


Department of Education

# Community of Practice – Out of home care and Mental health

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Queensland  
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Department of Education

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# Every student succeeding

The Department of Education's *Every student succeeding – State Schools Strategy 2020 - 2024* shared vision is to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.



## Every student succeeding State Schools Improvement Strategy 2020–2024

### Our priorities

- Success and wellbeing for all children and students through each stage of learning in an inclusive education system.
- Continuous improvement in teaching, learning and assessment of the Queensland Kindergarten Learning Guideline, the Australian Curriculum and the senior syllabuses.

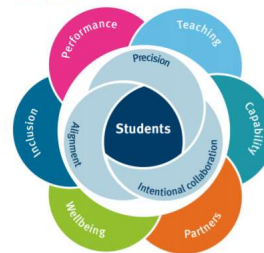
### Our measures

- Achievement
- Engagement and wellbeing
- Transitions

### Our principles

- **Alignment** – our shared understanding of the Queensland Kindergarten Learning Guideline, the Australian Curriculum, the senior syllabuses and the policies that govern our work.
- **Precision** – how we use evidence to identify the 'right work' and do the 'work right' by planning, implementing, monitoring and reviewing.
- **Intentional collaboration** – the deliberate actions we take to work, learn and improve together.

### Our focus



### School Improvement Model




### Our guiding questions

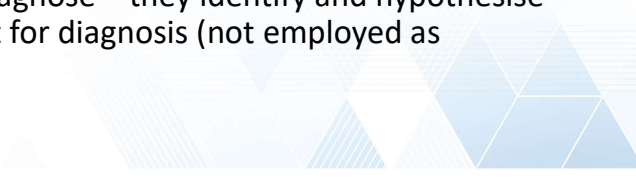
1. How are students going in their learning?
2. How do we know?
3. What are we doing to improve students' learning?
4. How do we know it is working?

Queensland state schools commit to providing opportunities for every Aboriginal and Torres Strait Islander child and student to achieve success by walking with First Nations people to teach and celebrate local histories and cultures.




## The role of the school GO

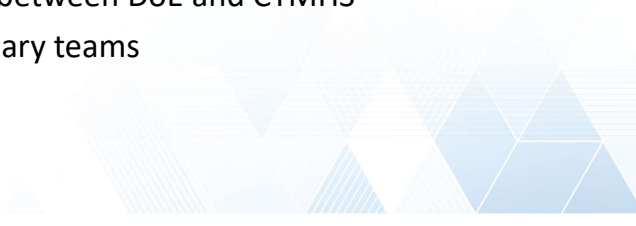
- All schools have access to a GO however not all schools have a regular or fulltime GO service
  - Service agreements are developed at the start of each school year according to school needs as identified by the principal
  - Works in collaboration with school staff and regional staff to develop support plans and interventions focusing on the educational needs of the student
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- Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs.
  - Provide a counselling and referral service to assist students in decision making about critical educational, personal, social, emotional and career development
  - GOs do not diagnose – they identify and hypothesise and triage out for diagnosis (not employed as psychologists)
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## Assessments

- Referrals for assessment requests are received by the school support team and are prioritised by school
  - Assessment is requested because student is identified, within school context, as having ongoing learning attainment difficulties
  - WISC-V, WPPSI-IV and/or other assessments *may* be completed dependant on GO certification
  - Assessments inform strategies for education adjustments for learning
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## SER Mental health support


- School Learning and Wellbeing Framework and links with the Principal Advisor Mental Health – whole school practices and strategies
  - Regional Guidance Officer Mental Health – individual and student specific support for young people transitioning from hospital programs into education pathways (school or other)
  - EdLinq – link between DoE and CYMHS
  - Multidisciplinary teams
  - SCAN
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## Safety planning for students

Schools can complete many different planning documents to support student safety, including but not limited to:

- Behaviour risk assessment tool – Safety and wellbeing
- Individual behaviour support plan
- Individual student safety plan
- Playground plans/provisions
- Individual self management plan
- Check-in check-out plans

There is some flexibility in the plans that schools utilise to support student needs.




## In class supports and plans

There are many school-based supports and plans including but not limited to:

- Individual intervention
- Group intervention
- Differentiated programming
- Flexible learning arrangements
- Individual curriculum plans

All of these focus on student access to and engagement in education within a safe, supportive and disciplined environment.



## Education support plans

- Eligible student in out-of-home-care should have an Education Support Plan (ESP) that is developed collaboratively
- CSO involvement is integral at ESP development and review meetings
- ESP function is to assist eligible young people in OOHC to reach their full academic, social and emotional potential
- Guidance Officer is often (but not always) the ESP contact and case manager for students in OOHC

## Student disciplinary absences

- SDAs include suspension, exclusion and cancellation (participation phase)
- Website of resources available at <https://behaviour.education.qld.gov.au>
- A regional case manager is allocated for a 20 day suspension proposing exclusion – parents/CSO can contact for advice
- ‘In school suspension’ does not exist – suspension by definition under legislation means that the student is unable to physically attend the school site
- Principals as the decision makers consider individual and contextual circumstances in decision-making

## Part-time educational program

- A part-time program is provided when a student is enrolled in a school, but attends on a part-time basis
- The principal (as the Director-General's delegate) is responsible for approving that the student is participating in a part-time program, after considering all options available
- A part-time program may be considered appropriate, such as when a student is returning from an illness and requires support for their health and wellbeing, or where a student requires support to settle into school

## Flexible learning arrangement

- A flexible arrangement allows for all or part of a student's educational program to be delivered by an alternative education provider, where it is in the best educational interest of the student
- A flexible arrangement can occur on or off the school site, and the program should be equivalent to the student's full-time participation
- Principal as delegated officer ensures the proposed flexible arrangement is appropriate, having regard to the student's individual needs and circumstances, learning outcomes, and any other matter

## Improving attendance

- School based representative will be the case manager for a student in care – this may include a guidance officer, year level coordinator, deputy principal
- Case Manager will facilitate regular stakeholder meetings where attendance will be discussed if identified as a concern – strategies identified
- Consistent communication to all stakeholders regarding updated placement details, orders, case workers, etc is critical
- Referrals can be made by school staff to the regional engagement in learning team

## Supporting student needs

- Students with DoE verification are provided additional support through decision-making at a school level. These students will have an IEP.
- Verification process for students with disability reflects significant adjustments that are made on a daily level within the school setting, not within the home
- Process exists for NDIS providers to request access to students during school hours
- Schools do not complete assessments for NDIS purposes however existing reports can be provided to parents to share with NDIS practitioners



- DoE does not recognise specific learning disorders as a verifiable disability category.
  - Foetal Alcohol Spectrum Disorder
  - Dyslexia
  - Social and emotional impact of trauma
- Trauma informed practices are employed by many schools
- Many regional staff support schools in developing and implementing inclusive practices including:
  - Principal Advisor Student Protection
  - Principal Education Officer – OOHC
  - Principal Advisors Autism
  - Principal Advisor Inclusion
  - Inclusion Capability Facilitators
  - Senior Guidance Officers
  - Indigenous Education Team

## Questions?

