basis by School staff, as is student behaviour. As indicated in Case management above, behaviour and participation in education and programs is linked to case plan goals and the BDS. Participation is scored by each facilitator with the score contributing to the young person's colour placement on the BDS.

Youth workers are also rostered to student groups and school staff commented that youth workers sometimes help students with class topics. It appeared to the inspection team that there were good working relationships between youth workers and Ashley School staff. Youth workers indicated that they

...encourage the young people to go to school. We refer them at the management meetings [pursuant to the BDS] if they don't go for the day or miss a program.

When young people choose not to attend school, they are returned to their accommodation unit. Youth workers indicated that when this occurs, the school rings the accommodation unit to find out why young people aren't attending and

...within a day, teachers come to the unit to speak with the young person to find out what's going on and to encourage school attendance.



It was clear to the inspection team that Ashley School staff are passionate about the School and its students and, generally, students engaged well with the School.

Skills development and vocational training

My *Inspection of Youth Custodial Services in Tasmania 2019: Families, Community and Partnerships Inspection Report* identified several courses facilitated through the DoE including the white card (preparation to work in the construction industry) course, safe food handling and driver training to qualify for a learner driver's licence.

That report also identified that AYDC has secured some skills development courses but none had vocational qualifications or statements of attainment following completion. At inspection, staff advised that

Educational outcomes are a bit wishy-washy...they should end up with a certificate. Most get the white card however there needs to be more certificate courses.

Educational outcomes need to...end up with a certificate that has recognition for courses that give grounds for employment later on.

Recent information from AYDC indicates that some young people are accessing vocational training offsite, such as metalwork and welding classes and personal training courses. Participation is dependent upon the young person's level in the BDS, is subject to a risk assessment and forms part of their case plan. AYDC reported that one young person had partially completed a certificate course in fitness while he was in detention and arrangements had been made for him to complete that course after his release. This is commendable. It has provided the young person with a great skill set to return to the community with and has enhanced his employment prospects.

The small farm which is located at AYDC provides some opportunity for work experience for young people with tasks such as mowing, fencing and feeding cattle. With many young people coming from urban communities, however, farm operation skills might not be transferrable to their life outside the Centre, or enhance their employment prospects upon release. The consultant, Ms Pagano, indicated that AYDC's location might provide opportunities for conservation and land management certificate courses, which may offer useful skill sets for young people in both rural and urban communities.

Library access

Inspection standard 3.11 relates to library access for young people in detention. The expectation of this standard is that the library is used for leisure and educational needs and is accessible to all young people, regardless of their accommodation location.

The inspection team was advised that the library is located in the School. Books are available for loan to young people and with the approval of the Centre Support Team, a membership can also be arranged for young people with the State Library of Tasmania. AYDC case management staff will collect State Library book orders from Deloraine for delivery to the borrower.



The inspection team is not aware of any restriction on borrowing from library based on the accommodation of young people. The BDS does not limit the availability of books on any colour level.

Staff advised the inspection team that library borrowings by young people have decreased significantly since a change in routine. In the past, a short period of *quiet time* was scheduled at the end of each school day, but this was stopped because it was considered that AYDC was *isolating* young people for this time. Letter writing by young people to keep in touch with family and friends has also declined since this change came into effect. I am of the view that, provided young people are not left entirely alone, reintroducing quiet time may be conducive to library services being used more frequently. Letter writing may also increase again and while it is not entirely relevant to this inspection, keeping in touch with family and friends is a positive activity for young people in detention.

The inspection standard also provides for supervised use of the internet to develop research skills. Supervised access to the internet is part of the Ashley School curriculum. Young people do not have internet access but undertake supervised internet research at negotiated times.

Relationship with the Ashley School

The Ashley School Principal attends various meetings with AYDC staff, including

- the Multi Disciplinary Team (MDT) meeting, held weekly, focussing on individual case management of young people
- the Centre Support Team (CST) meeting, held each Monday, to review young people's behaviour and program participation and determine their placement on the BDS and
- the Program Assessment Team (PAT) meeting, held at the end of each week, and discussed further at 4 Programs and peer support.

Involving the Ashley School in these meetings allows for a whole-of-Centre approach towards individual case management, including education outcomes. The inspection team was advised, however, that staff absences at the School sometimes made it difficult for the Principal to attend these meetings and given the small number of teaching staff available, it would even be difficult to send a proxy.

There were other issues identified with the relationship between AYDC and the Ashley School. Whilst it appeared there were good working relationships between Ashley School staff and youth workers, the inspection team was advised there was a disconnect between Ashley School staff and other AYDC staff (apart from youth workers). School staff said they

...don't see a lot of centre staff, only the youth workers and they're all really great.

It appeared to the inspection team that AYDC staff were of the view that the Ashley School should primarily focus its efforts on literacy and numeracy with young people, and that life skills courses were preferred by the school because they were *easier than teaching the three Rs*. It was suggested that such courses should be used as *the hook* to literacy and



numeracy. Ashley School staff were of the view, however, that short courses were a motivator for engagement of young people in education and that

...with older residents the general vibe is they feel like they are done with school so it can be hard to motivate them. [We] try and tailor maths to their interests and needs – like how to rent a house or buy a car. Or [we] try to direct them to an apprenticeship or trade. We try to relate their education to life skills.

