

## DRAFT Out-of-Home-Care (OoHC): ENA Process Flowchart for Schools

Out-of-Home Care (OoHC) refers to the care of children and young people aged 0 to 18 years who are unable to reside with their primary caregivers and placed with alternative caregivers on a short or long-term basis. OoHC can be arranged formally or informally. Informal care refers to care arrangements made without intervention by statutory authorities of courts, while formal care follows Department of Families, Fairness and Housing (DFFH) Child Protection involvement and leads to statutory OoHC.

**Every student in formal statutory OoHC for three months or longer requires an Educational Needs Assessment (ENA).** For a comprehensive overview of the ENA process please refer to the [ENA-Guidelines-Catholic-schools-edition-Updated-September-2021](#)

<b>Before Enrolment</b>	<p><b>OoHC student is newly enrolled in a school, or a student who currently attends the school has entered a court ordered OoHC</b></p> <ul style="list-style-type: none"> <li>Principal to contact LOOKOUT Principal, Department of Families, Fairness &amp; Housing (DFFH)</li> <li>Principal to enrol student (when requested by DFFH / LOOKOUT) without delay (if not already enrolled)</li> <li>School to contact DFFH - legal court orders, guardian documentation, including authority to provide consent</li> <li>Assign Designated Teacher and Learning Mentor roles and responsibilities at your school <a href="#">ENA Roles and responsibilities reference guide</a></li> </ul>		
<p><b>Step 1</b></p> <p><b>Within one week of enrolment</b></p>	<p><b>Initial Program Support Group (PSG) Meeting</b> <a href="#">ENA Initial PSG meeting minutes template (2021)</a></p> <ul style="list-style-type: none"> <li>Determine the information required to assist with maximising the educational development support requirements of the student</li> <li>Commence the ENA process (link will be added)</li> <li>Contact previous school/early childhood service to request transition information, including ENA documentation</li> </ul> <p><b>PSG Members may include:</b></p> <ul style="list-style-type: none"> <li>Principal, Designated Teacher, Learning Mentor, Learning Diversity Leader/Student Wellbeing Leader, Aboriginal and Torres Strait Islander school rep, relevant CEB team members the wellbeing team the and Aboriginal and Torres Strait Islander EO, DFFH rep, Parent/Carer, Student</li> </ul>		
<p><b>Step 2-4</b></p> <p><b>By week 10 of initial enrolment</b></p>	<p><b>Information Gathering and Review</b></p> <ul style="list-style-type: none"> <li>The Learning Diversity Leader/Student Wellbeing Leader or Designated teacher (as chosen by the school) undertakes collection, review and analysis of information regarding the students educational requirements and strengths</li> <li>involves members of the PSG sharing relevant information with the school</li> <li><a href="#">ENA Examples of information to be collated (2021)</a></li> </ul>		
<p><b>Step 5</b></p> <p><b>By week 12 of initial enrolment</b></p>	<p><b>Program Support Group (PSG) Meeting – ENA Focus</b></p> <ul style="list-style-type: none"> <li>Review all reports and available information</li> <li>Ensure a Culture Plan is developed by DFFH or the Aboriginal Community Controlled Health Organisation (ACCO) that is responsible, if the student is Aboriginal and/or Torres Strait Islander</li> <li>Determine whether the information available is sufficient to inform the development of a comprehensive Personalised Learning Plan (PLP)</li> </ul>		
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<p><b>Each Term</b></p>	<ul style="list-style-type: none"> <li>PSG review each term with student having regular engagement with Learning Mentor</li> <li>Regular engagement between student and the Learning Mentor</li> </ul>		