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| Education Supports for Children in Care |
| Program requirements – version 1 |
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| To receive this document in another format, [email Care Services](mailto:careservices@dffh.vic.gov.au) <careservices@dffh.vic.gov.au>.  Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne.  © State of Victoria, Australia, Department of Families, Fairness and Housing, November 2024.  In this document, ‘Aboriginal’ refers to both Aboriginal and Torres Strait Islander people. ‘Indigenous’ or ‘Koori/Koorie’ is retained when part of the title of a report, program or quotation.  ISBN 978-1-76130-708-9 (online/PDF/Word)  Available at <https://providers.dffh.vic.gov.au/education-supports-children-care> |

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# 1. Introduction and background

This document sets out the requirements for organisations that provide the Education Supports for Children in Care (ESCC) program. Victoria’s Department of Families, Fairness and Housing (the department) administers the program.

These program requirements outline the minimum service expectations for providers. Providers include community service organisations (CSOs) and Aboriginal community-controlled organisations (ACCOs).

These program requirements support providers. They aim to ensure a high-quality program that meets standards.

The requirements are flexible. They can meet the needs of local circumstances. At the same time, they ensure a consistent approach across the four areas where the ESCC operates.

The department will update this document from time to time. Updates will reflect changes in law, policy and practice. Updates will also reflect what we learn from the roll-out of this new program.

## 1.1 ESCC program background and objectives

The ESCC program is for children and young people in care who are disengaged from school. It supports up to 500 children and young people at a time.

It gives them access to qualified teachers who provide personalised tutoring outside school.

The program aims to help children and young people in care to re-engage with school and in-school supports.

It focuses on improving numeracy and literacy skills. This gives children and young people the tools they need for both school and later life.

It uses a collaborative approach that involves the child or young person, carer, school, care team, and other stakeholders. This recognises the interconnectedness of factors that affect a child’s or young person’s education. It also leverages the expertise of different stakeholders to provide comprehensive support.

The ESCC program fills a critical gap in the educational landscape. It ensures that vulnerable children and young people in care receive tailored support to unlock their full potential.

The program gives children and young people support in places they choose themselves. This means they can get help even if they have stopped going to school and no longer receive school-based supports.

The program is for school-aged children and young people who are:

* in kinship, foster, residential care and lead tenant, and
* are disengaged or at risk of disengaging from school.

It provides support for up to 12 months.

## 1.2 Legislative and policy context

These guidelines supplement but do not replace the following legislation, policies, programs and procedures:

* [**Children, Youth and Families Act**](https://www.legislation.vic.gov.au/in-force/acts/children-youth-and-families-act-2005/121)    
  <https://www.legislation.vic.gov.au/in-force/acts/children-youth-and-families-act-2005/121>

The *Children, Youth and Families Act 2005* promotes the safety, permanency and healthy development of children. It considers the impacts of collective harm and seeks to preserve cultural identity.

* [**Education and Training Reform Act**](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006/100)   
  <https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006/100>

The *Education and Training Reform Act 2006* ensures Victoria has a robust and modern legislative framework for education.

* [**Privacy and Data Protection Act**](https://www.legislation.vic.gov.au/in-force/acts/privacy-and-data-protection-act-2014/028)   
  <https://www.legislation.vic.gov.au/in-force/acts/privacy-and-data-protection-act-2014/028>

The *Privacy and Data Protection Act 2014* outlines Information Privacy Principles that departments and service providers must follow. The principles set out standards for collecting and handling people’s personal information.

* [**Child Wellbeing and Safety Act**](https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005/041)  
  <<https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005/041>>

The *Child and Wellbeing Safety Act 2005* provides an overarching framework for promoting positive outcomes for all children and identifies a set of principles as the basis for development and provision of services.

* [**Children and Health Legislation Amendment (Statement of Recognition, Aboriginal Self-Determination and Other Matters)**](https://www.legislation.vic.gov.au/bills/children-and-health-legislation-amendment-statement-recognition-aboriginal-self-determination)<https://www.legislation.vic.gov.au/bills/children-and-health-legislation-amendment-statement-recognition-aboriginal-self-determination>

The Statement of Recognition is a crucial step for the Victorian children and families service system. It recognises, respects and supports Aboriginal people and their right to self-determination. It sets out 11 principles ESCC providers need to consider in relation to Aboriginal children and young people. The statement recognises that Aboriginal people are best placed to make decisions and deliver services that protect the best interests of Aboriginal children.

* [**Child Safe Standards**](https://ccyp.vic.gov.au/child-safe-standards/the-11-child-safe-standards)   
  <https://ccyp.vic.gov.au/child-safe-standards/the-11-child-safe-standards/>

The Child Safe Standards require all organisations that work with children to have policies, procedures and practices to keep them safe.

* [**Charter for Children in Out of Home Care**](https://services.dffh.vic.gov.au/charter-children-out-home-care)   
  <https://services.dffh.vic.gov.au/charter-children-out-home-care>

The Charter for Children in Out of Home Care outlines the rights of children who cannot live with their parents and are in out-of-home care. It also sets out the behaviours expected of caregivers to promote those rights.

* [**Out-of-Home Care Education Commitment: a Partnering Agreement**](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy%3e.)<https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy>

The education Partnering Agreement outlines the obligations that schools must meet for students in care. These obligations support the students’ educational achievement. A similar agreement also exists for early childhood education. Both agreements are being reviewed in 2024–25.

* [**Service agreement requirements**](https://fac.dhhs.vic.gov.au/service-agreement-requirements)<https://fac.dhhs.vic.gov.au/service-agreement-requirements>

The service agreement requirements apply to all organisations funded by the department. They describe the policies and obligations that all funded organisations must comply with. They also set out the department’s responsibilities.

* [**Social Services Standards**](https://www.vic.gov.au/social-services-regulator-social-services-standards)   
  <https://www.vic.gov.au/social-services-regulator-social-services-standards>

The Social Service Standards set out 6 required standards for certain types of services funded, regulated or delivered by the Victorian Government. They aim to minimise harm and to protect the safety and rights of children, young people and adults. They also promote accountable service delivery.

* [**Social Services Regulator registration**](https://www.vic.gov.au/social-services-regulator-registration) *<*https://www.vic.gov.au/social-services-regulator-registration>

The Social Services Regulator registration sets out the requirements for registration of social services. This includes the requirements of the *Children, Youth and Families Act 2005*, Disability Act and other legislation. Registration incorporates accessibility, cultural safety and human rights requirements. Organisations registered as Community Services under the Human Services Standards before 1 July 2024 are covered by transitional provisions.

