

# LIFETIME WELLBEING MODEL FOR NEW ZEALAND CHILDREN

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## Disclaimer

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Access to the data presented was managed by Statistics New Zealand under strict micro-data access protocols and in accordance with the security and confidentiality provisions of the Statistic Act 1975.

These findings are not Official Statistics. The opinions, findings, recommendations, and conclusions expressed are those of the authors, not Statistics NZ.

**“the current system is failing to provide the safe, stable and loving care that children need, and is not supporting them to fulfil their potential as adults.”**

- EAP REPORT (2015)

Modelling **all** children

**Wellbeing**, not liability

Recognition that  
**wellbeing is complex**

Consider the **present**  
as well as the future

# CHILD WELLBEING DOMAINS

## SAFETY



Children are safe, and feel safe

## SECURITY



Children enjoy sufficient financial, natural and social resources to thrive

## CONNECTEDNESS



Children understand who they are, where they belong, and their connection to whānau, culture and community

## WELLNESS



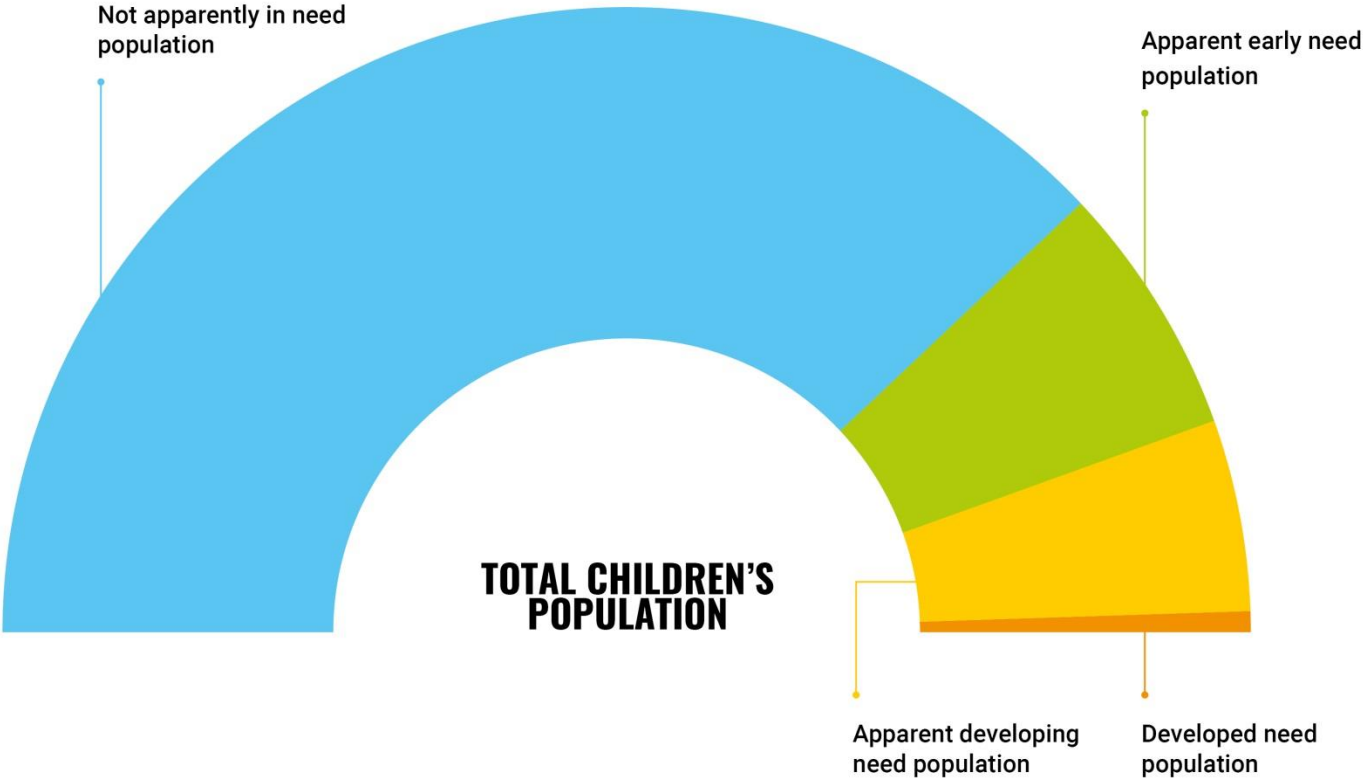
Children enjoy the best possible physical and mental health

