



Thriving Kids

Advisory Group Report

Summary

Part 4





Australian Government

Department of Health,
Disability and Ageing

The Australian Government Department of Health Disability and Ageing wrote this.

We say **DHDA** for short.

When you see the word **we** it means DHDA.



We wrote this in an easy to read way.

We use pictures to explain some ideas.

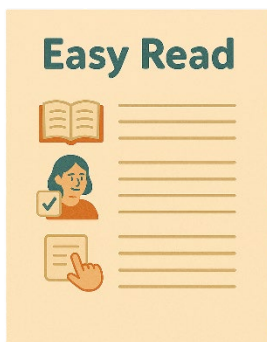
Bold

We have some words in **bold**.

Not bold

This means the letters are thicker and darker.

These are important words.



This is an Easy Read summary of another document.

This means it has the most important ideas.



We can answer any questions by email.

Email us

thrivingkidssecretariat@health.gov.au



You can ask for help to read this document.

You can ask

- A friend
- Family members
- A support person.



We recognise Aboriginal and Torres Strait Islander people as the **Traditional Owners** of the land we live on.



They were the **first people** to live on and use the

- Land
- Waters.

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About this document



This is a summary of the **Thriving Kids Advisory Group** report.

We call them the **Advisory Group** for short.



An advisory group is a group of people who

- Share their **expertise**
- Go to meetings
- Help make decisions.

Expertise is knowing a lot about something.



The Advisory Group wrote a report about **Thriving Kids**.



Thriving Kids

- Are new supports
- Will be different to the NDIS.

It will support children who

- Are 8 years old and younger
- Have **developmental delays**
- Have autism
- Need some support.

It will also support families and carers.



Developmental delays are when

- Someone might be slower to **develop** than other people their age.

Develop means learning how to do things.

They might need extra help with

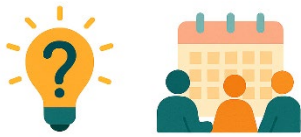
- Talking
- Moving
- Their emotions.



This document is split into 4 parts.

Part 1

Part 1 talks about



- Why we need Thriving Kids
- The Advisory Group.

Part 2

Part 2 talks about



- Who Thriving Kids is for
- Knowing when children need support.

Part 3

Part 3 talks about



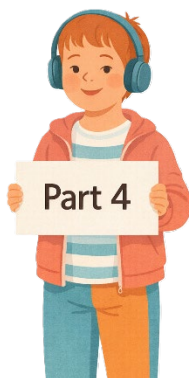
- Different kinds of Thriving Kids supports.

Part 4

Part 4 talks about



- Key workers
- Important community groups
- Other things that will work to help Thriving Kids.



This is **Part 4**.

Key workers



The Advisory Group said that some

- Children
- Families

Using Targeted Supports might need **capacity building supports.**



This means supports that help build

- Skills
- Confidence
- Ability

For children and families.



Some children and families might need help

- From 1 worker
- Working with lots of workers.

Children who have lots of workers in their life may need to use a **Key Worker.**



Key Workers could be part of **Targeted Supports**.

Targeted Supports are part of Thriving Kids.



The Key Worker could

- Be the main person the family talks to



- Help **coordinate** services

Coordinate means making lots of different things all work together.



- Support setting **goals**

Goals are things you want to do.



- Help with **transitions** like going to school.

Transition means to change from 1 thing to another.

Assistive Technology



The Advisory Group thought some

- Children
- Families

Using Targeted Supports might also need help with

- Getting **low cost assistive technology**.



Low cost means things that do **not** cost a lot of money.



Assistive technology could be things to help children

- Speak
- Move
- See
- Hear.



These could be things to help with

- Communication



- Moving



- **Sensory** needs

Sensory means how you take in information from the world around you.

This can be how you

- See
- Hear
- Taste
- Smell
- Feel things on your skin.



- **Independence**

Independence means doing things on your own.



Allied health workers could help with these things for Thriving Kids.

Allied health workers support people with their health.

They can be people like **occupational therapists**.

We call them **OT** for short.



Allied health workers could

- Look at what would help the child and family

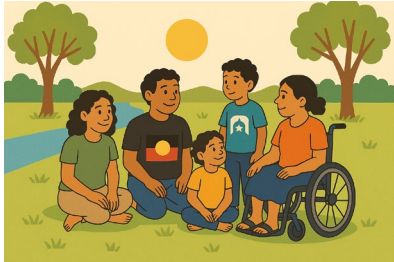


- Teach people how to use the things



- Check they are working for the child and family.

Important community groups



The Advisory Group said that

- Governments should think about how some important community groups could use Thriving Kids.

Like

- First Nations families



- Families from different cultures



- Children living away from their parents.

This is call **out of home care**.