Similarly, despite indications from youth workers that suspensions were fair and consistent, case management and programs staff advised the inspection team that there were gaps in relation to school suspensions

What criteria does suspension occur at? What determines the length of time? Are there guidelines? ...Does their school work get sent to the unit to be done while suspended? There are no teachers in the unit helping [young people] so they're disengaged. What data is kept on suspensions?

And with regard to returning to school after a period of suspension

What is the process for reintegration into the school plan? Is there any conferencing? In the community there is a formal process for reintegration following a suspension. The kids need to be heard as to why the bad behaviour occurred.

It was agreed by case management and programs staff, as well as youth workers, that with regard to school suspensions

- the Ashley School notifies the Centre Manager and Programs Coordinator when a suspension occurs and
- youth workers write an incident report with Ashley School staff providing a supporting statement in relation to the incident or behaviour resulting in suspension.

It appeared to the inspection team, however, that apart from the youth workers in the classroom, AYDC staff were not familiar with the school's policies and procedures relating to suspensions. These need to be determined and clearly communicated with AYDC so that case management and programs staff are aware of what arrangements need to be made for young people when suspensions occur.

There was also a lack of agreement with regard to determining which young people would be grouped together for education. Ashley School staff advised that

...the school makes recommendations as to who is grouped together. We used to agree [with AYDC staff] but not anymore.

To ensure the best possible education outcomes for young people in detention and for a successful whole-of-Centre approach, there needs to be agreement between AYDC and DoE about these issues, and the direction and goals for education at AYDC generally. At the time of the inspection, there was no such agreement in place, written or otherwise, setting out the expectations for the Ashley School of either AYDC or DoE.



Issues identified

AYDC staff and Ashley School staff indicated that education is critically impacted when there are more than two school staff away at any one time. The Ashley School indicated it was difficult to get relief teachers for either planned leave like holiday leave, or unplanned leave such as sick leave or emergency leave. Staff confirmed that there was a poor history of backfilling teaching positions and often, youth workers *pick up the program* when this occurs by delivering an alternative program to the young person, but this does not address the education needs of young people.

Another issue identified was that for young people who arrive at AYDC from out of home care¹² particularly, engagement in education is difficult because the Ashley School curriculum can either

- repeat the curriculum they have already completed or
- evidence large gaps in the young person's education.

This is because prior to their time at AYDC, out of home care placement changes often require young people to change schools. The order in which schools teach curriculum may differ and it is difficult for young people to engage in education if they are bored, having already completed the curriculum, and they may *struggle to catch up* if there are gaps to be filled.

There was no evidence to suggest that AYDC had any link to employment opportunities with industries and major employers in the community, or to apprenticeship schemes. In this regard, CYS indicated that it is working on *understanding where employment opportunities are currently*. The importance of vocational training to enhance employment opportunities was highlighted by youth workers with one stating that *learning to pay the rent doesn't happen in school*.

Youth workers indicated that more life skills courses, including mentoring courses, would assist young people transitioning back to the community. Some suggested that more opportunities to practise life skills at AYDC would also assist young people, for example in cooking for themselves rather than *having their food prepared for them all the time*.

Recommendations

It is recommended that Communities Tasmania and DoE

3. formalise arrangements for the Ashley School, including the expectations of both agencies as to the School's performance and curriculum, and the incorporation of a whole of Centre approach toward education outcomes for young people at AYDC.

It is recommended that DoE

4. determines policies and procedures relating to suspensions for the Ashley School, including arrangements for education to continue outside of the classroom when young

¹² Where a young person has been subject to a care and protection order in the community and under the care of an appointed guardian or of the Secretary of the Department of Communities Tasmania



people are suspended, and clearly communicates these to AYDC

5. collates data relating to suspensions at the Ashley School and regularly shares this data with AYDC.

It is recommended that Communities Tasmania

6. establishes links with community employers, industries and apprenticeship schemes to increase employment opportunities for young people upon release
7. makes available additional life skills courses, including mentoring courses, to assist young people at AYDC to transition back to the community.



4 Programs and peer support

Inspection Standards 3.4.6, 3.8, 4.4.3, 4.6.4, 5.1.1, 9.7

Apart from the Ashley School curriculum, AYDC programs are coordinated by the Programs Coordinator. AYDC does not deliver any specific program for young people. Rather, staff advised that *AYDC is one big program*. This is supported by AYDC's *Handy Hints for Working with Young People in Detention* booklet states

Everything young people engage in while detained at Ashley must be considered a program.