* [**Koorie Education: Policy**](https://www2.education.vic.gov.au/pal/koorie-education/policy)   
  <https://www2.education.vic.gov.au/pal/koorie-education/policy>

This policy supports schools to provide quality and meaningful education to Koorie students. Its goal is for Koorie students to engage fully in their schooling years and excel at year 12 or its equivalent.

* [**Marrung Aboriginal Education Plan 2016–2026**](https://www.vic.gov.au/marrung)  
  <https://www.vic.gov.au/marrung>

*Marrung* sets out a 10-year vision. It underpins the delivery of the Education State to Koorie learners.

* [**Wungurilwil Gapgapduir: Aboriginal Children and Families Agreement**](https://www.dffh.vic.gov.au/publications/wungurilwil-gapgapduir-aboriginal-children-and-families-agreement)<https://www.dffh.vic.gov.au/publications/wungurilwil-gapgapduir-aboriginal-children-and-families-agreement>

*Wungurilwil Gapgapduir* means ‘strong families’ in Latji Latji. It is a tripartite agreement between the Aboriginal community, Victorian Government and community service organisations. It aims to reduce the number of Aboriginal children in out-of-home care. It does this by supporting their connection to culture, Country and community.

* [**Students with disability policy**](https://www2.education.vic.gov.au/pal/students-disability/policy)<https://www2.education.vic.gov.au/pal/students-disability/policy>.

This policy sets out requirements to support the inclusion of students with disability.

* [**Disability Inclusion: increased support for students with disabilities**](https://www.schools.vic.gov.au/disability-inclusion?Redirect=1)  
  <https://www.schools.vic.gov.au/disability-inclusion?Redirect=1>.

Disability Inclusion introduces initiatives to help build knowledge and skills in inclusive education across the school system.

* **Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability** and [**Victorian Government response**](https://www.vic.gov.au/disability-royalcommission-response)   
  <https://www.vic.gov.au/disability-royalcommission-response>

The Royal Commission made 44 recommendations for the Commonwealth and all state governments. These aim to reduce barriers to education, training and employment for Australians with disability. The Victorian Government has responded to the recommendations. The response includes actions to improve disability inclusivity and accessibility in Victoria’s schools.

* [**Let us learn: systemic inquiry into the educational experiences of children and young people in out-of-home care**](https://ccyp.vic.gov.au/inquiries/systemic-inquiries/education-inquiry/)   
  <https://ccyp.vic.gov.au/inquiries/systemic-inquiries/education-inquiry/>

This report examines the educational experiences of children and young people in care. This includes the things that affect their educational outcomes and ability to stay engaged in education.

* [**Individual Education Plans policy**](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy)<https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy>

The policy outlines the requirements of an Individual Education Plan (IEP). It helps government schools identify students who may need an IEP.

## 1.4 Care services service system

Care services are for children and young people who cannot live with their parents and are in care on a statutory order. They may be temporary, medium or long term.

There are four main types of care:

* Kinship care – a child or young person is placed in the care of a relative or family friend. Child protection assesses kinship carers. Kinship care allows children and young people to remain within their family or local network.
* Foster care – a child or young person is looked after by a foster carer. Carers are trained and accredited.
* Residential care – a young person is placed into a home staffed by employed carers.
* Lead tenant –a safe, semi-independent living environment with an approved adult who is a lead tenant. The lead tenant provides day-to-day guidance and role modelling for young people.

Secure Care Services is a fifth type of care for a small number of children and young people. These children and young people are aged 10 to 17 years. They are already in care, and they face substantial and immediate risk of harm. Placement into Secure Care Services can only occur for a time-limited period. It must be approved by the Area Executive Director in the relevant Operations Division.

# 2. Program outcomes

## 2.1 Program goal

The ESCC program aims to improve educational engagement and outcomes for children and young people in care. It supports them to reach their full potential.

It focuses on improving numeracy and literacy skills. It also addresses the reasons why children and young people stop attending school.

## 2.2 Program objectives

There are around 5,000 school-aged children and young people in care in Victoria.

Many of these children and young people do worse at school than their peers. They experience disadvantage and poorer outcomes at school.

Poorer educational outcomes can:

* affect the life trajectory of children and young people
* limit employment opportunities
* perpetuate intergenerational cycles of disadvantage.

Qualified teachers, trained in trauma-informed care, can support better educational outcomes.

Research shows that the best interventions are those that wrap around the young person. Effective programs ‘are trauma informed with flexible learning contexts that support the creation of lifelong learners, not merely school completers’.[[1]](#footnote-2)

School-aged children and young people in care can access supports across many systems. These include supports provided by the universal system (schools, health services). They also include those provided by the statutory care system (case manager, care team).

The ESCC program builds on and enhances these existing supports. It provides coordinated and collaborative support to improve educational outcomes.

ESCC objectives are to:

* identify and proactively engage with 500 children and young people in care who have disengaged or are at risk of disengaging from school
* improve participants’ literacy and numeracy skills
* improve engagement or re-engagement with school or vocational training and career pathways
* enhance collaboration between the school and care systems. This means working with the child or young person, carer, school, care team and other stakeholders
* tailor support so children and young people can reach their full potential. This includes achieving success in education and beyond.

ESCC supports cultural healing for Aboriginal children, young people and families. It aims to recognise and understand their unique needs, preferences and history.

Appendix A sets out the ESCC’s program logic. This includes desired outcomes and activities.

3. Operational requirements

3.1 The department’s service agreement requirements

The current departmental service agreement requirements took effect on 1 July 2024. They set out the requirements for organisations entering into a service agreement. This includes compliance requirements.

All funded organisations must be a legal entity established under either an Act of Parliament or another relevant legislative framework. Organisations must be insured as per the requirements of the service agreement.

Service providers delivering services for children and young people must have insurance for betrayal of trust. They must be part of the Redress Scheme if they have been named.

Section 3.5 has more information about insurance.

The Funded Agency Channel provides [a sample of the current service agreement](https://fac.dffh.vic.gov.au/department-families-fairness-and-housings-service-agreement-sample-2024-2028).[[2]](#footnote-3)

It also provides the [Service agreement requirements 2024–2028](https://fac.dffh.vic.gov.au/service-agreement-requirements).[[3]](#footnote-4)

## 3.2 Social Service Standards

The *Social Services Regulation Act 2021* (the Act) and the Social Services Regulations 2023 (the Regulations) govern social services. The Act and the Regulations protect social services users. They put client safety at the centre of service delivery in Victoria.

