A logo for a school

Description automatically generated**Out-of-Home-Care (OoHC)** **School Reference Guide**

**The purpose of this OoHC School Reference Guide is to provide school staff with information and links to key OoHC documentation, flowcharts and CEB Wellbeing Team support resources.**

**What is Out-of-Home-Care (OoHC)?**

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 is arranged informally or formally. [Child Protection Orders - definitions (2024)](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/EY9XWf4_JalInEXxZ54a8ywB7-fDGcaunrjsiT1IiiwSeQ?e=YLxAVp)

* **Informal care** refers to care arrangements made **without** intervention by statutory authorities of courts. Children or young people may reside with friends or family members other than their parents but are not actively involved with the child protection system.
* **Formal care** refers to **court ordered statutory** care with Department of Families, Fairness and Housing (DFFH) and Child Protection involvement. Formal care may be described as foster, kinship, permanent or residential care.

**What are schools required to do to support students in formal OoHC?**

The[Out-of-Home Care Education Commitment - Partnering Agreement (2018)](https://catholiceducat728.sharepoint.com/:b:/s/CEBWellbeingTeamResources/EZpXD2Vr_AJJpAzUqqY7G8oB2r4Bxtq4Y50CqZqygAhRiQ?e=4GGeUx)details the obligations all catholic, independent and government schools and child protection practitioners must meet in relation to students in formal statutory OoHC.

**Every student in formal statutory OoHC for three months or longer requires**

* Allocation of a [Designated Teacher](https://catholiceducat728.sharepoint.com/:b:/s/CEBWellbeingTeamResources/Ebht3FvINAtIpBt7ArLSr90Bpc2qbv8AfYViyy8YrsAV8A?e=yCiYPB)
* Allocation of a [Learning Mentor](https://catholiceducat728.sharepoint.com/:b:/s/CEBWellbeingTeamResources/ESJE6drdKWNJlgCBHQjacYcBfhJ6CM1COClkiu6ldPSWGw?e=KkGScj)
* Regular [Program Support Group (PSG)](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Program-Support-Group-Meetings-(PSGs).aspx) meetings
* [Personalised Learning Plan (PLP)](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Personal%20Learning%20Plans.aspx) and
* Completion of an [Educational Needs Analysis (ENA) Status Report](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/EWpxPBeocRdKsW7YDiNIw-YBMHtP0RU2D41Nn9-he802cA?e=O3EH3q) and final [ENA Written Report](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/EbPw5hf74YlCt3UktqUOww4B8W_80jy9-vbSnlMN11EWCw?e=ZFcnkR) (\*Refer to the flowchart on page 2 for further information).
* **Note:** If the child or young person is Aboriginal or Torres Strait Islander, a [Cultural Support Plan](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/ER6B4HN3JNBDsb4ljX2af30BO8s6Qw8LvgpmV9CXWp4Mvw?e=c8VSvZ) must be developed (this is not the responsibility of the school, rather an external provider allocated by DFFH will complete this).

**For a comprehensive overview of these requirements, please refer to the essential OoHC documents and resources in the table below.**

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| **Essential OoHC Information** | **OoHC Partnering Agreement**  This document outlines the requirements that apply to all staff who work in government, Catholic and independent schools, including principals and other school leaders, teachers and education support staff. [Out-of-Home Care Education Commitment - Partnering Agreement (2018)](https://catholiceducat728.sharepoint.com/:b:/s/CEBWellbeingTeamResources/EZpXD2Vr_AJJpAzUqqY7G8oB2r4Bxtq4Y50CqZqygAhRiQ?e=4GGeUx)  **ENA Guidelines for Catholic Schools**  This document contains information and templates for use during ENA process, PSG and PLP development. [ENA Guidelines Catholic Schools Edition (2021)](https://catholiceducat728.sharepoint.com/:b:/s/CEBWellbeingTeamResources/EYserilJehZJuW3dco-M3hUBnBqn8KY2VKZftLTFMEtijQ?e=hDmrgU)  **CEB OoHC Resources**  The CEB Wellbeing Team have a dedicated SharePoint page with a full range of resources for schools to access [CEB OoHC SharePoint Resource Page](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Out-of-Home-Care.aspx) |