## DEVELOPMENT

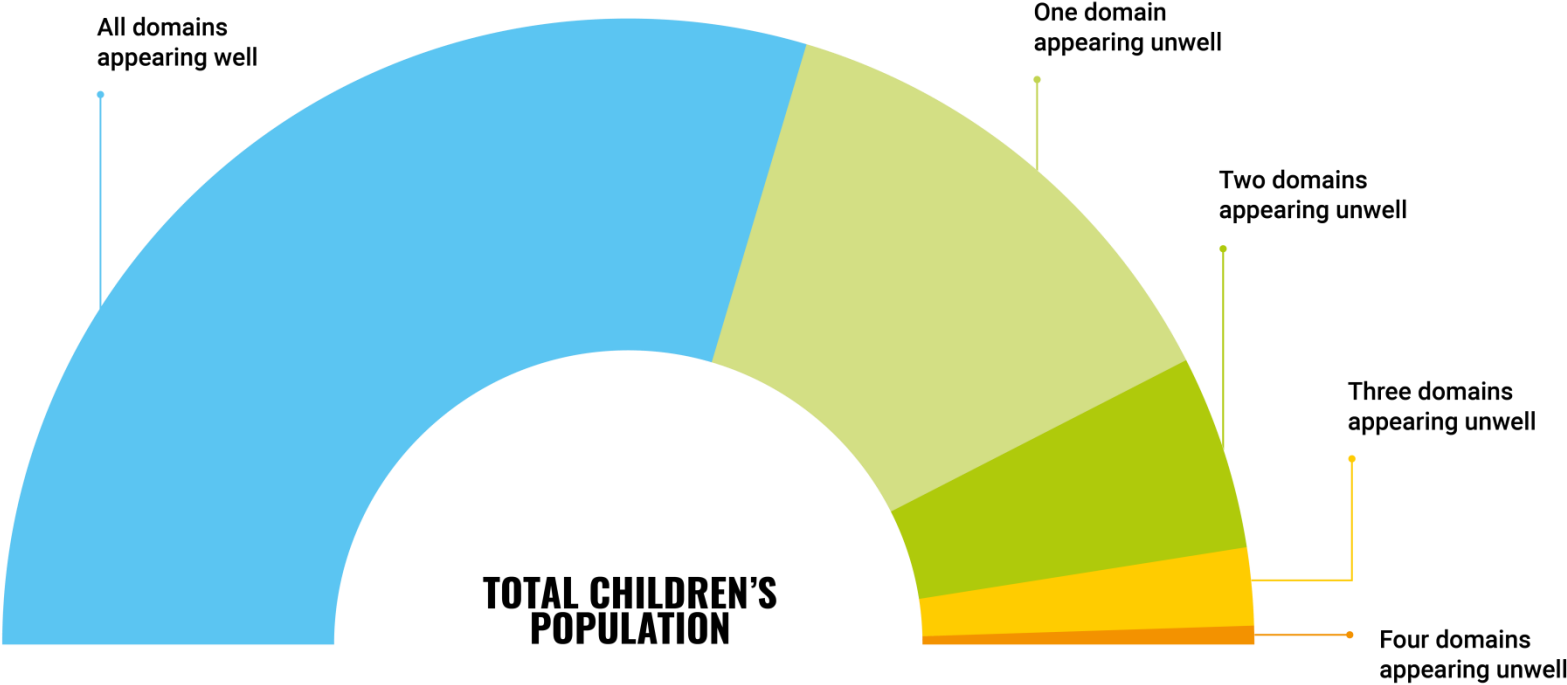


Children have the skills and knowledge to live good lives and meet their aspirations