There are 6 new Social Service Standards in the Act. These include that providers of services for children or young people must register with the Social Services Regulator (refer to section 3.3).

The Social Service Standards are the foundation of the new regulatory framework that commended on 1 July 2024. They replace the Human Services Standards and the Supported Residential Services sector’s Accommodation and Personal Support Standards.

Peak bodies, service providers and people who use social services helped to design the standards.

The standards set outcome-based requirements. These ensure safe service delivery and protect the human rights of service users.

The Regulations include service requirements. These

* are concrete actions that providers must take to meet the corresponding standard in the Act
* have an appropriate and enforceable level of prescription
* include aspirational outcomes that describe what it looks like when providers comply with the requirements.

Social service providers registered by the Social Services Regulator must comply with the Social Services Standards. The [Social Services Regulation Reform website](https://www.dffh.vic.gov.au/social-services-regulation-reform)[[4]](#footnote-5) provides more information.

## 3.3 Social Services Regulator requirements

ESCC providers must be registered with the [Social Services Regulator](https://www.vic.gov.au/social-services-regulator-registration).[[5]](#footnote-6)

The new Social Services Regulations commenced on 1 July 2024. Providers registered under the previous system were automatically registered in the new system.

## 3.4 Occupational health and safety

The ESCC provider will have policies and procedures in place governing occupational health and safety (OHS). These must comply with the *Occupational Health and Safety Act 2004* (Vic).

Policies and procedures will govern:

* accountabilities
* risk management
* consultation and communication
* issue resolution
* incident and hazard reporting and investigation
* specific risks present in the workplace (for example, work-related violence, manual handling, psychosocial hazards).

Policies will include (among other things):

* dynamic risk assessment. This will include risks associated with outreach to children’s or young people’s homes and other locations
* risks associated with travel
* risks associated with personal physical and psychosocial safety.

The ESCC provider will ensure that teachers undergo OHS-related induction and training. This will include work-related violence, infection control and emergency evacuation and response.

The ESCC provider will (as far as practicable) undertake regular workplace inspections/audits. This process will identify and respond to OHS hazards. It will also highlight any non-compliance with OHS legislation, policies and procedures.

The frequency of inspections/audits will be risk-based. This means providers will undertake them more often where there is greater risk and where past problems have occurred.

### Supporting documents

Download the [*Occupational Health and Safety Act 2004*](https://www.legislation.vic.gov.au/in-force/acts/occupational-health-and-safety-act-2004/044).[[6]](#footnote-7)

### Managing concerns, complaints and allegations

The ESCC provider will have written policies and procedures to resolve complaints and disputes. Staff will have easy access to these documents, and they will be familiar with them.

Children and young people will also be able to lodge complaints in other ways. These include support services, the Victorian Ombudsman or the department’s complaints service.

Providers will deal with complaints and disputes according to departmental policies. These policies cover privacy and confidentiality standards. Providers will resolve complaints within a reasonable timeframe.

Providers will make sure children and young people and their families know about these processes.

ESCC teachers must follow the departmental management and reporting requirements. Refer to the departmental instruction Responding to allegations of physical or sexual assault.

ESCC providers must follow the departmental incident reporting requirements. Refer to the [Client incident management guide (CIMS)](https://providers.dffh.vic.gov.au/client-incident-management-guide-cims-word).[[7]](#footnote-8)

ESCC providers may also receive complaints from other program stakeholders. They must have policies and procedures to deal with these. All staff will understand and have access to these policies and procedures.

## 3.5 Insurance

The Victorian Managed Insurance Authority (VMIA) provides information about insurance for funded organisations.

This is set out on the [VMIA website](https://www.vmia.vic.gov.au/insurance)[[8]](#footnote-9) under the ‘Community service organisations’ tab. Refer to clauses 20.1 and 20.1A of the policy.

For further information regarding risk management, [email VMIA](mailto:contact@vmia.vic.gov.au).[[9]](#footnote-10)

Some service providers are not eligible for cover under VMIA. These providers must arrange appropriate insurance.

# 4. Service requirements

## 4.1 Service description

The ESCC program is delivered by qualified teachers. Teachers must be registered with the Victorian Institute of Teaching (VIT).

Teachers provide individualised tutoring. This work aims to overcome the barriers that stop children and young people from attending school.

Tutoring will focus on numeracy and literacy skills. These skills help students re-engage with school. They also help them to communicate well and participate in their education.

The program will also consider other factors that affect the child’s or young person’s education. This will ensure holistic support.

ESCC providers will have strong working relationships with the:

* child or young person
* carers
* care team
* Student Support Group (SSG)
* case managers
* schools
* LOOKOUT Education Support Centres
* Health and Education Assessment Coordinators (HEACs)
* relevant agencies
* other stakeholders who support the child or young person.

## 4.2 Eligible client group

Eligible children and young people are:

* aged 5 to 18 years
* in kinship, foster or residential care and lead tenant
* disengaged or at risk of disengaging from school, as evidenced by:
  + being absent for 30 days or more in a year, or
  + a recent and escalating pattern of non-attendance, suspensions, expulsions or a reduced timetable
* likely to benefit from support to (re-)engage with school or further education, training or vocational pathway.

Within this eligible cohort, priority will be given to children and young people who are:

* in residential care, or
* in kinship or foster care, and
  + at risk of placement breakdown due to lack of school attendance or engagement (due to a reduced timetable, suspension, expulsion or voluntary absence).

### Disability status

The ESCC cohort will include children and young people with disability. This comprises learning or intellectual disabilities. It also comprises neurodiverse conditions such as autism, dyslexia and ADHD.

Around 59% of school-aged children and young people in care have a disability.[[10]](#footnote-11)

The 2020 School Entrant Health Questionnaire (SEHQ)[[11]](#footnote-12) also shows that children in care are at a disadvantage. For example, they are:

* more than twice as likely to start school with speech or language difficulties (36.9% compared with 17.6% for the general population)
* much less likely to be reported as having a good attention span (14.7% compared with 36.0% for the general population).

## 4.3 Referral pathways and prioritisation

The ESCC provider must have clear and accessible referral processes. These processes will use the referral template that accompanies these program requirements.

Organisations and individuals involved with the child or young person can make a referral. This includes:

* the child or young person
* carers
* case managers
* schools
* placement agencies
* Aboriginal Children in Aboriginal Care (ACAC)[[12]](#footnote-13) providers
* HEACs
* care team members.

Consult with the child or young person, their carer and/or the child’s or young person’s case manager before making a referral.