The Programs Coordinator schedules an active learning program for each young person at AYDC, including the Ashley School and programs delivered by external service providers (government and non-government). Youth workers support these activities by accompanying young people at all times, engaging with them and modelling expected behaviour. The role of youth workers was described to the inspection team as follows

Ashley youth workers...support learning outside of the formal classroom time...The sorts of things youth workers focus on [include] working at improving young people's emotional regulation and challenging behaviours, helping them understand what's going on in their bodies, thinking about what to put in place to keep themselves and others safe. Youth workers help to grow emotional intelligence and practical skills for young people to identify when to take time out.

Programs at AYDC

Programs at AYDC, whether delivered by AYDC staff, the Ashley School or external service providers, are categorised as follows

- Level 1 – sentence administration for low risk offenders, involving young people in constructive activities and integrating them into AYDC routine
- Level 2 – social integration programs for offending not generally considered criminogenic including vocational and recreational pursuits to reconnect with family and the community
- Level 3 – offence focussed criminogenic programs for medium/high risk offenders including substance abuse programs and academic courses to assist future vocational and educational pursuits
- Level 4 – intensive programs for serious and persistent offenders to target factors contributing to offending through clinical assessments both psychological and psychiatric.)

Appendix 4 outlines the programs available to young people at AYDC, at all levels, at the time of the inspection.

Programs are delivered on an as needs basis, where the individual case planning for young people identifies particular programs are required. The aim of programs is to reintegrate young people into the community after they are released and to reduce the risk of reoffending by targeting and addressing contributing factors.



Programs delivered by external service providers and available to young people at AYDC were discussed in detail in my *Inspection of Youth Custodial Services in Tasmania 2019: Families, Community and Partnerships Inspection Report* and include

- Self-Management and Recovery Training (SMART), delivered on a weekly basis by Launceston City Mission to address addictive behaviours
- a mentor visit program by the Aboriginal Elders Council of Tasmania with fortnightly visits and additional programs for school holidays
- one on one mentoring and goal setting visits by Save the Children, at least fortnightly
- the Life Skills Program which includes food preparation, nutrition and cooking
- visits by The Glimarman, an airbrush artist who shares his skills with young people
- volunteer visits by Friends of Ashley to undertake activities such as skateboarding
- a fitness program delivered by Movement Effects Gym
- Drumbeat – a nationally recognised social and emotional learning program to build resilience and emotional regulation, some youth workers at AYDC have been trained as facilitators and
- Love Bites – a nationally recognised respectful relationships education program focussing on sex and relationships and relationship violence.

The benefits of the program services provided by external facilitators were highlighted by programs staff as follows

The advantage of having programs facilitated by 'outsiders' is that it allows a young person to make connections to assist with their transition back into the community on release.

Education is prioritised at AYDC and programs are scheduled outside of the Ashley School timetable to provide opportunities to rehabilitate and engage young people, mentor and guide them, address offending behaviours and develop their interests and potential for when they are released.

As indicated in 1 Individual case management above, participation in programs is linked to case plan goals and progression through the AYDC BDS. As with participation in education through the Ashley School, participation in programs is scored by each facilitator with the score contributing to the young person's colour placement on the BDS.

Inspection standard 9.7 specifically provides that various drug abuse prevention and rehabilitation programs, administered by qualified professionals and targeting different areas and levels of abuse, are used at the detention centre. Delivery of the SMART program by Launceston City Mission is an ongoing arrangement. The program is industry endorsed and focuses on cognitive behaviour therapy and motivational interviewing in a group setting to address addictions and promote behavioural change. The program is widely used across detention centres and prisons in Australia, and in the community.



Facilitator training is industry endorsed and is designed to teach alcohol and drug and mental health practitioners, peers and community volunteers what they need to run SMART Recovery meetings. Facilitators are also provided evidence-based tools for use at the meetings.

Apart from the SMART Recovery program, case management staff will also contact other alcohol and drug services specifically targeting youth if it is deemed appropriate. For example, when AYDC identifies a young person from the west or north west coast of Tasmania as having substance abuse issues, Youth Family & Community Connections (YFCC) is engaged to provide appropriate services on an individual basis.

Program reviews

Inspection standards 3.8.6 and 5.1.1 relate to demonstrable benefits to young people from programs and regular review of programs for effectiveness. The success or otherwise of programs is determined by the Program Assessment Team (PAT).

The PAT meets at the end of each week and is chaired by the Program Coordinator. General members of the PAT include the Case Management Coordinator, Operations Manager, Operations Coordinator and the Ashley School Principal. A quorum of three general members is required for PAT meetings.

The purpose of the PAT meeting is to

- review each individual young person's placement in programs and program groups
- assess the therapeutic benefits to each young person
- assess the risk to the young person, other participants and AYDC staff for continued participation in the program and
- consider current best practice.

PAT meetings are linked to case management – specifically case plan reviews – in that the meetings and reviews ensure individual targeted needs are being met and young people are making positive changes. Together with individual case management, PAT meetings provide opportunity for continual review of programs to confirm they are relevant to the individual needs of young people at AYDC.

Peer support

Inspection standard 3.4.6 requires that a peer support program is in place for young people and supervision is provided for the peer supporter. There was no evidence that a peer support program is in place at AYDC and the inspection team concedes this is probably due to

- the small number of young people held there
- its transient population, especially young people on remand and
- the generally shorter sentences imposed on young people.