# CHILD WELLBEING

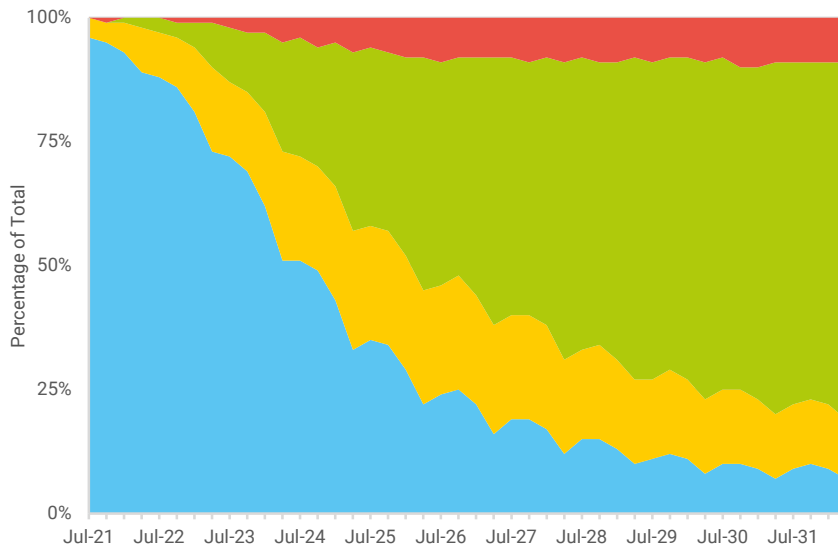


# CHILD WELLBEING

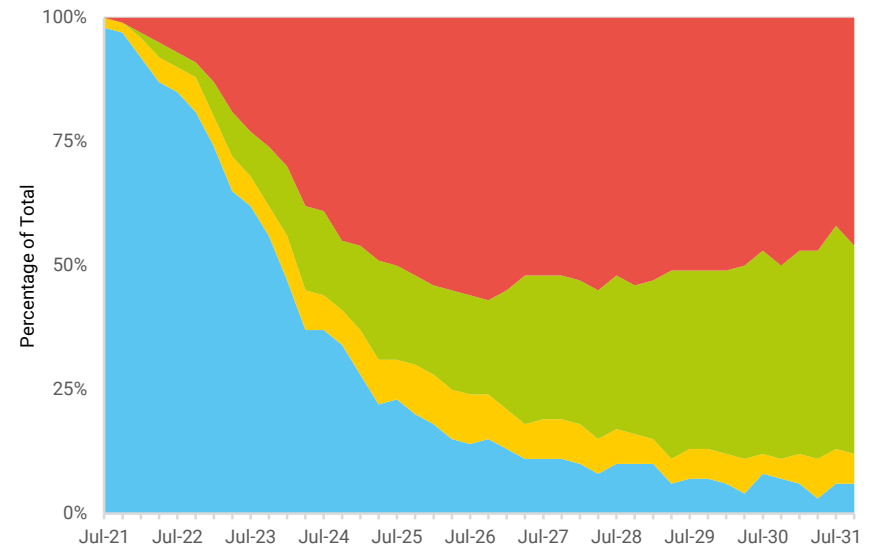


# FUTURE OUTCOMES FOR CHILDREN

## Not in Need



## Currently in Placement



■ In Education   ■ In Education and Employed   ■ Employed   ■ On Benefit



# HOW DOES THE MODEL SUPPORT THE AGENCY AND THE SECTOR?



Underpinned by the modelling, evidence and research to provide a holistic, child-centred, system-wide view over the near and long term

# SCENARIO – RAISING THE AGE



Extending family/whānau and foster care to 17 year olds provides more support for children in long term care during their final year of school

Engagement in employment and further education is expected to increase over ages 18-19...

More children are expected to remain in school and complete secondary education

... but improvements in longer term education, employment and other wellbeing areas depend on transition support as young people enter their 20s