This will ensure:

* the child or young person is eligible
* the referral aligns with the child’s or young person’s short and long-term learning goals and case plan
* ESCC services align with other services. Some services may pause or recalibrate their actions to complement the ESCC program. Services should collaborate so that the ESCC program can focus on one-on-one tutoring. Other providers may support re-engagement with school.

HEACs and LOOKOUT Centres must be copied into all referrals made.

Area-based consultation should occur between CSOs, ACCOs, HEACs, LOOKOUT Centres and case managers. This will ensure children and young people receive support according to their need and priority.

## 4.4 Guiding principles

The programs guiding principles include the following:

* **Trauma-informed and evidence-based learning interventions through tutoring**   
  The ESCC program focuses on numeracy and literacy. These foundational skills support academic success. The program uses an evidence-informed approach. This approach is proven to enhance outcomes for vulnerable children, young people and families. It includes understanding and addressing the impact of trauma for children and young people in care. It also involves taking a therapeutic approach to all interactions.
* **Child’s best interests**All decision making must accord with the Best Interests Principles in the *Children, Youth and Families Act 2005*.
* **Client voice**  
  The client voice is essential for quality and safety. This is set out in the [*Client voice framework for community services*](https://www.dffh.vic.gov.au/publications/client-voice-framework-community-services).[[13]](#footnote-14) The child or young person should have agency and be involved in decisions. This is crucial for positive academic and social outcomes. Children and young people who take part in decisions about them have more motivation. They also have increased satisfaction with learning and greater likelihood of academic success.
* **Care-team approach**A collaborative care team will usually involve:
  + child protection
  + the placement agency
  + the child’s or young person’s carer
  + the parent (unless there is a good reason not to include them)
  + the child or young person.

ESCC providers will be part of this team. They will share responsibility to support the child or young person. This also supports the best interests of the child or young person.

* **Culturally safe and inclusive for all children, young people and families**  
  ESCC teams must provide a culturally safe, trauma-informed and inclusive program for all children, young people and families. For Aboriginal children, young people and families, ESCC will support cultural healing. This includes recognising and understanding their unique needs, preferences and history. The program will adjust its support and planning to suit these needs.
* **Strength-based advocacy**  
  The program helps the child or young person, their carer and class teacher and school to understand their educational needs. It uses a strengths-based focus. This supports students to achieve positive educational outcomes.
* **Outcomes focus**  
  The department will collaborate with ESCC providers to develop a monitoring and evaluation framework. Providers will use the framework to monitor outcomes and evaluate effectiveness. This work will support continuous improvement.

## 4.5 Service model

### 4.5.1 Intake and allocation

ESCC providers must have clear, accessible and timely intake and allocation processes. These processes will include:

* responding to referrals within 5 working days. A response means acceptance, request for further information or refusal. A refusal must be communicated in writing. It should clearly state the reason for the refusal. It should also provide information on other options for support
* prioritisation and waitlisting. This will be informed by program capacity at the time. It will also take into account the priority cohorts set out in section 4.2
* establishing an entry-planning meeting. This will involve the ESCC provider, school principal or their delegate and the care team. The care team includes the child or young person, carer and case manager. A LOOKOUT learning adviser will determine whether LOOKOUT needs to be represented.

The entry-planning meeting supports the development of the re-engagement plan (refer to section 4.5.2). The meeting will:

* clarify the roles of other education supports in place
* clarify the roles of other non-education services involved. These services may support educational re-engagement
* determine what support the child or young person needs to engage in the program
* identify priorities for the re-engagement plan. This will involve reviewing the child’s or young person’s:
  + individual education plan (IEP)[[14]](#footnote-15) and cultural support plan (CSP)[[15]](#footnote-16) (if the child or young person is Aboriginal)
  + the educational needs analysis[[16]](#footnote-17)
  + any other plans available, such as a behaviour support plan.[[17]](#footnote-18)
* discuss goals and outcomes for the child or young person. This will include the child’s or young person’s views on what they want to achieve and their tutoring goals
* determine the number of days absent in the year prior. This will enable tracking of progress throughout the program
* decision to escalate the need for an educational needs analysis to the SSG, if required.

The ESCC provider must maintain records of:

* referrals
* determination of referrals
* intake meetings
* allocation decisions.

### 4.5.2 Service planning

The service will be delivered flexibly based on the individual education needs and goals of the child or young person. It will focus on one-on-one tutoring support.

The ESCC teacher will develop a re-engagement plan by working together with:

* the child or young person
* their carer
* the SSG
* the care team.[[18]](#footnote-19)

This plan will integrate with the child’s or young person’s IEP and CSP. It sets out:

* the educational focus
* proposed tutoring goals
* tutoring duration (up to 12 months) and intensity
* any other education supports needed.

It also identifies the roles and responsibilities of other supports and the ways all services will work together.

The re-engagement plan documents the child’s or young person’s:

* learning goals (whether further education, training or vocational pathways)
* tutoring goals
* learning and support needs.

The ESCC teacher may need additional information to develop the re-engagement plan. The case manager and the education setting will provide this information.

The ESCC teacher will work closely with the school/training/vocational setting. They will develop an achievable re-engagement plan that supports sustainable re-engagement.

The care team will also involve professionals to support the re-engagement plan. This will include the relevant education/training/vocational setting and LOOKOUT, as required.

The SSG and care team will meet regularly (for example, every 3 months, which could align with school terms). These meetings will monitor the child’s or young person’s progress against the plan.

Meetings will also review:

* the adequacy of the plan to achieve the identified goals
* progress towards improving the child or young person’s literacy and numeracy
* progress toward re-engagement. This includes determining the number of days absent since the last review
* the appropriateness of any modified timetables in place.

### 4.5.3 Outreach tutoring and other supports

The ESCC provider will support the educational needs and goals of the child or young person.

Sometimes, a child or young person will change placement. Wherever possible, the ESCC provider will continue the program during these changes.

This includes continuing ESCC when a child or young person:

* moves placement
* returns home to their parent/s
* transitions into a permanent care placement
* transfers temporarily to secure care.

There may be cases where:

* distance creates a barrier to continued service
* ongoing online support is not tenable
* there is no ESCC program in the new area.

In these instances, the program will support the child or young person to enrol in the new school/education setting.

The program will also provide all relevant information and advice to:

* the child or young person
* carer
* school/education setting
* LOOKOUT
* care team.

This will assist with ongoing support for re-engagement.

#### Outreach tutoring

Qualified teachers deliver the ESCC program. They provide tutoring to improve engagement in learning and increase literacy and numeracy.

