**OoHC Whole School Approach Checklist**

**This checklist provides some suggested ideas to create an Out of Home Care Support Team to promote a whole school approach to supporting our LOOKOUT Designated Teachers and students in OoHC to improve their educational and wellbeing outcomes.**

**Further resources are available from the CEB Wellbeing Team by accessing the** [**SharePoint OoHC Resource page**](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Out-of-Home-Care.aspx?web=1)

Your school’s OoHC Support Team may be made up of suitable staff members from your school cohort which may include;

* Principal/Leader
* Designated Teacher
* Learning Mentor/s
* Wellbeing Leader/ MHWL/ Counsellor
* Learning Diversity Leader
* Classroom Teacher/s
* Aboriginal and Torres Strait Islander Cultural Support Staff
* Student /Parent/Carer Voice Representatives

By using a traffic light approach, this checklist can be used as a **school improvement assessment tool** if used each term during the school year.

**At each review, two goals can be set by the group to improve response, practice and culture based on a whole school approach for students in OoHC**.

The traffic light approach is a simple method that highlights the school’s current situation and work that may need to be addressed in the future. The colours represent the amount of work undertaken on each indicator.

* Green: on track
* Yellow: some work being undertaken
* Red: yet to be addressed or implemented

| **No** | **Checklist Suggestions**  | **Green: on track****Yellow: some work to be undertaken****Red: yet to be implemented** | **Comments/ Resources** |
| --- | --- | --- | --- |
| 1. | The OoHC Support Team is aware of the Partnering Agreement for students who are in formal statutory OoHC care and the following obligations to be fulfilled* Allocation of Designated Teacher
* Allocation of Learning Mentor
* Provision of at least four PSG’s per year
* A quality PLP is in place and reviewed each term
* Completion of an Education Needs Analysis (ENA) status report and final ENA written report