**What is the process for developing an ENA?**

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| **Training via the LOOKOUT Centre** | The Department of Education provide regular training for schools throughout the year to support designated teachers and learning mentors to understand their roles. Training dates will be advertised in [CEB school newsletters](https://ceob.schoolzineplus.com/weekly-newsletter/archive). Contact the CEB Student Wellbeing team for upcoming dates. |
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| **Aboriginal and Torres Strait Islander Students** | All schools have a responsibility to support the student’s culture in the school environment. [Aboriginal and Torres Strait Islander student cultural requirements](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Aboriginal-and-Torres-Strait-Islander-Students.aspx). If the student is Aboriginal or Torres Strait Islander, 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 and meetings A [Cultural Support Plan](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/ER6B4HN3JNBDsb4ljX2af30BO8s6Qw8LvgpmV9CXWp4Mvw?e=zOfZur) is developed by DFFH or the allocated Aboriginal Community Controlled Health Organisation (ACCO). [LOOKOUT Cultural Support Plan template example](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/ER6B4HN3JNBDsb4ljX2af30BO8s6Qw8LvgpmV9CXWp4Mvw?e=uMcvJf) |
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| **Before Enrolment** | **OoHC student is newly enrolled in a school, or a student who currently attends the school has entered a court ordered OoHC**   * Principal to contact LOOKOUT Principal, Department of Families, Fairness & Housing (DFFH) * Principal to enrol student (when requested by DFFH / LOOKOUT) without delay (if not already enrolled) * School to contact DFFH - legal court orders, guardian documentation, including authority to provide consent * Assign Designated Teacher and Learning Mentor roles and responsibilities at your school [ENA Roles and Responsibilities Reference Guide](https://catholiceducat728.sharepoint.com/:b:/s/CEBWellbeingTeamResources/ERS1d5SjqIBAk47cbahWkKsB_8pg7ft_PespQLfKWchFkw?e=FR8HMJ) |
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| **Step 1**  **Within one week of enrolment** | **Initial Program Support Group (PSG) Meeting** [ENA Initial PSG Meeting Minutes Template (2021)](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/EVMDDGLZjqBOvcJCLffOu7UBjCuV8vry48uXrgKzFTs4zg?e=rpmXRS)   * Determine the information required to assist with maximising the educational development support requirements of the student * Commence the ENA process [ENA Guidelines Catholic Schools Edition (2021)](https://catholiceducat728.sharepoint.com/:b:/s/CEBWellbeingTeamResources/EYserilJehZJuW3dco-M3hUBnBqn8KY2VKZftLTFMEtijQ?e=XeNNts) * Contact previous school/early childhood service to request transition information, including ENA documentation   **PSG Members may include:**   * Principal, Designated Teacher, Learning Mentor, Learning Diversity Leader/Student Wellbeing Leader, Aboriginal and Torres Strait Islander school representative, relevant CEB wellbeing team member, Aboriginal and Torres Strait Islander EO, EAL EO, DFFH rep, Parent/Carer, Student |
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| **Step 2-4**  **By week 10 of initial enrolment** | **Information Gathering and Review**   * The Learning Diversity Leader/Student Wellbeing Leader or Designated teacher (as chosen by the school) undertakes collection, review and analysis of information regarding the student’s educational requirements and strengths * involves members of the PSG sharing relevant information with the school * [ENA Examples of information to be collated (2021)](https://catholiceducat728.sharepoint.com/:b:/s/CEBWellbeingTeamResources/EXKpgCE7_LtIjlC1cV5upZ4BMB4JlqDLa_sv78EacauZfQ?e=SDGtHa) |
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| **Step 5**  **By week 12 of initial enrolment** | **Program Support Group (PSG) Meeting – ENA Focus**   * Review all reports and available information * If the student is Aboriginal or Torres Strait Islander, ensure a [Cultural Support Plan](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/ER6B4HN3JNBDsb4ljX2af30BO8s6Qw8LvgpmV9CXWp4Mvw?e=zOfZur) is developed by DFFH or the allocated Aboriginal Community Controlled Health Organisation (ACCO). * Determine whether the information available is sufficient to inform the development of a comprehensive Personalised Learning Plan (PLP) |



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| **Sufficient information has been gathered**   * Develop a Personalised Learning Plan (PLP) * Complete **both** the [ENA Status Report](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/EWpxPBeocRdKsW7YDiNIw-YBMHtP0RU2D41Nn9-he802cA?e=O3EH3q) and the final [ENA Written Report](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/EbPw5hf74YlCt3UktqUOww4B8W_80jy9-vbSnlMN11EWCw?e=0dB5rr) |  | **Further information is required**   * Submit an [internal ROSAE referral to CEB](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Creating-a-REFERRAL-CONSULTATION-Request-to-the-CEB-Wellbeing-Team.aspx) Wellbeing team for review/assessment **or** * Submit an external service or agency referral for review/assessment |

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| **Each Term** | * PSG meeting each term to ensure PLP remains updated with appropriate supports and educational requirements in place * Regular engagement between student and the Learning Mentor |

**Maintaining OoHC Records and Reporting**

**To support schools to monitor their own student OoHC data, a template has been developed to utilise and adapt as required.** [OoHC School Student Monitoring Template](https://catholiceducat728.sharepoint.com/:x:/s/CEBWellbeingTeamResources/Ea19hrdUaU1Auh3IlTDnAm0BU69IhXKPy3jQYUxQn2pB8g?e=4orGs2)

**To support schools to promote a whole school approach for supporting students in OoHC, a checklist has been developed to utilise and adapt as required**.