For children and young people in Foundation to Level 10, ESCC teachers will use the Victorian Curriculum F-10[[19]](#footnote-20) Mathematics and English version 2.0.

For children and young people in VCE, VCE Vocational Major, Victorian Pathways Certificate, school-based TAFE or alternative learning, tutoring will align with the child’s or young person’s individual education goals.

This includes the requirements of education providers and relevant assessment authorities.

The intent of outreach tutoring is to:

* engage children and young people who cannot access in-school/education supports
* strengthen students’ capabilities. This supports them to re-engage with school or other education/training/vocational pathways.

The child’s or young person’s needs will determine the duration and frequency of tutoring. Evidence shows that the best approach involves short, regular sessions over a set period. Sessions should also align with normal teaching.[[20]](#footnote-21)

Sometimes, a school cannot determine the child’s or young person’s literacy and numeracy skill level. In these cases, the ESCC teacher will conduct a formal assessment.

Tutoring will take place:

* in the child’s or young person’s home, or in an alternative setting such as the school campus. This will be according to the child’s or young person’s preferences as set out in the re-engagement plan
* in person or online, depending on the best interests of the child or young person. The most important thing is the tutor’s relationship with the child or young person. A decision to use online tutoring must not negatively affect the quality of this relationship
* at a time that does not conflict with other commitments. These include class time, specialist appointments, contact with family, sporting and extracurricular activities.

#### Case support, advocacy, capacity building and the child’s or young person’s voice

The ESCC program will empower children and young people, their carers, school teachers and case managers to articulate learning needs. This includes setting goals and the methods to achieve them.

The ESCC teacher will work with the care team and school to:

* support the child or young person to engage in the program
* identify and address barriers to the child’s or young person’s learning needs and goals. These will align with the child’s or young person’s care plan, case plan and IEP
* support referrals and access to support services as required
* support the child or young person to re-engage with school. This includes through planning and accessing in-school resources
* advocate for the child’s or young person’s learning needs and goals
* include the child’s or young person’s voice in decision-making processes
* build the child’s or young person’s capacity
* build the capability of carers, case managers and others to support the child’s or young person’s learning needs and goals
* ensure that children and young people and their carers and care teams know their educational rights and the opportunities available to them. This includes rights and opportunities under the [Out-of-home-care education commitment: a partnering agreement 2018](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy).[[21]](#footnote-22) The agreement requires that children and young people have access to an educational needs analysis, IEP and SSG.

#### Supporting transition back into education settings

The ESCC program is a time-limited service (up to 12 months). It supports disengaged children and young people back into school or education settings. Where the child or young person is at risk of disengagement, it aims to maintain and strengthen their engagement.

The ESCC program will support transition back into school/education settings by:

* supporting enrolment/re-enrolment processes or preventing enrolment breakdown. This includes exploring education setting options with the child or young person and care team
* planning for re-engagement with the child’s or young person’s teachers and school via
  + Designated Teacher[[22]](#footnote-23)
  + SSG
  + Learning Mentor
  + in-school tutoring
  + providing secondary consultation
* supporting the child’s or young person’s socialisation and integration in the classroom
* advocating for the child and young person’s voice to be heard and encouraging their participation
* considering extra supports at times of transition between:
  + primary school
  + secondary school
  + higher education/training
  + employment.

#### Supporting further education, training and vocational pathways

The ESCC teacher will work with the child or young person on learning needs and goals. These goals support further education, training or vocational pathways. This will include:

* accessing career planning tools and resources (including using school-based career supports where possible)
* exploring and connecting young people to further education and training options. These include TAFE and registered training organisations (RTOs)
* supporting young people with volunteer and part-time employment opportunities
* supporting work experience, immersions and attending career expos
* advocating for school career practitioners to attend SSG meetings.

### 4.5.4 Service closure

Children and young people will exit from the program when they:

* have reached their education goals, and
* are in a stable educational environment with sufficient supports, or
* have received up to 12 months of service (noting that HEACs and Agency Performance and System Support can consider an extension), or
* 3 months of assertive outreach has not been successful in engaging them.

The decision to cease an ESCC service will involve the child or young person, case manager, SSG and care team.

When exiting a child or young person from the ESCC program:

* engage the child or young person in closure planning (including using the survey that accompanies this document)
* complete the service closure section of the re-engagement plan. This includes input from the care team, case manager and SSG. It will outline:
  + a summary of the ESCC involvement
  + reasons for closure
  + the ongoing plan, roles and responsibilities for continued support of the child’s or young person’s educational outcomes
* arrange a case closure meeting with the care team and SSG no less than 10 working days before closure. This will confirm and communicate the continuing roles and responsibilities of all parties
* provide the completed re-engagement plan to the child or young person, their care team, the SSG, the HEAC and LOOKOUT.

### 4.5.5 Service operating hours

Service providers will operate flexible and accessible work hours. This includes work outside business hours and school terms, according to the needs of children and young people.

### 4.5.6 Continuous improvement

Service providers will be committed to continuous improvement, safety and service excellence.

### 4.6.3 Staffing requirements

ESCC teachers provide individualised support. They work collaboratively with the child or young person, care team and other workers.

ESCC providers will only employ qualified teachers who are registered with VIT. Teachers must have a minimum of 2 years classroom experience.

ESCC providers will have policies, processes and practices to ensure staff have the required:

* skills
* qualifications
* knowledge
* values
* competencies.

Staff will understand and have easy access to all policies and processes.

ESCC providers will review staff performance regularly. They will monitor staffing levels to ensure the individual needs of children and young people are met.

#### Staffing competency

ESCC providers will ensure that staff:

* have access to the ESCC program requirements and provider-specific operational/procedural guidelines
* have professional development opportunities and evidence-based training. This will include:
  + the effects and impacts of trauma
  + strategies to better support learning and wellbeing of children in care
  + behaviour support
  + emotional regulation
  + cultural safety
* have guidance to promote cultural competence and cultural safety when working with:
  + Aboriginal children and young people
  + children and young people from diverse communities
* are sensitive to the needs of children and young people with a disability. This includes:
  + being capable of working with children and young people with disability
  + recognising their strengths, wishes and desires.

ESCC providers will know what educational initiatives are available for children and young people in care. This includes those delivered by the department and the Department of Education.

### 4.6.4 Recruitment and pre-employment checks

ESCC providers will have a staff recruitment strategy that:

* considers the individual and cultural needs of the children and young people in the area. This includes the cultural competence and understanding of disability
* seeks to increase numbers of staff from Aboriginal and culturally diverse backgrounds
* highlights the roles and expectations of staff, the ESCC provider and the department
* enables the ESCC provider to meet targets and service agreement obligations
* provides accessible pre-service, induction and ongoing training for staff.