First Nations families



Thriving Kids should

- Support First Nations children and families to work on **Closing the Gap**.

Closing the Gap is a plan to make life better for First Nations people in Australia.



Services should be

- **Culturally responsive**

Culturally responsive means respecting peoples

- Rights
- Cultures
- Traditions.

This helps people feel safe to be themselves.



- Led by First Nations communities.



The organisations doing the services should be

- Aboriginal Community Controlled Organisations



- Aboriginal Community Controlled Health Organisations



- Aboriginal Medical Services.

Families from different cultures



Thriving Kids should support families

- From different cultures



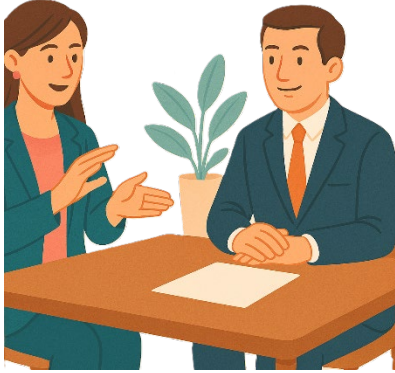
Services should be

- Culturally responsive



They can do this by having

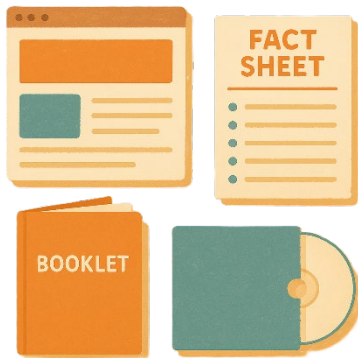
- Easy to understand information



- **Interpreters**

Interpreters help change words from 1 language to another like Auslan.

Auslan is Australian sign language.



- **Resources** in different languages

Resources are information that tell someone a way to do something.



- **Flexible** ways of doing services

Flexible means something that can change easily for different people.

Children living away from their parents



Children who are living away from their parents need supports that are



- Culturally responsive



- **Coordinated** with other government services.

Coordinate means making lots of different things all work together.



They could be services like

- **Child protection**

Child protection helps children who are

- In danger
- Not being looked after properly.



- Education.

Other things that will work to help Thriving Kids



The Advisory Group thinks

- Other things could help make Thriving Kids work well for
 - Children
 - Families.



This could be with things like better

- **Digital tools**
- Resources.



Digital tools are online things that can help

- Children
- Families

Get the support they need.



The government could also

- Get more workers



- Have more training



- **Cultural capability**

Cultural capability is knowing how to

- Be respectful
- Talk to people

From different cultures.



- **Supervision**

Supervision helps workers

- Do their job safely
- Make sure their work is respectful
- Are **culturally responsive**
- Meet each persons needs.



- Working together

With all the **systems**.

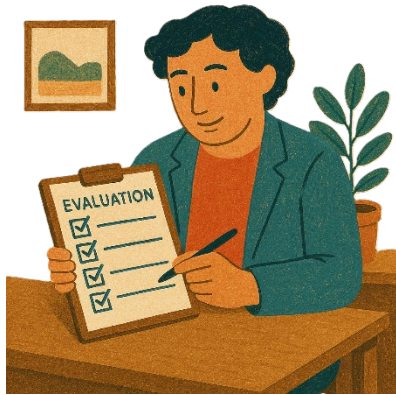


Systems include everyone that works together to support people with disability.

Including

1. All the workers
2. Services
3. Rules
4. Government
5. Mainstream services

Evaluation



The Advisory Group said that **evaluation** is very important for Thriving Kids.

Evaluation means you look at what

- Went well
- Could be done better.

You can do an evaluation of a

- Service
- Program
- Plan.



Evaluation should

- Have all the things it needs to be done well

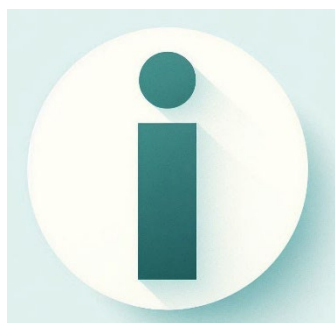


- Be easy to understand

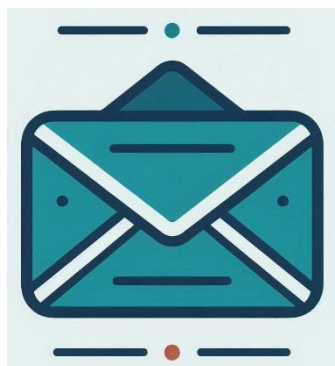


- Find ways to make things better.

Contact us



You can contact us if you **need more information**.



You can send us an email.

thrivingkidssecretariat@health.gov.au



You can look at our website.

www.health.gov.au/committees-and-groups/thriving-kids-advisory-group

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January 2026.