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<b>Title of project</b>	The Australian Child Wellbeing Project
<b>Title of report</b>	Are the kids alright? Young Australians in their middle years
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<b>Abstract of report</b>	The Australian Child Wellbeing Project (ACWP) asked young people about their lives and wellbeing during this crucial period. Wellbeing can be seen as comprising a broad range of objective circumstances that young people experience, social relationships that they engage in, and their perceptions of these circumstances and relationships. This summary report focuses on four factors that have emerged as important influences on young people's wellbeing: hunger and severe deprivation, missing school, experience of pressure from schoolwork, and support networks that protect young people's wellbeing.
<b>Link to report (if available)</b>	<a href="http://australianchildwellbeing.com.au/sites/default/files/uploads/ACWP_Final_Report_2016_Short.pdf">http://australianchildwellbeing.com.au/sites/default/files/uploads/ACWP_Final_Report_2016_Short.pdf</a>
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<b>Link to project website</b>	<a href="http://australianchildwellbeing.com.au/">http://australianchildwellbeing.com.au/</a>
<b>Implications for education jurisdictions and schools</b>	The manifestations of low wellbeing are evident in matters of direct concern to policy. Marginalised young people who go hungry, miss school or experience high pressure from schoolwork are likely to miss out on opportunities for healthy development and strengthening their human capital. The disadvantage that they experience in childhood may follow them into adulthood. Governments now recognise that addressing these complex issues requires joined-up approaches that reach across policy silos. For example, schools cannot on their own address hunger

or frequent absences, but they have a direct interest in reducing them. Australian governments need to agree on a set of priorities for young people in their middle years, and especially marginalised young people, that encompass opportunities for their healthy development. This includes development of their human and social capital, of which academic achievement is just one element. Policy can act most directly on objective issues such as hunger and missing school. Investment in targets such as these will advance young people's capabilities in the space of health, human capital development, and wellbeing. But in order to act effectively, governments should foster an appreciation of the complex roots of these problems. Governments need to develop policies that are sensitive to the needs of young people who are marginalised, and the role that family and social networks can play in supporting them. This suggests it is necessary to consult with young people on their aims and aspirations, and the challenges they face in realising them.