ESCC providers will ensure all applicants undergo pre-employment screening, including:

* referee checks (either face to face or by telephone) with 2 referees to confirm the applicant’s suitability. This will include contacting their most recent employer
* a check of the VIT register to confirm they are registered and permitted to teach
* a police records check. This will include an international police check if an applicant has spent time overseas. If this is not possible, providers should undertake 2 referee checks from the country where the applicant spent time.

## 4.7 Flexible funding

ESCC providers have flexible funding so they can tailor supports to meet the child’s or young person’s educational needs.

Flexible funding is for activities not already covered by [Department of Education grants and programs](https://www.vic.gov.au/grants-and-programs-offered-department-education).[[23]](#footnote-24) These activities will further the child’s or young person’s progress towards their learning and re-engagement goals.

ESCC providers oversee and manage the allocation of flexible funding. This includes keeping accurate records of expenditure.

ESCC providers will complete the flexible funding acquittal template at the end of each quarter. They must submit this to the relevant Agency Performance and System Support (APSS) advisor before the deadlines set out in section 5.3.

Flexible funding must relate directly to individual child’s or young person’s needs. It must not to be used to fund programs.

Providers must allocate flexible funding according to the greatest need. They will use funding flexibly across children and young people engaged in the program.

Flexible funding must be fully expended each year. The department will recoup unspent flexible funding.

Health and education brokerage (overseen by HEACs) may provide additional funding for children and young people.

Further funds for children and young people can be sought from LOOKOUT Centres as well as the department (for example, client expenses). The child’s or young person’s case manager will have more information about funding sources...

# 5. Data collection, reporting and evaluation

## 5.1 Performance monitoring

To support ongoing evaluation, ESCC providers must report to the department on key performance measures. Providers must do this using the ESCC reporting template and flexible funding acquittal template by the dates specified in section 5.3.

## 5.2 Performance measures and reporting requirements

Funding is subject to achieving the performance targets specified in the service agreement.

| Measure | Definition | Data system | Reporting cycle |
| --- | --- | --- | --- |
| Daily average number of clients | The daily sum of clients during the reporting period divided by the number of reporting period days (non-cumulative). | ESCC reporting template | Monthly |
| Number of clients | The number of clients over the reporting period (cumulative over the whole year). | ESCC reporting template | Monthly |
| Hours of service | The number of service hours provided to each client over the reporting period (cumulative over the whole years). | ESCC reporting template | Quarterly |
| Hours of face-to-face service | The number of service hours provided directly to the child/young person over the reporting period (cumulative over the whole year). (Note this includes online service delivery provided directly to the child/young person) | ESCC reporting template | Quarterly |
| Total period of service per client | Total hours of service at closure for children/young people closed within the quarter, categorised by service duration:  0–3 months, 3–6 months, 6–9 months,  9–12 months, or 12 or more months. | ESCC reporting template | Quarterly |
| Number of referrals received | Number of completed referrals received during the reporting period (cumulative over the whole year) | ESCC reporting template | Quarterly |
| Number of referrals on hold | Number of referrals awaiting allocation within the program, (non-cumulative) not including referrals requiring additional information or deemed inappropriate for the service prior to service commencement. | ESCC reporting template | Quarterly |
| Number of clients who no longer require a modified timetable at the end of program. | The number of clients who were on a modified timetable at the commencement of the program who no longer require a modified timetable after 6 months, at the end of the program and 6 months after program end. | ESCC reporting template | Quarterly |
| Number of clients who have an increase to in-school attendance hours/days | The number of clients who experience an increase in attendance since the commencement of the program after 6 months, at the end of the program and 6 months after program end. | ESCC reporting template | Quarterly |
| Number of clients with improved literacy and numeracy | The number of clients who experienced an increase in literacy and numeracy on exit (based on diagnostic assessments, i.e. PAT done at commencement and on exit). | ESCC reporting template | Quarterly |
| Flexible funding expenditure | Flexible funding expenditure, including itemised breakdown | Flexible funding acquittal template | Quarterly |

## 5.3 Reporting schedule

Monthly reporting is due by or before the 10th day following the end of every month.

ESCC reporting templates and flexible funding acquittal reporting are due by or before the 10th day following the end of the financial quarter according to the schedule below:

| Financial quarter | Reporting date |
| --- | --- |
| Quarter 1: 1 July to 30 September | 10 October |
| Quarter 2: 1 October to 31 December | 10 January |
| Quarter 3: 1 January to 31 March | 10 April |
| Quarter 4: 1 April to 30 June | 10 July |

## 5.4 Evaluation

The department will develop a monitoring and evaluation framework in collaboration with ESCC providers. ESCC providers will participate in the evaluation of ESCC.

# 6. Program feedback

## 6.1 Feedback from children and young people

The ESCC provider will have a feedback system in place. This system is for the views of

* staff
* children and young people
* families
* carers
* schools.

ESCC providers will define the standard of service for children and young people. This information will be easily accessible to children and young people.

ESCC providers will maintain appropriate records of feedback from children and young people. Providers will use this information to inform continuous quality improvement and service planning.

This feedback will likely form part of the evaluation of the program.

## 6.2 Complaints

ESCC providers will have documented and accessible procedures for managing complaints and allegations. Complaints may be made by:

* staff
* children and young people
* carers
* families
* members of the community.

Providers must ensure staff understand these procedures. The procedures must meet all legislative and departmental guidelines. This includes Victoria’s Reportable Conduct Scheme and Child Safe Standards.

ESCC providers will have processes to respond to allegations of misconduct or abuse. These processes must ensure children are protected from future harm.

ESCC providers will maintain a written record of all:

* complaints and allegations
* actions taken
* outcomes.

Sometimes, disputes cannot be resolved by the ESCC provider. When this occurs, refer the matter to the department’s divisional office.

The department’s [complaints management policy for funded organisations](https://providers.dffh.vic.gov.au/complaints-management-policy-funded-organisations.)[[24]](#footnote-25) has more information.

## 6.3 Dispute resolution

ESCC providers will have effective and timely processes to resolve disputes.

ESCC providers will resolve disputes using:

* cooperation
* collaboration
* mutual respect
* transparency
* accountability
* effective communication
* timely responses.

A child’s best interests will be the main consideration in any mediation or dispute resolution process.

ESCC providers will make every attempt to deal with issues and differences of opinion between services at the local level. Providers will engage in good faith and aim to resolve the matter at this level.