The OoHC Support Team understands the various Child Protection Order definitions and understands the difference between formal statutory and informal care arrangements [Child Protection Orders - definitions (2024)](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/CEBWellbeingTeamResources/EY9XWf4_JalInEXxZ54a8ywB7-fDGcaunrjsiT1IiiwSeQ?e=YLxAVp) |  |  [Out-of-Home Care Education Commitment - Partnering Agreement (2018)](https://catholiceducat728.sharepoint.com/%3Ab%3A/s/CEBWellbeingTeamResources/EZpXD2Vr_AJJpAzUqqY7G8oB2r4Bxtq4Y50CqZqygAhRiQ?e=4GGeUx)[ENA Guidelines Catholic Schools Edition (2021)](https://catholiceducat728.sharepoint.com/%3Ab%3A/s/CEBWellbeingTeamResources/EYserilJehZJuW3dco-M3hUBnBqn8KY2VKZftLTFMEtijQ?e=hDmrgU) [ENA Roles and Responsibilities Reference Guide](https://catholiceducat728.sharepoint.com/%3Ab%3A/s/CEBWellbeingTeamResources/ERS1d5SjqIBAk47cbahWkKsB_8pg7ft_PespQLfKWchFkw?e=FR8HMJ)[ENA Initial PSG Meeting Minutes Template (2021)](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/CEBWellbeingTeamResources/EVMDDGLZjqBOvcJCLffOu7UBjCuV8vry48uXrgKzFTs4zg?e=rpmXRS)[ENA Status Report Template](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/CEBWellbeingTeamResources/EWpxPBeocRdKsW7YDiNIw-YBMHtP0RU2D41Nn9-he802cA?e=O3EH3q) [ENA Written Report Template](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/CEBWellbeingTeamResources/EbPw5hf74YlCt3UktqUOww4B8W_80jy9-vbSnlMN11EWCw?e=0dB5rr) |
| 2. | Members of the OoHC School Support Team are aware of all available support resources relating to OoHC including* The online LOOKOUT Hub (provided by the Department of Education)
* CEB Wellbeing Team SharePoint Resource Page
* CEB Wellbeing Team Education Officers and Staff Members
* CEB Aboriginal and Torres Strait Islander Education Officers
* CEB internal wellbeing services referral process via ROSAE for assessment/review requests regarding any additional concerns
 |  | Online LOOKOUT Hub: staff must first register by completing the details within the following link:  [Link to register for the LOOKOUT Hub](https://courses.deafeducation.vic.edu.au/register?sgid=bf28b8fa6bd144f9b1ad3118bc606cab). Once registered ongoing access to the site can be accessed here: [LOOKOUT Hub](https://lms.educationapps.vic.gov.au/courses/912/files/2395035?wrap=1) [LOOKOUT Education Support Centre contact details](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/Wellbeing488-WellbeingProjects/ESv61VwkDaBHniZYcrysqAQB6qz-_jg7OZjw7ZbUzwbV3w?e=1ArCZc) [CEB Schools Out-of-Home-Care (OoHC) Reference Guide (2025)](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/CEBWellbeingTeamResources/EVspHmoA8YRJsz1TU-zNtsIBKCmxMduavDcocbNKzm5Q8Q?e=ZCVgdB)[CEB SharePoint OoHC Resource Page](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Out-of-Home-Care.aspx%23aboriginal-and-torres-strait-islander-students)   |
| 3. | Members of the OoHC School Support Team have opportunities to regularly meet to discuss how the school supports students in OoHC |  |   |
| 4. | Members of the OoHC School Support Team have attended training provided by the LOOKOUT Centre |  | Contact [LOOKOUT Learning Advisor](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/CEBWellbeingTeamResources/EXPPIrM7xHVIvpnKlj42MvYBesS4HPYn6fyG7FgI0iALxw?e=xKLqPW) for dates for upcoming training throughout the school yearCEB school newsletter will also advertise any upcoming training |
| 5. | Members of the OoHC School Support Team understand the cultural requirements for students who identify as First Nations.* All schools have a responsibility to support First Nations students’ culture within the local school environment.
* A Cultural Support Plan is developed by DFFH or the allocated Aboriginal Community Controlled Health Organisation (ACCHO). The ‘educational component’ of the Cultural Support Plan may be shared with the school (with consent of the student) to further inform aspects of the PLP.
* If the student identifies as First Nations, ensure that the Aboriginal and Torres Strait Islander school representative (if the school has this role) and the CEB Aboriginal and Torres Strait Islander EO are engaged in all support processes.
* Schools are invited to have the CEB Aboriginal and Torres Strait Islander EO attend the initial PSG meeting and review the PLP to support appropriate cultural responsiveness
 |  | [Aboriginal and Torres Strait Islander student cultural requirements](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Aboriginal-and-Torres-Strait-Islander-Students.aspx)[Cultural Support Plan](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/CEBWellbeingTeamResources/ER6B4HN3JNBDsb4ljX2af30BO8s6Qw8LvgpmV9CXWp4Mvw?e=c8VSvZ)[LOOKOUT Cultural Support Plan template example](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/CEBWellbeingTeamResources/ER6B4HN3JNBDsb4ljX2af30BO8s6Qw8LvgpmV9CXWp4Mvw?e=uMcvJf) |
