

12 Final summary report and recommendations

This section should include the following documents:

12.1 Final summary report

(completed by assessor and a copy provided to the applicant)

12.1 Final summary report and recommendations

The following issues should be covered:

12.1.1 Applicant Details

Name(s)

Address

Contact phone

Email

12.1.2 Assessment Activities undertaken

- Interview Exchange Session
- Interview A
- Interview B
- Interview C
- Interview D
- Interview E
- Session with children of household
- Health check
- Police check
- Housing check
- Personal references
- Other

12.1.3 Name of assessors

12.1.4 Household profile

(A photograph of the family can be attached to report)

- a. Kinship diagram showing the members of the household and their relationship to each other.

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- b. Brief description of each household member (e.g. name, age, educational achievements, current occupation, particular experience or characteristics relevant to future foster care placements).

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- c. Any other comments about this household relevant to the capacity to meet the needs of children or young people in care.

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12.1.5 Summary of Competency

Competency A: Attitudes and connections

Element	Indicators	Element Assessed as Met? <i>"Yes", "No" or "Not yet"</i>
A1. Motivation to be a carer	<ul style="list-style-type: none"> ▪ Motivation to be a carer is consistent with meeting the child's needs ▪ Meeting the applicant's own needs is not the dominant motivation 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
A2. Network of support	<ul style="list-style-type: none"> ▪ Applicant can identify a network of people who can provide practical and emotional support when they have a child in their care ▪ Applicant can describe a time when they appropriately sought and received emotional support ▪ Applicant can describe a time when they appropriately sought and received practical assistance ▪ Applicant can realistically identify the potential impact of being a carer on their current activities and connections 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
A3. Cultural awareness	<ul style="list-style-type: none"> ▪ Applicant is aware that their culture influences their beliefs and behaviours ▪ Applicant appreciates and respects difference 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
A4. Impact on carer's children (if applicable)	<ul style="list-style-type: none"> ▪ Applicant can recognise potential impact of their care for another child on their own children ▪ Applicant can identify appropriate strategies to address impact on their own children ▪ Children of carer are aware of and support the application 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet


Competency B: Personal resilience

(This competency needs to be assessed separately for each applicant)

Element	Indicators	Element Assessed as Met? <i>"Yes", "No" or "Not yet"</i>
B1. Attachment	<ul style="list-style-type: none"> ▪ Applicant demonstrates capacity for empathy and seeing other needs ▪ Applicant has experienced a number of positive and enduring relationships in their life ▪ Applicant can provide context or reason for any absence of long-term family relationships in their life ▪ Applicant understands the impact of a child's early experience of care on that child's long-term development 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
B2. Trauma, grief and loss	<ul style="list-style-type: none"> ▪ Applicant can identify the impact of trauma, grief or loss in their own life ▪ Applicant's life history is not dominated by unresolved trauma, grief and loss ▪ Applicant has capacity to reflect, learn and grow from adversity ▪ Applicant recognises that trauma, grief and loss is experienced by children in care 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
B3. Dealing with stress	<ul style="list-style-type: none"> ▪ Applicant can identify their personal response to stress ▪ Applicant is not currently experiencing stress that dominates their life ▪ Applicant has used appropriate strategies to deal with stress that may arise from being a carer ▪ Applicant uses humour appropriately to diffuse situations 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
B4. Relationship with partner <i>(if applicable)</i>	<ul style="list-style-type: none"> ▪ Applicant describes their partnership in positive terms ▪ Applicant is provided with emotional support by their partner when they are dealing with challenging situations ▪ Applicant identifies constructive process of decision making within partnership ▪ Applicant identifies appropriate patterns of dealing with conflict with their partner ▪ Applicants' history of their relationship is congruent ▪ <i>(if same sex couple)</i> Applicant identifies potential issues to be considered when placing a child in their care 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
B5. Fertility <i>(if applicable)</i>	<ul style="list-style-type: none"> ▪ Applicant can identify the impact of not being able to have children on their life ▪ Applicant's life is not dominated by the wish to have own child 	<input type="checkbox"/> Yes <input type="checkbox"/> No

	<ul style="list-style-type: none"> Applicant recognises that being a foster carer is not the same as having a child of one's own 	<input type="checkbox"/> Not yet
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Competency C: Team work

Element	Indicators	Element Assessed as Met? "Yes", "No" or "Not yet"
C1. Work within the case plan framework	<ul style="list-style-type: none"> Applicant recognises that they are one part of a part of a team in caring for the child Applicant understands the place of a case plan in guiding decisions about the child 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
C2. Working with birth families	<ul style="list-style-type: none"> Applicant understands that birth family members can be very significant to a child in care Applicant can identify strategies that could assist in making a child's contact with their birth family a positive experience 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
C3. Life story work	<ul style="list-style-type: none"> Applicant understands the role of a carer in helping a child in care keep a record of their life experiences Applicant identifies strategies to safely store memorabilia for a child in care 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
C4. Promoting the positive identity of a child in care	<ul style="list-style-type: none"> Applicant recognises the importance of identity to children in care Applicant can identify ways of encouraging a child in care to take pride in their own cultural and gender identity 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
C5. Aboriginal cultural competence 	<ul style="list-style-type: none"> <i>(Only if being assessed to take care of an Aboriginal child or young person)</i> Applicant is an active participant in formal and informal networks in an Aboriginal community Applicant understands Aboriginal kinship systems and the concept of "family" in an Aboriginal context Applicant can identify Aboriginal community organisations and key people providing services to Aboriginal children and young people 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
C6. Advocacy skills	<ul style="list-style-type: none"> Applicant can communicate clearly, and clarify information when necessary Applicant uses skills of assertive communication appropriately Applicant identifies their personal response to conflict Applicant describes appropriate strategies they have used to resolve conflict and misunderstandings 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet

