Quality Assurance Framework for New South Wales

Child Overview

Chapter 1

QAF
User Guide

Contents

Quality Assurance Framework – User Guide – Chapter 1 – **Child Overview V2 (November 2020 Edition)**

Introduction

The NSW Quality Assurance Framework (QAF) collects key information on how a child or young person is going in out-of-home care (OOHC), to ensure we give every child in care the best possible experience. Regular information comes from children, carers, Department of Community & Justice (DCJ), Education and health in order to support this.

The Child Overview is a child centred tool providing individual information about children under Parental Responsibility to the Minister (PRM). Each individual child will have a Child Overview completed for them. Information contained within the Child Overview captures the domains of safety, permanency and wellbeing within a child's life.

The aim of the Child Overview is to provide a single point of information for caseworkers to create a picture of how a child or young person is faring. This will allow for information to be tracked across time and used to help identify how a child's outcomes can be improved.

How is the QAF information collected?

Information on each of the domain areas are collected from:

- The child or young person –Child or Young Person Questionnaire, via Viewpoint an online app
- The carer – Strengths and Difficulties Questionnaire via Viewpoint an online app
- Administrative data from DCJ - ChildStory
- Administrative data from other agencies such as Education

How do you use the Child Overview?

The key to effective use of the Child Overview is to reflect on individual pieces of information as well as consider how the information inter-relates and the meaning for the child or young person. Some considerations when reviewing the Child Overview may include:

- having further conversations with the child or young person, school, health service, carer, and parents
- making a referral to a specialist service
- reviewing a child or young person 's placement and cultural connections
- reflecting on previous decisions and the impact on the child or young person's wellbeing, has this been positive or negative?
- reflecting on the possible impact of decisions or casework on other areas of the child or young person's life?
- reflecting on the child or young person's outcomes as a whole.

Information from the Child Overviews can also be used to inform:

- Annual Case plans
- Case planning strategies
- Case plan progress notes
- Cultural Support Plans
- 3 monthly case reviews
- Home visit reports
- Behaviour Support Planning
- Group Supervision
- Work load planning
- Case transfers
- Financial planning

How often is the Child Overview produced?

The Child Overview is updated and shared with caseworkers on a quarterly basis. However not all the information will be updated quarterly as this depends on the frequency of information collected.   For example, NAPLAN data is collected for a child or young person in Year 3, 5, 7 & and 9 and the carer and child or young person questionnaires are collected six monthly.

3 Monthly capture of Data	Release Date
Quarter 1: January to March	April
Quarter 2: April to June	July
Quarter 3: July to September	October
Quarter 4: October to December	January

How will I receive the Child Overview?

For DCJ caseworkers, the Child Overview is available on ChildStory. For NGOs, the Child Overviews are sent securely to the manager for distribution to caseworkers within the agency.

Child Overview information over time

Over time a caseworker will be able to compare past Child Overviews to understand the progress a child or young person has made, what has improved and what requires additional attention. Caseworkers and their managers will be able to look at evidence of casework activities that have impacted the child or young person and provide an opportunity to consider what practice steps they will implement to build on what is working or resolve issues.

What is in the Child Overview?

The Child Overview comes in a PDF format which is split into several sections including the introductory section and the sections of safety, permanency and wellbeing.

Page 1 consists of the title with the period of this report, introductory section, an infographic of the QAF domains and the "child and young person details" section in the top right side which contains basic information about the child or young person.
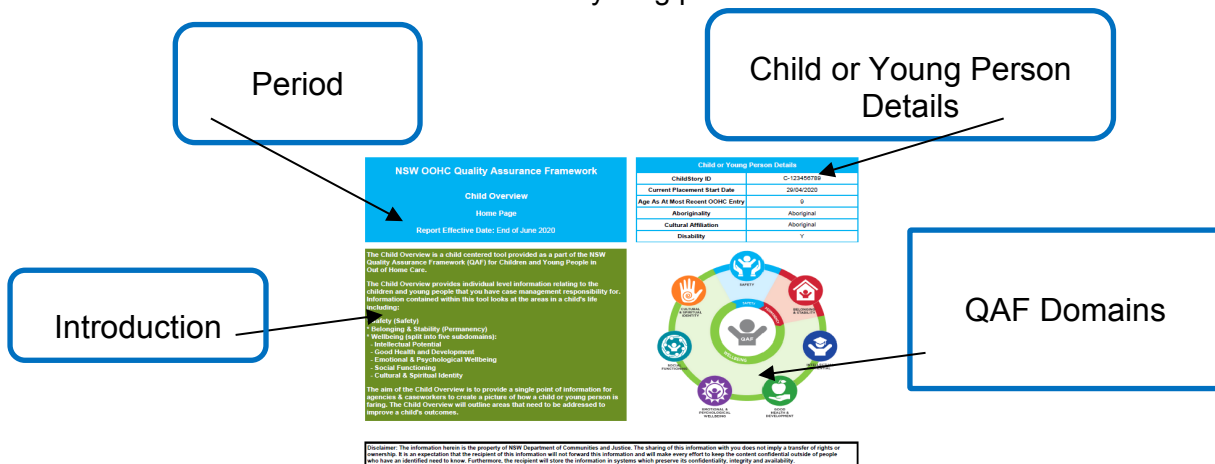
Pages 2 onwards consists of the Child Overview items categorised into the domains of safety, permanency and wellbeing. Each domain page has its own colour and theme (i.e. domain of safety is in blue).
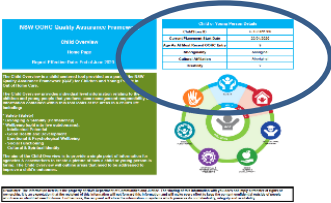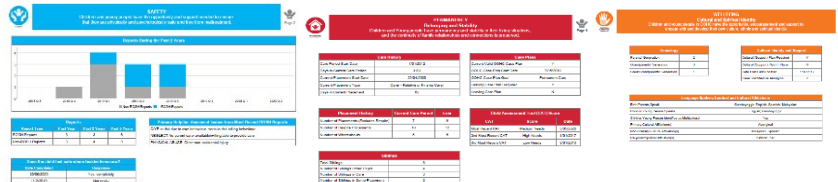

