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| Education Supports for Children in Care |
| Education re-engagement plan |
| OFFICIAL |

ESCC program workers must complete this form for all clients of the Education Support for Children in Care Program. It may be informed by the Progressive Achievements Task. This is a diagnostic tool schools use to assess literacy and numeracy levels. Please retain for possible audit.

# Part 1: About you

## Young person’s information

| Information required | Details |
| --- | --- |
| Name of young person: |  |
| Date of birth: |  |
| Gender: |  |
| Address: |  |
| Phone: |  |
| Aboriginal /Torres Strait Islander: |  |
| Ethnic/cultural background: |  |
| Language spoken: |  |
| Interpreter required: |  |
| Carer(s) name(s) and number(s) |  |

## School information

| Information required | Details |
| --- | --- |
| School year: |  |
| School name: |  |

## School contacts

| School contact | Name | Role | Email | Phone |
| --- | --- | --- | --- | --- |
| School contact 1 |  |  |  |  |
| School contact 2 |  |  |  |  |

## Support services

| Care type | Care agency | Case manager | Phone | Email | Referred by |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Support needs

| Information required | Support needs |
| --- | --- |
| Communication /literacy notes |  |
| Strategies for managing emotions |  |

# Part 2: Information gathering and assessment

| Information required | Assessment |
| --- | --- |
| **Strengths:**  Useful tools/supports for re-engagement. Services, supportive relationships, school opportunities, recreation, interests |  |
| **Possible barriers:**  Issues/challenges that may impact on school engagement. Emotional, social and Educational needs, AoD, ID, physical and mental health, conflict, school, home, trauma, racism at school, school moves. |  |
| **Analysis:**  What are the key areas requiring support/assistance to reduce barriers? How are these factors impacting on school re-engagement/sustainability? How can the strengths be utilised in the young person’s re-engagement into school? |  |
| **Suggestions:**  What has/hasn’t worked? What needs consideration? What actions will occur to work towards school re-engagement? |  |

# Part 3: Re-engagement plan goals

|  | **Date** | **Goal** | **Strategies** | **Person responsible** | **Timeline** | **Review** | **Outcomes** |
| --- | --- | --- | --- | --- | --- | --- | --- |
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# Part 4: Endorsement

| Required information | Details |
| --- | --- |
| ESCC teacher: (name, signature, date) |  |
| ESCC teacher contact information (phone, email) |  |
| Case manager endorsement that the plan is aligned with the case plan: (name, signature, date) |  |
| Case manager contact details (phone, email) |  |
| Copy provided to child or young person, SSG and care team  (yes, no) |  |

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| To receive this document in another format, [email Care Services](mailto:email%20Care%20Services) <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.  Available at <https://providers.dffh.vic.gov.au/education-supports-children-care> <https://providers.dffh.vic.gov.au/education-supports-children-care>. |