Competency D: Child focused care

Element	Indicators	Element Assessed as Met? "Yes", "No" or "Not yet"
D1. Provide emotional care	<ul style="list-style-type: none"> ▪ Applicant demonstrates ability to relate and show appropriate affection to a child ▪ Applicant can describe the importance of listening carefully to children, so they can express their needs and feelings ▪ Applicant understands that a child in care may have a limited capacity to connect with and respond to a carer 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
D2. Strength based and flexible response to children	<ul style="list-style-type: none"> ▪ Applicant understands how the needs of a child can vary with their stage of development ▪ Applicant demonstrates that they can nurture a child's strengths and abilities ▪ Applicant can demonstrate their experience in using a range of strategies to respond to a child in a way which takes account of the child's particular personality and situation. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
D 3. Manage behaviour	<ul style="list-style-type: none"> ▪ Applicant recognises that the behaviour of children in care can reflect trauma, grief and loss issues ▪ Applicant identifies appropriate strategies to encourage positive behaviour changes 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
D4. Participation and decision-making	<ul style="list-style-type: none"> ▪ Applicant can identify importance of children being involved in decisions that affect them ▪ Applicant identifies strategies to appropriately encourage a child in care to participate in decision making 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
D5. Promote educational engagement	<ul style="list-style-type: none"> ▪ Applicant understands the importance of educational engagement for children in care ▪ Applicant identifies strategies to encourage a child to engage with schooling 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
D6. Understand adolescent behaviour	<ul style="list-style-type: none"> ▪ Applicant understands that adolescent is a time of developing identity, so a child in care who is separated from their own birth family may have particular struggles at this stage ▪ Applicants understand that adolescents often engage in risk taking behaviour and challenging behaviour. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet

Competency E: Safe environment

Element	Indicators	Element Assessed as Met? "Yes", "No" or "Not yet"
E1. Impact of abuse, including	<p><i>(If applicant has experienced abuse)</i></p> <ul style="list-style-type: none"> ▪ Applicant identifies the impact of abuse on their own 	<input type="checkbox"/> Yes

sexual abuse	<p>life (All applicants)</p> <ul style="list-style-type: none"> ▪ Applicant understands the links between abuse and neglect, and development of trust and empathy ▪ Applicant discusses abuse, including sexual abuse, appropriately without being overwhelmed by grief, anger, embarrassment or other strong emotion ▪ Applicant identifies strategies to care for a child who has experienced abuse 	<input type="checkbox"/> No <input type="checkbox"/> Not yet
E2. Establish appropriate house guidelines	<ul style="list-style-type: none"> ▪ Applicant understands the importance of establishing house guidelines to so children feel safe from sexual or physical abuse ▪ Applicant identifies guidelines they will use within their home to help a child in care feel safe 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
E3. Responding to very challenging behaviour	<ul style="list-style-type: none"> ▪ Applicant recognises their personal response to difficult and challenging behaviour ▪ Applicant recognises that physical punishment is not an acceptable response to challenging behaviour of children in care ▪ Applicant identifies appropriate strategies to manage their personal response to difficult behaviour ▪ Applicant understands the responsibility of agencies to investigation any allegations of abuse in care 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
E4. Confidentiality	<ul style="list-style-type: none"> ▪ Applicant understands that children in care have a right to confidentiality ▪ Applicant demonstrates the concept of exchanging information on a “need to know” basis 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
E5. Commitment to on-going learning	<ul style="list-style-type: none"> ▪ Applicant identifies challenges that may arise for them in being a foster carer ▪ Applicant identifies strategies to develop further skills in providing care 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet
E6. Provide a safe physical environment	<ul style="list-style-type: none"> ▪ Applicant’s home meets the minimum standards required for an out-of-home care placement ▪ Applicant identifies the importance of appropriate health and hygiene practices at home. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet

12.1.6 Comments on any other issues

12.1.7 Applicants preferred options

Attach copy of 11.1 Applicants preferred options

12.1.8 Recommendations**Should this applicant be approved as a foster carer at this stage?***(mark one)* Yes No**If no**, what steps could be undertaken to address concerns?
If yes:

- What type of care should approval being given for (respite, short-term, long-term)
- Numbers, ages and gender of children for which approval to care is given
- Any special conditions or consideration impacting on care arrangements
- What on-going training needs have been identified as a priority?
- Level and type of support provided to foster carer through agency, including 24 hour and emergency contacts, training opportunities
- Other avenues of support available to carers eg foster carer support organizations
- Process of review of suitability

Attach: Copy of carer agreement to sign

12.1.9 Final summary report and recommendations provided to applicant(s)

The applicant(s) have read the final summary report and recommendations, and have had the opportunity to make any final or dissenting comments below

Signed: Applicant (1)

Applicant (2)

Applicant(s) comments *(if applicable)*

12.1.10 Approval documentation *(mark when completed)* Approval of recommendations by authorised agency personnel

Signature

Date