With many young people at AYDC returning to custody multiple times for short periods, a peer support program could still be implemented, and tailored to continue if a young person returns to AYDC.



Issues identified

As with education, continuation and completion of programs is a challenge when young people are on remand and there is no indication as to how long they will be at AYDC. This highlights the need for any programs started at AYDC to be included in exit planning to ensure young people can continue participation through to completion after leaving detention.

Youth workers indicated that more programs relating to family violence and sexual health would assist young people to successfully transition back into the community.

Recommendations

It is recommended that Communities Tasmania

8. implements a peer support program at AYDC and, recognising that many young people return to custody multiple times for short periods, tailors the program to continue when they return
9. makes arrangements for programs to be completed in the community after young people leave the Centre, where those programs have only been partially completed
10. provides young people at AYDC with access to additional programs relating to family violence and sexual health.



Glossary of Terms and Acronyms

Term or Acronym	Definition
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AYDC	Ashley Youth Detention Centre
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BDS	The Behaviour Development Scheme, incorporating the incident management scheme and incentive scheme, which is used by AYDC to classify young people based on their behaviours
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CPHS	Correctional Primary Health Service
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CYS	Children and Youth Services, an operational unit of the Department of Communities Tasmania. CYS manages AYDC
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DoE	Department of Education Tasmania. DoE is responsible for the Ashley School
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YJIS	Youth Justice Information System, a detainee record management system for youth custodial centres used by CYS and AYDC
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Appendix 1

Department of Communities Tasmania response to recommendations

Department of Communities Tasmania Comments

The report predominately considers compliance with the Custodial Inspector's Inspection Standards based upon observations gained through an inspection of Ashley Youth Detention Centre (AYDC) on 6 November 2018.

It is acknowledged that the recommendations in the report are largely based upon observation by the inspection team during the onsite visit to AYDC. In addition, a number of other sources were used to assess AYDC against the inspection standards including meetings with Communities Tasmania (CT) senior management, interviews with AYDC staff and young people, review of documentation and the engagement of an external expert consultant.

As considerable time has lapsed since inspection was undertaken, there has been significant progress on several recommendations in the report with many supported as existing initiatives. It was pleasing to see the inspection team noted a robust case management process for young people in detention to meet Inspection Standards 3.2.2, 3.5 and 3.6. This has also been addressed in previous Custodial Inspection reports where comprehensive, well supported and Centre-wide case management processes were acknowledged. While the current exit planning and through-care arrangements work well, CT recognises the need for a bridging facility to assist young people transition back to the community and this is being addressed through the AYDC infrastructure upgrade.

The report found that the routine of education, training and programs provides rehabilitative and positive development opportunities for young people at AYDC and this is supported by appropriate infrastructure and access to community activities. It was noted that while there is a structured routine during the week, there were concerns about the lack of additional optional activities and programs out of hours (including public holidays). CT is pleased to report that since the inspection was undertaken, there have been several new program initiatives implemented after school and on weekends, many of which pertain directly to employment opportunities.

CT has commenced discussions with DoE to develop a targeted MOU to formalise a fit for purpose curriculum and educational approach for young people at AYDC. In addition to the established collaborative Centre meetings involving AYDC and DoE, the MOU will contribute towards a whole of centre approach to the education of young people at AYDC.



The report noted that there was no evidence of AYDC having links to employment opportunities or to apprenticeship schemes. CT is pleased to report that in the last 20 months since the inspection was undertaken, AYDC has made connections with a number of employers and apprenticeship schemes and is in the process of developing links with other youth organisations. This work is ongoing as AYDC continues to develop these relationships. Progress has also been made against these standards in relation to life skills courses (Recommendation 7) as AYDC have engaged a chef/TAFE trainer once a week to assist young people develop life skills through cooking, budgeting for meals, food handling and storage. Further opportunities to improve life skills are provided through a gardening program and the living skills module in Changing Habits Reaching Targets (CHART).

Inspection Standard 3.4.6 requires a peer support program to be in place for young people however the report concedes that this is not in place at AYDC due to the low number of residents, its transient population and the generally shorter sentences imposed on young people. While this recommendation is supported in principle and will be considered by AYDC, it may not be practical to implement a peer support program at this time.

As noted in the report, AYDC provides a wide range of structured programs which are delivered on an as needs basis and linked to individual case planning. These programs aim to reintegrate young people back into the community after they are released and to reduce the risk of reoffending. Many of these are delivered by external service providers which provide young people with further connections to the community upon release. The report identified that continuation and completion of programs in the community after the young person leaves the Centre is a challenge and that arrangements should be made to facilitate this (Recommendation 9). AYDC is working closely with external service providers such as NDIS, Save the Children, Community Youth Justice, Child Safety and Department of Education to assist young people transition to the community and continue with any programs or goals upon exit.