ESCC providers will keep records of dispute resolution processes.

## 6.4 Information management

ESCC providers will have documented procedures and guidelines for information management. This will include:

* ensuring electronic documents and records are secure. This includes making sure only appropriate individuals have access to them
* storing physical client records securely. This includes making sure only appropriate individuals have access to them
* managing all personal information in accordance with the Information Privacy Act and the service agreement
* only collecting data and client information in line with the service agreement and other departmental guidelines
* collecting information about the cultural identity of clients, including country of birth, preferred language and whether they need an interpreter
* storing client records and information securely at the closure of the case, in accordance with legislative requirements and departmental policy
* putting protocols in place to establish mutually respectful and collaborative partnerships between culturally diverse services and mainstream services.

Documents will be saved on the Client Information and Case Management System – Service Provider (CRISSP), where available. Providers will give relevant information to the child’s case manager at the point of closure.

## 6.5 Service management

ESCC providers will comply with all Commonwealth, state and local government legislation and regulations. This includes maintaining:

* effective governance policies. These will clearly document:
  + roles
  + responsibilities
  + delegations of authority for the governing body, management and staff
  + acceptable behaviours and practices
* a code of ethics. This will include procedures to manage conflicts of interest. Providers will ensure staff understand these procedures and have easy access to them
* the necessary management, financial and business skills to manage the work efficiently. Funded organisations have access to a client’s personal, health and sensitive information, which is often provided on the basis of trust
* effective privacy and data collection processes. Refer to section 6.6.2
* systems to determine priorities, monitor workloads and assign tasks to appropriate staff.

## 6.6 Client and privacy incident reporting and management

Incident reporting captures information about incidents. Analysing incident reporting can identify trends. This will help providers to respond to incidents in the future.

### 6.6.1 Client incident reporting and management

The Client Incident Management System (CIMS) is for incidents that affect clients.

ESCC providers must submit client incident reports and follow-up information electronically. This will be assessed for quality assurance and endorsement.

A client incident is defined as ‘an event or circumstance that occurred during service delivery and resulted in harm to the client or is reasonably likely to cause serious harm to the clien*t*’.

ESCC providers must:

* maintain a client incident register. This will capture and transmit information to the department regarding:
  + incident reports
  + follow-up recommendations
  + investigations
  + reviews
* use CIMS to report incidents that occur during service delivery and result in harm to a child or young person
* report incidents to the department within 3 business days of the incident occurring or of the ESCC provider becoming aware of the incident
* manage the response to all incidents through their incident management processes.

Please refer to the Client Incident Management Guide and the CIMS webpage for the complete process. The department’s [Incident reporting webpage](https://fac.dffh.vic.gov.au/incident-reporting)[[25]](#footnote-26) has more information.

### 6.6.2 Privacy incident reporting and management

Funded organisations have access to a client’s personal, health and sensitive information. This information is often provided on the basis of trust. Funded organisations must protect the privacy of this information.

If a privacy breach, possible breach or near miss occurs, funded organisations must capture this information and report this privacy breach to the department.

Refer to the service agreement clause 17.3(k), under the Privacy and Data Protection Act or the Health Records Act. The department’s [Privacy Policy](https://www.dffh.vic.gov.au/publications/privacy-policy)[[26]](#footnote-27) has more information.

# Appendix A: ESCC program Logic

## The program logic

The program logic provides a shared definition of what is to be evaluated. It helps to identify data needs. It also acts as a point of comparison (ideal versus real life program).

Before commencing the program, it is important to define the program’s goal and objectives.

In the design and planning phase, the program logic can:

* serve as a communication tool
* assist with checking logical glitches or gaps
* lead to shared understanding
* guide measurement.

In the implementation phase, the program logic can be a yardstick for implementation progress and early outcomes.

### Situation

Some children and young people in care are not engaged in education in the same way as their peers. This leads to lower literacy and numeracy skills and lower educational achievement compared with other students.

For Aboriginal children and young people in care, experiences of a lack of inclusion or cultural safety may also affect their engagement in education.

There is insufficient role clarity among those involved (for example, child protection, schools, care teams). This creates challenges for ensuring children and young people receive the right education supports.

### Inputs

* 1.0 FTE VPS 5
* Implementation support (for example, management infrastructure)
* Program funding $6.8 million a year ($13,093 a year per person plus $524 per person for activities and materials to support learning and engagement)
* CSOs and ACCOs to deliver the program through qualified teachers
* Training and supervision for program teachers
* Continuous improvement in program delivery
* Department of Education data to identify eligible students
* Resources to support partnerships (Department of Education, LOOKOUT education support centres, HEACs)
* School staff time and input (classroom teachers, health and wellbeing team, principal, other SSG members)
* Care team members, including specialist supports such as mental health and AOD

### Activities

* Identify eligible children and young people according to the eligibility criteria in the program requirements
* Provide 1:1 tutoring that is trauma-informed, culturally aware and safe
* Develop a re-engagement plan for each student that is agreed with their school
* Establish coordinated responses with care teams and SSGs to support engagement
* Development of operational guidelines and process management by providers
* Define roles and responsibilities for involved parties
* Maintain engagement between tutor, SSG and care team
* Consult and collaborate with schools on ways to address barriers to engagement in trauma informed ways that are tailored to the child
* Expenditure of brokerage funds to address barriers
* Undertake educational assessments
* Teacher outreach to children and young people

### Outputs

* Number of referrals
* Number of students engaged in the program
* Number of 1:1 tutoring sessions delivered / hours per student / total hours
* Number of outreach sessions conducted
* Number of individualised re-engagement plans created
* Number of combined SSG/care team meetings conducted / regularity of consultations
* Roles and responsibilities of all key parties are reflected in the re-engagement plan
* Uptake and use of brokerage funds (by type of activity/material)

### Short-term outcomes (at 6 months)

#### Children and young people

* Students know who they can turn to for support
* Students have enhanced relationships with the school and care teams and have their views reflected in their re-engagement plans
* Children and young people have a better understanding of their learning profile, based on survey results

#### System

* Schools have increased awareness of students who are disengaged or at risk of becoming disengaged
* Improved referral processes between education and care systems
* Enhanced relationships between schools and other members of students’ care teams, including improved role clarity, enable sustainable and coordinated supports to keep students engaged in school

### Medium-term outcomes (6–12 months)

#### Children and young people

* Students take up in-school supports and referrals, feel safe and supported, and have improved engagement and attendance at school
* Children and young people are less likely to engage in negative behaviours at school