| 6. | Members of the OoHC School Support Team understand the role of the Designated Teacher and assists the Designated Teacher and Leadership to complete the statewide Partnering Agreement’s data which is gathered via an online survey twice per year  |  | [Designated Teacher Handbook](https://catholiceducat728.sharepoint.com/%3Ab%3A/s/CEBWellbeingTeamResources/Ebht3FvINAtIpBt7ArLSr90Bpc2qbv8AfYViyy8YrsAV8A?e=kPSPuC)[CEB School OoHC Student Monitoring Template](https://catholiceducat728.sharepoint.com/%3Ax%3A/s/CEBWellbeingTeamResources/Ea19hrdUaU1Auh3IlTDnAm0BU69IhXKPy3jQYUxQn2pB8g?e=4orGs2)Contact [LOOKOUT Learning Advisor](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/CEBWellbeingTeamResources/EXPPIrM7xHVIvpnKlj42MvYBesS4HPYn6fyG7FgI0iALxw?e=xKLqPW) for assistance with survey if needed  |
| 7.  | The role of the Learning Mentor is understood by members of the OoHC School Support Team and the team discusses a possible Learning Mentor for each student. This role is not necessarily the classroom teacher and requires a trusted staff member who has no discipline or counselling role with the student. Workload is considered.  Relationship with the student is also considered.  |  |  [Learning Mentor](https://catholiceducat728.sharepoint.com/%3Ab%3A/s/CEBWellbeingTeamResources/ESJE6drdKWNJlgCBHQjacYcBfhJ6CM1COClkiu6ldPSWGw?e=KkGScj) |
| 8. | Members of the OoHC School Support Team organises time for the Learning Mentor to meet regularly with the student  |  |   |
| 9. | Members of the OoHC School Support Team seek out training for the Learning Mentor that explores and promotes “student voice” to improve student advocacy and contribution to the school experience  |  |  |
| 10, | Members of the OoHC School Support Team understand the difference between a school led Program Support Group (PSG) Meeting and a DFFH led Care Team Meeting (CTM) * School schedules and minutes a PSG
* DFFH schedules and minutes a CTM
 |  |  |
| 11. | Members of the OoHC School Support Team develop positive relationships to improve communication with stakeholders including DFFH, Aboriginal Community Controlled Health Organisations (ACCHO)s and Community Service Organisations (CSO) |  |  |
| 12. | Members of the OoHC School Support Team are aware of where the student is at in all areas of the Victorian Curriculum and this is informed by the classroom teacher  |  |   |
| 13. | Members of the OoHC School Support Team have prioritised goals at the PSG which have been developed once entry levels have been established including the student’s interests and talents  |  |   |
| 14. | Members of the OoHC School Support Team ensure that the students’ efforts and achievements both within the classroom and broader school programs are celebrated and valued.  Attendance and Engagement is also monitored |  | [CEB Wellbeing Attendance & Engagement SharePoint Page](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Attendance-%26-Engagement.aspx) |
|  | Recommendations made in the Educational Needs Analysis are utilised and shared with relevant school staff, carer/s and the student |  |  |
| 15. | Members of the OoHC School Support Team monitor the student’s documentation, led by the Designated Teacher, ensuring it is complete and relevant to provide informed transitions if the student moves placement and changes school  |  |   |
| 16. | Members of the OoHC School Support Team ensure that when a student transitions to another school, the Designated Teacher will be in contact to the new Designated Teacher to pass on information to inform a smooth transition occurs with no time wasted for the student’s learning. Other members of the OoHC Support Team may also share information.  |  |   |
| 18. | Student records are updated with correct details regarding Living Arrangements: Living in State Arranged Care  |  |   |
| 19. | Members of the whole school community are provided with Trauma Informed Training Opportunities and implement trauma informed practices  |  | [CEB Wellbeing ReLATE SharePoint Page](https://catholiceducat728.sharepoint.com/%3Au%3A/r/sites/CEBWellbeingTeamResources/SitePages/ReLATE--Reframing-Learning-%26-Teaching-Environments.aspx?csf=1&web=1&share=EWPyOHnegJ1MgtcHraG3KPABi2IFemBmkbnAc1xiPQKCow&e=SE2t1U)  |
| 20. | The OoHC SupportTeam review whole school approaches each term to improve practice using this checklist |  | [CEB OoHC Whole School Approach Checklist TEMPLATE](https://catholiceducat728.sharepoint.com/%3Aw%3A/s/CEBWellbeingTeamResources/EaxiGfxWo1hMl4snAHfA0UAB5LZrCNlJ-Bfwl0wUXsrFfQ?e=OLsR5j) |