Since the inspection was undertaken, AYDC have introduced opportunities for young people to engage in additional programs relating to family violence and sexual health (Recommendation 10) such as Shark Cage, Protective Behaviours and counselling provided through Laurel House. An additional sexual health program provided by Correctional Primary Health Services (CPHS) will also be considered.

Overall, the recommendations in this report will help inform policies, programs and procedures that will contribute to improved education and program opportunities for young people at AYDC.

CT would also like to provide the following update to the information in the report:

- Page 16 of the report refers to Ashley School operating for 49 weeks of the year and staff staggering their leave. The school has since changed its teaching structure to correspond with other schools and now operates on four terms.



Responses to Recommendations

Recommendation	Response/Acceptance Level
1. That Communities Tasmania establishes a transition facility at AYDC for young people to move into and out of custody while providing opportunity for independent living and access to relevant services, education and programs	Supported - Existing Initiative A stepdown unit is planned as part of the redevelopment commencing at AYDC in October 2020. This will involve refurbishment of the Bronte building into independent and semi-independent living which will encourage and develop key life skills for residents as they transition out of the Centre. There is also a plan to increase collaboration with accommodation services such as Housing Tasmania, Housing Choices and Transitional Accommodation Support Services to improve independent living options for young people upon release from AYDC.
2. That Communities Tasmania provides young people at AYDC with additional optional activities and programs after hours, on weekends and on public holidays	Supported - Existing Initiative This is an area being further developed, with some after-hours activities already in place, and planning underway for young people to be offered additional activities and programs after school, on weekends, school holidays and public holidays. Young people currently have access to fitness classes during the week and occasional weekends and it is proposed this will continue to be offered at least twice a week and again during the weekend. Additionally, young people are involved in weekly/fortnightly unit challenges which explore team work, considers themes, experiential opportunities and raises awareness (eg ice bucket challenge for motor neurone disease awareness). There are various programs currently being organised to coincide with public holidays. An example is ANZAC day activities – attending a dawn service, offering an obstacle course and improving knowledge through replication of the experiences endured by soldiers. It is planned to invite sporting organisations to engage young people to participate in a variety of sporting clinics such as football, soccer, cricket basketball and netball. AYDC is also planning to connect with a variety of youth organisations such as Army Cadets, Naval Cadets Scouts and Girl Guides to support further programs and activities. A program for young people to develop foundation work skills is being developed and will be provided outside of hours. It is proposed that young people will have the opportunity to be involved in animal husbandry, weekly chores, maintenance and farm work.



Recommendation	Response/Acceptance Level
3. That Communities Tasmania and the Department of Education formalise arrangements for the Ashley School, including the expectations of both agencies as to the School's performance and curriculum, and the incorporation of a whole of Centre approach toward education outcomes for young people at AYDC	Supported - Existing Initiative The Department of Education (DoE) are part of several collaborative Centre meetings with AYDC Case Management and Operations. This includes Program Assessment Team (PAT) meetings which are held on a weekly basis and discuss program/educational groups, learning plans, individual timetables and behavioural issues. DoE are also involved in Multi-Disciplinary Team (MDT) Meetings which are held for the purpose of assessment, review and monitoring and also acts as a referral forum to address the needs of all young people. Referral is often for a young person to be on an individual timetable to meet a young person's learning needs. Its further purpose is to optimise health outcomes, address other risk factors and to plan for the young person's return to the community. Discussions to develop a targeted MOU with DoE to formalise a fit for purpose curriculum and educational approach for young persons at AYDC have commenced. The arrangements and practices will complement the proposed therapeutic practice framework and operating model which DoE staff have participated in the development of, to ensure an achievable whole of Centre approach.



Recommendation	Response/Acceptance Level
6. That Communities Tasmania establishes links with community employers, industries and apprenticeship schemes to increase employment opportunities for young people upon release	Supported AYDC, Communities Tasmania is attempting to develop working relationships with employers in various industries to assist young people to undertake work placements and develop their work skills. This is being undertaken as a Community Development opportunity to establish community links specific to the various regions. An example of this has been assisting a young person to obtain an apprenticeship in engineering/fabrication trade. Initially the young person commenced a work placement which progressed to an apprenticeship. A connection has been made with Mas National (which supports workforce employment opportunities) and Australian Apprenticeships. AYDC is in the process of developing links with other youth organisations. This includes Rural Youth, where potentially young people will have the opportunity to engage in work experience. This work is ongoing as AYDC continues to develop these relationships.
7. That Communities Tasmania makes available additional life skills courses, including mentoring courses, to assist young people at AYDC to transition back to the community	Supported - Existing Initiative AYDC is working with community service providers to assist in developing life skills for young people. Presently a qualified chef/TAFE trainer is working at the Centre every Friday to assist young people develop life skills through: group and individual cooking sessions; teaching young people how to prepare meals on a limited budget; understanding how to package and store food; appropriate food handling; and how to read a grocery catalogue. A gardening program is offered to young people which aims to address criminogenic needs and risks through mentoring. This occurs through conversations about external influences and risks. The young people are also involved in planting, harvesting produce and garden construction and maintenance. Young people can complete the discretionary module of living skills in Changing Habits and Reaching Targets (CHART) which includes budgeting and shopping lists.



