

Case Management Standards

for Flexible Learning Option (FLO) enrolled students*

These case management standards have been developed in collaboration between DfE and members of the DfE Approved Panel of Providers (APP) to:

- Provide a framework/tool to ensure that a minimum service is delivered across all schools, irrespective of service provider.
- Assist schools in choosing suitable services for at risk young people based on the level of service delivery.

Service Delivery Standards and Levels of Service

- Case Management
- Human Resources
- Organisational Capacity
- Data, Reporting and Communication

Each of the service delivery standards listed above have three levels of service

The DIAf framework was chosen as an appropriate tool as schools are familiar with this framework.

Functioning	Strategic	Embedded
<p>Minimum standard:</p> <ul style="list-style-type: none"> • Able to meet all the requirements as outlined in the FLO Procedures for Case Management 	<p>High standard:</p> <ul style="list-style-type: none"> • Reviews practice and systems and utilises data and learning to improve internal policies, systems and strategies • Builds capacity of whole agency to respond to FLO students • Flexible organizational structures that enable responsive services • Utilises a range of specialist providers and formalized partnerships to add value and enhance local engagement opportunities 	<p>Excellent standard:</p> <ul style="list-style-type: none"> • Participates and shares learning in local FLO networks to contribute to the development of best practice • Reviews and evaluates formalised partnerships regularly to ensure effective outcomes for FLO students

**The FLO Case Management Standards have undergone a minor edit and previously known as the ICAN Case Management Standards. These standards were developed in collaboration between DfE and Approved Panel members.*

Case Management

	Functioning	Strategic All functioning elements have been met	Embedded All functioning elements have been met
Secondary School Case Management for Living, Learning and Transition	<ul style="list-style-type: none"> <input type="checkbox"/> Maximum caseload of up to 25 students per case manager <input type="checkbox"/> Weekly face to face case management session <input type="checkbox"/> Flexible service delivery e.g. home visits, in community spaces <input type="checkbox"/> Small group engagement activities <input type="checkbox"/> Transition plan for exiting students in place a minimum of 1 term prior to exit <input type="checkbox"/> Referrals received term 4 - Client contact prior to the commencement of the following school year <input type="checkbox"/> Referrals received post term 1 commencement - client contact within 7 days 	<ul style="list-style-type: none"> <input type="checkbox"/> Organisational quality assurance frameworks applied to case management services and reviewed <input type="checkbox"/> FLO services embedded in organisational strategic plan <input type="checkbox"/> Organisational capacity allows for responsive service delivery to meet changing client needs <input type="checkbox"/> Formalised partnerships which enable specialised intervention e.g. grief and loss, trauma, juvenile justice, homelessness etc. <input type="checkbox"/> Internal priority access to other services <input type="checkbox"/> Client contact within 72 hours of receiving referral 	<ul style="list-style-type: none"> <input type="checkbox"/> Quality processes evaluated and recommendations implemented <input type="checkbox"/> Contributes expertise in specialised interventions to the broader community. <input type="checkbox"/> Engagement activities for small groups are offered to other service providers <input type="checkbox"/> Agency provides priority access for FLO students and families regionally. <input type="checkbox"/> Client contacted within 48 hrs of receiving referral
Secondary School Learning	<ul style="list-style-type: none"> <input type="checkbox"/> A documented current timetable for all students provided to student, family and school <input type="checkbox"/> FLTP articulates learning activities which are congruent with the Engagement Matrix <input type="checkbox"/> Capacity to facilitate literacy/numeracy assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Organisational quality assurance systems in place to support required DFE FLO Processes <input type="checkbox"/> Organisational internal systems and processes are regularly reviewed 	<ul style="list-style-type: none"> <input type="checkbox"/> FLTP trends and data shared with DFE to inform regional curriculum and program development