#### System

* Improved coordination and proactive partnerships supports students more effectively

### Long-term outcomes (12+ months)

#### Children and young people

* Students experience a trauma-informed educational journey, which supports their engagement with education, academic achievement and enables them to achieve their full potential
* Reduced gap in educational outcomes for children and young people in out of home care
* Children and young people in care experience improved placement stability, arising from more consistent school attendance and reduced impact of non-attendance on carers

#### System

* A strong and collaborative system supports children and young people in care to achieve their potential

## Assumptions that underpin the program logic

* Adequate recruitment and retention of appropriately qualified and experienced workforce to deliver the program
* Effective referral mechanisms exist
* Students will be retained in 1:1 tutoring for a sufficient period
* Given 1:1 tutoring has been demonstrated effective in other intervention models, tutoring engagement will result in an improvement in literacy and numeracy scores
* Clarification of roles and responsibilities will result in effective consultation, coordination and decision-making

## External factors that affect the program logic

* Teacher shortages across Victoria
* Variable levels of capacity and capability within individual schools and child protection workforce
* Other reforms to improve systems and services for children and young people in care

1. Morgan A et al. (2015) ‘Relational ways of being an educator: trauma-informed practice supporting disenfranchised young people’, *International Journal of Inclusive Education*,19:10. <https://www.tandfonline.com/doi/abs/10.1080/13603116.2015.1035344>. [↑](#footnote-ref-2)
2. <https://fac.dffh.vic.gov.au/department-families-fairness-and-housings-service-agreement-sample-2024-2028> [↑](#footnote-ref-3)
3. <https://fac.dffh.vic.gov.au/service-agreement-requirements> [↑](#footnote-ref-4)
4. <https://www.dffh.vic.gov.au/social-services-regulation-reform> [↑](#footnote-ref-5)
5. <https://www.vic.gov.au/social-services-regulator-registration> [↑](#footnote-ref-6)
6. <https://www.legislation.vic.gov.au/in-force/acts/occupational-health-and-safety-act-2004/044> [↑](#footnote-ref-7)
7. <<https://providers.dffh.vic.gov.au/client-incident-management-guide-cims-word>> [↑](#footnote-ref-8)
8. <https://www.vmia.vic.gov.au/insurance> [↑](#footnote-ref-9)
9. <contact@vmia.vic.gov.au> [↑](#footnote-ref-10)
10. Source: government-school data. [↑](#footnote-ref-11)
11. This survey is completed by parents/carers for students in their foundation year of school. [↑](#footnote-ref-12)
12. Under s. 18 of the *Children, Youth and Families Act 2005*, the Aboriginal Children in Aboriginal Care (ACAC) program gives authorised ACCOs legal responsibility for Aboriginal children or young people authorised to them. ACAC providers undertake the statutory child protection role for these children instead of the department. The [ACAC website has more information](https://services.dffh.vic.gov.au/aboriginal-children-aboriginal-care) <https://services.dffh.vic.gov.au/aboriginal-children-aboriginal-care>. [↑](#footnote-ref-13)
13. <https://www.dffh.vic.gov.au/publications/client-voice-framework-community-services> [↑](#footnote-ref-14)
14. An IEP sets out the adjustments, goals and strategies to meet a student’s individual educational needs so they can reach their full potential. IEPs, alongside CSPs, form part of the ESCC re-engagement plan. Note, when referring to IEPs, this document is also referring to personalised learning plans (PLPs) – the Catholic education system uses this term. Visit the [IEP webpage for more information](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/resources) <https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/resources>. [↑](#footnote-ref-15)
15. Section 176 of the *Children, Youth and Families Act 2005* makes it a legal requirement that an Aboriginal child in out-of-home care has a CSP. A CSP sets out how an Aboriginal child placed in care will remain connected to their community and culture. The care team, including the case practitioner (child protection, ACAC or contracted agency), prepares, implements and reviews the cultural plan. ACCOs support care teams to develop cultural plans and ensure they are accurate and appropriate from a cultural perspective. [↑](#footnote-ref-16)
16. The educational needs analysis aims to understand and address a student’s social, emotional and cultural learning needs, as well as their strengths. This involves collecting, reviewing and analysing personal, health and educational information from different sources. It also involves determining the need for additional interventions and services. Visit the [education needs analysis webpage for more information](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/4-make-referral-educational-needs-analysis) <https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/4-make-referral-educational-needs-analysis>. [↑](#footnote-ref-17)
17. A behaviour support plan (BSP) documents students’ inappropriate behaviour and outlines strategies to improve it. Visit the [behaviour support plan webpage for or furthermore information](https://www2.education.vic.gov.au/pal/behaviour-students/guidance/6-behaviour-support-plans): <https://www2.education.vic.gov.au/pal/behaviour-students/guidance/6-behaviour-support-plans>. [↑](#footnote-ref-18)
18. A template for the re-engagement plan accompanies this document. ESCC providers may wish to consider using the Progressive Achievements Tasks tool to inform the re-engagement plan. This is a diagnostic assessment tool that schools use to assess literacy and numeracy levels. [↑](#footnote-ref-19)
19. The Victorian Curriculum and Assessment Authority’s Curriculum F-10 sets out the knowledge and skills that every student should learn during their first 11 years of schooling. This includes 8 learning areas and 4 capabilities, in addition to foundational skills of literacy, numeracy and digital literacy. Visit the [Curriculum F-10 website for more.](https://f10.vcaa.vic.edu.au/) <https://f10.vcaa.vic.edu.au/>. [↑](#footnote-ref-20)
20. Research by the Education Endowment Foundation suggests ‘short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial’. Source: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>. [↑](#footnote-ref-21)
21. <https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy> [↑](#footnote-ref-22)
22. The Designated Teacher is the first point of contact within the school regarding children in care and has a key role in supporting students in care to make a smooth transition into school, including making sure there are effective arrangements in place for the speedy transfer of information between relevant agencies. For further information, visit the [Supporting students in out-of-come care website](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/5-nominating-designated-teacher) <https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/5-nominating-designated-teacher>. [↑](#footnote-ref-23)
23. <https://www.vic.gov.au/grants-and-programs-offered-department-education>. [↑](#footnote-ref-24)
24. <https://providers.dffh.vic.gov.au/complaints-management-policy-funded-organisations> [↑](#footnote-ref-25)
25. <https://fac.dffh.vic.gov.au/incident-reporting> [↑](#footnote-ref-26)
26. <https://www.dffh.vic.gov.au/publications/privacy-policy> [↑](#footnote-ref-27)