Recommendation	Response/Acceptance Level
8. That Communities Tasmania implements a peer support program at AYDC and, recognising that many young people return to custody multiple times for short periods, tailors the program to continue when they return	Supported in Principle Given the low number of residents at AYDC, shorter sentences and transient population, the implementation of a peer support program does create some challenges for AYDC as young people are transitioning in and out of the Centre for brief periods. This will be given further consideration.
9. That Communities Tasmania makes arrangements for programs to be completed in the community after young people leave the Centre where those programs have only been partially completed	Supported - Existing Initiative AYDC is working closely with external service providers (NDIS Justice Liaison Officer, Save the Children, Community Youth Justice, Child Safety, Education Department, Tasmanian Aboriginal Corporation) to assist young people to transition from detention. This includes strengthening the exit process and ensuring young people continue with any program or goals upon exit. An example of this is AYDC facilitating completion of a fitness course which was commenced in detention and completed by the young person after release. The young person was provided with support options post release which enabled him to fulfill his course obligations. The NDIS Justice Liaison Officer is a new position which provides additional support in all domains of life to young people who have been assessed as having a disability during and post detention.



Recommendation	Response/Acceptance Level
10. That Communities Tasmania provides young people at AYDC with access to additional programs relating to family violence and sexual health	Supported - Existing Initiative There are several new initiatives now in place since the inspection was undertaken. Young people are provided with an opportunity to engage in additional programs to address their needs: This includes Shark Cage - a practical training to assist females to decrease the likelihood of further revictimization of domestic violence. This has been offered on an individual basis but can also be conducted as a group training. Protective Behaviours is being offered through the Department of Education to assist young people develop healthy respectful relationships. This is currently a weekly program involving all young people residing at AYDC. Laurel House (Sexual Assault Support Service) is currently providing group training and individual counselling to individuals on a weekly basis during the school term. It is planned to liaise with Correctional Primary Health Services (CPHS) to provide sexual health programs in the future.



Appendix 2

Department of Education response to recommendations

Department of Education Comments



Responses to Recommendations

Recommendation	Response/Acceptance Level
3.. That Communities Tasmania and the Department of Education formalise arrangements for the Ashley School, including the expectations of both agencies as to the School's performance and curriculum, and the incorporation of a whole of Centre approach toward education outcomes for young people at AYDC	Supported Communities Tasmania and Department of Education have met and agreed to progress joint work in ensuring an aligned and coordinated approach to the operations and responsibilities of the school and centre in terms of provision in the areas of education, addressing recidivism, social emotional development and further training and employment opportunities. The school and the centre are working together on a number of whole of centre approaches to supporting the young people at AYDC. This area has seen considerable improvement in the last 12 months. The Department of Education through Learning Services has partnered with Ashley School in a Targeted Support Partnership and one of the focus areas is to ensure regular / timely Briefing Notes are provided to Deputy Secretary Learning regarding updates in this area which can be discussed with Deputy Secretary Communities for discussion and further planning as required.
4. That the Department of Education determines policies and procedures relating to suspensions for the Ashley School, including arrangements for education to continue outside the classroom when young people are suspended, and clearly communicates these to AYDC	Supported A further focus of the Targeted Support Partnership is the review of the Ashley School Respectful Student Behaviour Policy. Work has begun in establishing an agreed upon approach to behavioural consequences and language between the school and the centre and processes for ensuring differentiated educational provision during times of suspension. This will be formalised in the revised school documentation which will be shared with the centre. Currently the school and the centre have an agreed upon approach which is consistent and aligned with departmental policies.
5. That the Department of Education collates data relating to suspensions as the Ashley School and regularly shares this data with AYDC	Supported This is occurring through regular Ashley School and AYDC meetings and data is appropriately stored in DOE Student Support System platform



Appendix 3

Inspection standards

Service Delivery

- 3.2 All custodial arrangements for young people must reflect a youth-focused philosophy and be operated independently of adult prisons.**
 - 3.2.2 The detention centre has a clear focus on developmental needs, links to family support, through-care from and to the community as well as the specific needs of individual young people.
- 3.4 Induction begins within 24 hours of the young person's arrival at the detention centre and upon its completion all young people understand the detention centre's routines and how to access available services and support.**
 - 3.4.6 There is a peer support program to support young people and supervision provided for the peer supporter.
- 3.5 Each young person must have in place a detailed case management plan executed by an appropriately trained caseworker within two weeks of their admission to the detention centre.**
 - 3.5.1 Each young person has an individual youth worker allocated to them who they can go to on a daily basis for advice or help.
 - 3.5.2 All young people and appropriate family members should be actively involved in the young person's individual case management.
 - 3.5.3 A through-care approach to case management should be coordinated across the whole detention centre as well as between the detention centre and the community.
 - 3.5.4 The case management plan must be based on the young person's needs and should follow an appropriate and realistic timeline.
 - 3.5.5 While the majority of young people will be of school age and so require education, there needs to be sufficient flexibility to ensure other needs are addressed as well, for example, therapeutic programs, family contact, and legal advice.
 - 3.5.6 Case management is also provided for young people who return to custody multiple times for short stays and enables previously started activities to be continued, where appropriate.
 - 3.5.7 The young person's caseworker should ensure they review the case management plan no less than once per month, and more frequently for more complex cases.