Human Resources

	Functioning	Strategic All functioning elements have been met	Embedded All functioning elements have been met
Skill sets and experience	<ul style="list-style-type: none"> <input type="checkbox"/> Minimum Certificate IV Youth work <input type="checkbox"/> Abilities to deliver case management for learning, living and transitions to young people at risk within an educational context <input type="checkbox"/> Applied knowledge of abuse, trauma and neglect interventions <input type="checkbox"/> Applied knowledge of educational options and earning/learning pathways for young people at risk <input type="checkbox"/> Applied knowledge of interventions to support numeracy and literacy <input type="checkbox"/> Applied knowledge of the educational supports and processes for priority groups at risk e.g.: GOM, Juvenile Justice 	<ul style="list-style-type: none"> <input type="checkbox"/> Additional skills and qualifications which support learning and earning outcomes: e.g. Career Development, Training & Assessment, LLN <input type="checkbox"/> Minimum 2 years working with young people at risk within an educational context <input type="checkbox"/> Organisational strategies to support numeracy and literacy interventions (e.g. mentors & tutors) <input type="checkbox"/> Organisational strategies to strengthen support for priority groups, e.g. partnerships with learning/earning pathway providers <input type="checkbox"/> Organisation demonstrates responsiveness to DFE policy and procedure changes 	<ul style="list-style-type: none"> <input type="checkbox"/> Multidisciplinary teams to support learning and earning outcomes
Induction and professional development	<ul style="list-style-type: none"> <input type="checkbox"/> Provides induction into organisational FLO systems and processes <input type="checkbox"/> Staff attend FLO professional development i.e: <ul style="list-style-type: none"> • Induction • FLTP • Curriculum Resources • Literacy/Numeracy assessments • Engagement Matrix • Priority groups including GOM, ATSI • Internal DFE Student Support Services and structures 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure Case Manager professional development needs are communicated to DFE central office to be considered for inclusion in FLO Professional Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff with specialist skills provide professional development for FLO case management sector to address population profile of the region, and emerging trends
Support and supervision	<ul style="list-style-type: none"> <input type="checkbox"/> Access to regular line management support, and practice supervision to achieve learning outcomes for students at risk <input type="checkbox"/> Supervision staff have skills and experience in supporting learning outcomes <input type="checkbox"/> Peer case conferencing system in place to problem solve and share best practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Supervision strategy is reviewed and improvements identified and addressed 	<ul style="list-style-type: none"> <input type="checkbox"/> Providing professional development in practice supervision to other providers in the region

Organisational Capacity

	Functioning	Strategic All functioning elements have been met	Embedded All functioning elements have been met
Organisational capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Organisational systems ensure delivery 52 weeks of the year <input type="checkbox"/> Contingency plan for all planned and unplanned leave implemented (e.g. “floater” staff / group case management to address case manager absences for sick or annual leave) <input type="checkbox"/> Flexible service hours to meet student and family needs including during term breaks <input type="checkbox"/> Capacity to support flexible delivery, e.g.: on and off school-site, in the community or home visits <input type="checkbox"/> Internal/external links with services or programs which can add value to services for students and families <input type="checkbox"/> Services Agreements or Purchase orders signed with each school <input type="checkbox"/> Policies and procedures implemented to address critical incidents, chronic non- attendance and information sharing 	<ul style="list-style-type: none"> <input type="checkbox"/> Mechanisms for seeking regular feedback from young people, their families/carers and from schools on case management strategies and performance <input type="checkbox"/> Regular reviews of internal/external links with services or programs to improve service delivery to students and families <input type="checkbox"/> Organisation makes changes in practice based on consumer feedback <input type="checkbox"/> Policies and procedures implemented to address critical incidents, chronic non-attendance and information sharing 	<ul style="list-style-type: none"> <input type="checkbox"/> Staffing partnerships to enable continuity of service for students <input type="checkbox"/> Organisation engages innovative partnership approaches to enhance a seamless service model across the region <input type="checkbox"/> Organisation contributes learning to the sector <input type="checkbox"/> Annual evaluation of case management services in collaboration with key stakeholders

Data, Reporting and Communication

Data management	<ul style="list-style-type: none"> <input type="checkbox"/> Organisational data collection systems are sufficient to meet DFE requirements: <ul style="list-style-type: none"> • Literacy/Numeracy assessments • Engagement Matrix • Communication and progress reports <input type="checkbox"/> All term and semester reports and timetables are collated, kept on student file and provided to school and student (as well as parent and guardian where appropriate) <input type="checkbox"/> Detailed case notes are maintained for interaction with the student 	<ul style="list-style-type: none"> <input type="checkbox"/> Data management systems inform and improve service delivery <input type="checkbox"/> Evidence on file for all enrolments in accredited learning and engagement activities 	<input type="checkbox"/> Data analysis is provided to DFE to inform regional program policy development and co-ordination
FLO communication reports, attendance and participation	<ul style="list-style-type: none"> <input type="checkbox"/> Fortnightly reports to school to include: <ul style="list-style-type: none"> • Attendance • Student activities • Case management comments <input type="checkbox"/> Reports act as an alert to review individual student plans <input type="checkbox"/> Any concerns and reports made are shared with the School Principal/Site leader 	<ul style="list-style-type: none"> <input type="checkbox"/> Internal organisational process to ensure timely quality reports <input type="checkbox"/> Internal process in place to ensure alerts are acted on <input type="checkbox"/> Review of systems and processes to ensure that appropriate interventions occur in a timely manner <input type="checkbox"/> Trends in data are used to inform practice <input type="checkbox"/> Data informs the organisational review and evaluation 	
Student progress reports	<ul style="list-style-type: none"> <input type="checkbox"/> Completed in partnership with school timeframes <input type="checkbox"/> Progress reviews are documented and kept on student case file 	<input type="checkbox"/> Internal organisational process to ensure quality reports	
School reports	<input type="checkbox"/> Case Manager to forward term/semester reports to school within timeframes	<input type="checkbox"/> Internal Organisational process to ensure all reports and timetables are shared with schools	