The out-of-home care reporting is a twice-yearly collection of data relating to the education status of students

in formal statutory OoHC conducted externally of CEB. The data is collected via an online survey. Data collection occurs in Term 1 and Term 3, looking back on the previous semester.

Schools are verified through data matching and are emailed via the school email address with a personalised link to a web-based home page with a list of student IDs for their school. Each student ID is linked to a survey. There is a feature for schools to report on additional students that were notified about as being in formal statutory OoHC or believed to be in OoHC.

School principals often delegate the out-of-home care reporting to Designated Teachers.

Data collection includes:

• enrolment at the school or Flexible Learning Option

• attendance

• First Nations status and Cultural Plan

• Learning Mentor

• Student/Program Support Group

• Education Needs Analysis

• Individual/Personal Education Plan

• DHHS notification

• suspensions

**What further resources are available to support schools?**

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| **LOOKOUT Centre (Department of Education) Training and Supports for schools** | **LOOKOUT Hub**  This online site provides a range of information for school leaders, designated teachers and learning mentors.  To access the site, CEB 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 Centre Contact Details**  Schools may need to contact the Department of Education LOOKOUT centre to discuss individual students, with each CEB zone having a dedicated contact person. [LOOKOUT Education Support Centre contact details](https://catholiceducat728.sharepoint.com/:w:/s/Wellbeing488-WellbeingProjects/ESv61VwkDaBHniZYcrysqAQB6qz-_jg7OZjw7ZbUzwbV3w?e=1ArCZc) | |
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| **CEB Resources and Contact Details** | | [**CEB OoHC SharePoint Resource Page**](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Out-of-Home-Care.aspx)  The CEB Wellbeing Team have a dedicated SharePoint page with a full range of OoHC  resources for schools to access  [**CEB Wellbeing Team Key Contacts**](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Meet-the-CEB-Wellbeing-Team-Service-Stream-Members.aspx?e=7XNyqx)   * **Primary:** Jane Bennett and Monique Ryan * **Secondary:** Brooke Nester * **ROSAE referral support:** Lisa Templar and school allocated LD:EO’s * **Student Wellbeing Team Senior EO:** Anne Ruddell * **Wellbeing Team Leader:** Tony Perkins   **Other CET Key Contacts**   * **Aboriginal and Torres Strait Islander:** Helen Christensen and Jeanette Morris * **EAL:** Meagan Becker * **Learning and Teaching:** Joe Ewing * **Catholic Identity and Mission:** Kate Lawry |
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| **CEB Internal Referrals** | | **Internal CEB review/assessment referrals**  Schools may identify an OoHC student requiring further review or assessment by the CEB wellbeing team. Schools submit via ROSAE where allocation to either a speech pathologist, psychologist, Learning diversity, visiting teacher or student wellbeing team member will be determined.  [internal ROSAE referral to CEB](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Creating-a-REFERRAL-CONSULTATION-Request-to-the-CEB-Wellbeing-Team.aspx)  **If a school requires support with developing an ENA,** please contact the primary/secondary student wellbeing contact person first to discuss and then submit a referral via ROSAE if deemed required.  If a school identifies that a student in OoHC needs further supports regarding attendance and engagement, guidance is available in the [CEB Attendance and Engagement Guide](https://catholiceducat728.sharepoint.com/:w:/s/CEBWellbeingTeamResources/EQ50n5vV8iVEvsLiXs68LtQBwMjnZ33FY4VlCseUvrCpOw?e=tVVDgI) on the [CEB Wellbeing SharePoint page](https://catholiceducat728.sharepoint.com/sites/CEBWellbeingTeamResources/SitePages/Attendance-%26-Engagement.aspx)or by contacting the student wellbeing team. |
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| **Links to Legislation and Regulatory Frameworks** | | * [Out-of-Home Care Education Commitment - Partnering Agreement (2018)](https://catholiceducat728.sharepoint.com/:b:/s/CEBWellbeingTeamResources/EZpXD2Vr_AJJpAzUqqY7G8oB2r4Bxtq4Y50CqZqygAhRiQ?e=4GGeUx) * [Ministerial Order 1359 Implementing the Child Safe Standards - Managing the risk of child abuse in schools and school boarding premises](https://content.sdp.education.vic.gov.au/media/ministerial-order-1359-975) * [Child, Youth and Families Act 2015](https://www.legislation.vic.gov.au/in-force/acts/children-youth-and-families-act-2005/139) * [Education and Training Reform Act 2006](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006/103) * [Education and Training Reform Regulations 2017](https://www.legislation.vic.gov.au/in-force/statutory-rules/education-and-training-reform-regulations-2017/009) * [Child Wellbeing and Safety Act 2005](https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005/044) * [Department of Education Mandatory Reporting Guidelines](https://www.vic.gov.au/protect) |