3.6 Arrangements for the young person's accommodation and access to relevant education, health, work, and social services must be finalised before the young person is released from the detention centre.

- 3.6.1 Where appropriate, release planning should commence when the young person enters custody, based upon the needs and risks identified through assessment.
- 3.6.2 There should be a step-down process leading up to a young person's release, including external activities, day release, or similar options and connection with external community agencies.
- 3.6.3 Preferably all young people should have some community experiences, external to the detention centre, prior to release.
- 3.6.4 All young people should have a discharge interview and plan to ensure they are aware of any relevant requirements they may have following release, together with appropriate services and contacts in the community.
- 3.6.5 Young people should leave detention with their immediate needs met, including having education arrangements, accommodation, transitional support structures and contacts in place.
- 3.6.6 Preparation for young people with serious and enduring mental health problems should ensure that they continue to be managed appropriately on release.
- 3.6.7 Suitable clothes and bags are available on release to young people who do not have them.

3.7 All young people are engaged fully in a program of education, learning and skill development to meet their individual needs.

- 3.7.1 Program development and delivery is based on research and evaluation outcomes.
- 3.7.2 A detailed education plan should be developed in conjunction with the young person as part of their case management, following a thorough assessment of their needs and abilities.
- 3.7.3 Learning plans should contain clear goals and be used to record and review the young person's progress.
- 3.7.4 Young people are permitted and encouraged to continue their schooling whilst in detention.
- 3.7.5 Young people can also access vocational programs that will develop their potential for when they are released.
- 3.7.6 Education and training programs are equal to the standard available in the community to enable continuity and recognition of prior learning.
- 3.7.7 The range of educational and training programs can accommodate the disparate needs of the young people in the detention centre.
- 3.7.8 Sentence status does not impinge on access to education and training.
- 3.7.9 A range of teaching methods should be available and should not be limited to the classroom environment.



3.7.10 High quality learning support is available for those who need it to make progress. Those who do not progress are assessed further and supported accordingly.

3.7.11 Up to date technology and mass media should be available.

3.7.12 Exclusion from education is used only as a last resort and where a young person is excluded, appropriate learning activities are provided.

3.7.13 Young people who refuse to attend education activities are monitored closely. Case management plans addresses such difficulties and works toward them undertaking relevant education as soon as possible.

3.8 A range of evidence-based treatment programs to address the identified risks and needs of young people in detention should be made available.

3.8.1 Programs offered to young people in custody should have the aim of improving the skills of the young person and reducing their likelihood of reoffending. In addition to addressing their criminogenic needs, programs and education should aim to better equip them for life when they are released.

3.8.2 Drug and alcohol awareness programs are available for at risk young people.

3.8.3 Drug and alcohol dependent young people have a suitable program drawn up based on a thorough assessment.

3.8.4 Psychosocial interventions are integrated with clinical treatment.

3.8.5 In addition to treatment programs, targeted interventions may include personal development and life skills programs, or personalised programs such as counselling or 'buddy' programs.

3.8.6 Interventions and programs are regularly reviewed and where practicable, externally evaluated for effectiveness.

3.8.7 Details of progress and achievements during all activities undertaken in custody are kept and made available in a timely manner, particularly for presentence reports, parole hearings and to support post release arrangements.

3.10 The unsentenced status of remanded young people should be respected in the way they are treated while in detention. Remandees must have no less access to services, activities and amenities as sentenced young people, and be able to access additional services required in line with their remand status.

3.10.1 Wherever possible young people on remand are housed in domestic style, normalised accommodation to maintain their status as innocent until proven guilty.

3.10.2 Unless it would cause disadvantage or distress, remanded young people are kept separated from sentenced young people.

3.10.3 Remandees are encouraged to access programs that may be beneficial for them.

3.10.4 Remandees have unlimited access to legal advisers and are kept aware of all relevant information regarding their court case.



3.10.5 Remanded young people are able to access assistance with accommodation and support for re-entry into the community in the same way as sentenced young people and at a level appropriate to their needs.

3.10.6 Efforts are made to maintain functional connections to the community for remandees, including additional visits and phone calls and continuation of study activities where possible.

3.10.7 Remandees' case management system is the same as that of sentenced young people.

3.11 Young people have access to a library which meets Australian standards and are encouraged to use it frequently.

3.11.1 The library stocks a range of books for a range of reading abilities.

3.11.2 The library is used for both leisure reading as well as supporting young people's educational needs.

3.11.3 Young people not in their normal location, for example, in separation or health care, are also provided for.

3.11.4 Young people are encouraged to develop their research skills, including supervised use of the internet.

3.12 The detention centre should have a structured daily routine conducive to the rehabilitation and positive development of young people.

3.12.1 Activities in the detention centre should provide a regular routine with regular work, training and study activities during the week and a more relaxed routine on weekends.

3.12.2 Work, study, relaxation, eating, and sleeping should take place in different settings.

3.12.3 Various activities are available during 'free time' to reduce boredom.

3.12.4 Security procedures do not unnecessarily disrupt the routine of activities.

3.12.5 The routine of activities is flexible enough to accommodate family visits, appointments, and special events.

Family and community

4.4 The importance of peer interaction and social contact to healthy development should be recognised during custody.

4.4.3 Programs targeting peer-based offending should be available.

4.4.5 Young people should have regular access to information, entertainment, and multi-media appropriate to their age and developmental level.

4.6 Special considerations should be made for young people who are parents or who have parental responsibilities.

4.6.4 Developmentally appropriate relationship and sexual health programs, and programs on parenting skills and health should be available to all young people regardless of their parental status.



Partnerships

- 5.1 The detention centre operates in partnership with both government and community organisations to ensure that programs and activities offered are effective and based on evidence and good practice.**
- 5.1.1 The provision of education, training and skills is developed and well coordinated with external organisations and leads to demonstrable benefits for young people.

Infrastructure

- 6.1 Detention centres are not oppressive environments and are designed to be used flexibly to allow young people to feel safe and comfortable.**
- 6.1.5 There are sufficient multi-purpose and single-purpose activity rooms and spaces to meet the need for education, programs, visits, interviews, recreation and leisure activities.

Health and wellbeing

- 9.7 The detention centre uses specialised drug abuse prevention and rehabilitation programs administered by qualified professionals.**
- 9.7.1 These programs are adapted to the participants' profiles, risks and needs to ensure that they promote the best chance of rehabilitation.
- 9.7.2 Various programs are available and target different areas and levels of substance abuse.



Appendix 4

Program details

The following table has been copied from documentation provided to the inspection team at the onsite inspection. It outlines the programs available to young people at AYDC at the time of the inspection.

AYDC REINTEGRATION GOALS

Level 1 Programs Involve young people in constructive activities that promote integration		
Goal	Description	Program/Action
Life Skills	Accommodation	- Exit Planning - Ashley School English for Living Course “Moving House” module
	Budgeting	- Hospitality - Khrin Sa - Ashley School Grade 8 & 10 Course (English – “Moving House” module)
	Centrelink	- Exit Planning - Employment Search with Life Work Skills Program - Youth Allowance Information
	Drivers Licence	Khrin Sa
	Family Planning	- Programs - Sexual Health Sessions (Family Planning Tas and AYDC Clinical Nurse Consultant) - Khrin Sa Parenting Program
	Home Leave	- Eligibility through BDS - Request to CST
	Parenting	- Whitelion Mentoring - Khrin Sa Parenting Program - Family Planning - Reading Relevant Books
	Voting	- Exit Planning - Information - Ashley School



Level 2 Programs Promote community integration, vocation and recreational pursuits to reconnect with family and the community		
Goal	Description	Program/Action
Social Skills	Community Expectations	• Exit Planning • Youth Justice Services • Discussions with Youth Workers
	Etiquette/Manners	• Unit Staff • Social Skills Programs • Life Work Skills Programs
	Relationships	• Sexual Health Education • Reading Relevant Books • Discussions with Youth Workers
Physical & Recreation	Health and Physical Education	• Ashley School • Ashley School Elective • Khrin Sa Programs • Team Sport • PCYC • Self-Motivation
	Recreational Activities	• Sport Based Programs • Vertigo • HPE • Unit Challenge



Level 3 Programs Reduce the risk of reoffending by targeting substance abuse, pro-offending attitudes and peer and family influence		
Goal	Description	Program/Action
Education	Drug and Alcohol	- Sessions with Alcohol and Drug Services - DEN - Red Cross "Talk out Loud" Program - Psychologist - Drumbeat
	Grade 10 Short Courses	- Ashley School - English for Living (10 Units) - Maths for Living (10 Units)
	Literacy	- Reading Program - Literacy Packages - Library Books - Grade 11 & 12 English
	Numeracy	Numeracy Packages
Vocation	Automotive Course	- Electrics - Small Engines - Car Detailing - Polytechnics through Ashley School
	Employment	- Life Work Skills - Work Experience - Whitelion - Trade Skills - Off-property
	Horticulture	Ashley School
	Hospitality	Ashley School
	Off Property Work	- Eligibility through BDS - Request CST
	OH&S Course	- Polytechnics through Ashley School - Coffee Course
	Resume Preparation	- Ashley School - Exit Planning - Khrin Sa Career Planning - Life Work Skills
	Work Experience	- Eligibility through BDS - Request CST - Liaise with Program Coordinator
	Welding Course	Polytechnics through Ashley School



Level 4 Programs Address the seriousness of the risk and consequences of reoffending by targeting contributing factors through a rigorous clinical assessment		
Goal	Description	Program/Action
Health and Wellbeing	Psychologist	• Referral • Choices



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