Note regarding data

Please note that there may be errors in the data due to system constraints and data remediation limitations. Please provide any feedback to your local QAF coordinator or your DCJ contact within your implementation site.

DCJ information included in the Child Overview - The DCJ data used to populate the Child Overview comes from the DCJ Corporate Information Warehouse (CIW), which uses data from ChildStory. To ensure the Child Overview accurately reflects what has occurred for the child, the data recorded in ChildStory needs to be recorded and inputted accurately. Data may require remediation or additional information such as family relationships/genealogy. For NGO's contact your local CFDU to help you remediate any inaccurate data.

# Child Overview Item Definitions and Practice Tips/Considerations by page

The following section looks at the definition/meaning of each Child Overview Item that is included in the current release, followed by Practice Tips and Considerations when using the information in casework practice. The definitions are ordered by the page they appear within the Child Overview.

Page	Definitions	Practice Tips and Considerations
Page 1 - Child or Young Person details		
The "Child or Young Person Details"	**Child and young Person Details** ChildStory ID: Unique child or young person identifier also known as the ChildStory ID which is used in the DCJ client management system ChildStory. Current Placement Start Date: The date of the child or young person's current OOHC placement. Age As At Most Recent OOHC Entry: The child or young person's age when they entered this episode of OOHC. Aboriginality: Only children and young people with a recorded status of Aboriginal or Torres Strait Islander in ChildStory will have a value as "Aboriginal" Cultural Affiliation: The cultural affiliation entered into ChildStory. If the child has one or two cultural affiliation records within ChildStory, one (or both) cultural affiliations will be displayed (e.g. Australian, Aboriginal). If a child has more than 2 cultural affiliation records within ChildStory, only the first two records will be displayed. A list of all cultural affiliation records for a child is available on the Cultural Identity page (page 6). Disability: Displays a "Y" if a child or young person has a disability, otherwise an "N" is displayed	Page 1 of the Child Overview gives a summary of identifying factors of the child, giving caseworkers an opportunity to rectify any apparent issues within ChildStory and reflect on casework practice. ChildStory ID: The child or young person's name does not display in the Child Overview, therefore you must check that the ChildStory ID outlined in the Child Overview matches the ChildStory ID number identified for each child. _This is to ensure you are reading/analysing the data for the correct child._ Current Placement Start Date: The date gives a base knowledge of a child or young person's stability, belonging, connection to the home environment and the people the child is living with. Aboriginality: You can use this information as a prompt to cross reference your casework with the child and family to confirm if the child's cultural status is correctly recorded in ChildStory. If not, you have the opportunity to update the information in ChildStory. Disability: If the status is 'Yes' please review the child and young person's health records to ascertain further details in regard to disability and whether the disability has been confirmed.

Page	Definitions	Practice Tips and Considerations

Page 2 – Safety
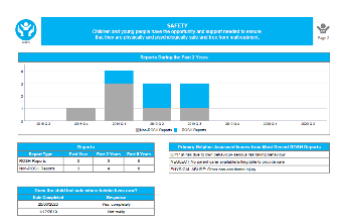
Reports During the Past 2 Years: A graphical representation of the number of risk of significant harm (ROSH) and Non-ROSH reports (by quarter) a child or young person has received during the past two years.

Reports: A table that displays a count of the number of ROSH and Non-ROSH helpline reports received by DCJ for a child during the past 5 years, 2 years and past year.

Primary Helpline Assessed Issues from most recent ROSH reports: Primary reported issue categorised within the system for five most recent reports within the reporting period.

Does the child feel safe where he/she lives now? Table displays the last three responses and corresponding dates from the Child and Young Person Questionnaire item around feelings of safety where he/she lives.

Page 2 of the Child Overview gives a representation of reports on the child over a number of years. Additionally there is a questionnaire that allows a child or young person to give caseworkers an insight to their feelings of safety. The three most recent Safety answers are captured in the Child Overview.

The answers from the Child and Young Person Questionnaire – Safety and Permanency provides information on how safe or unsafe they feel in their home over the period of 6 months

If the child or young person indicated that they felt unsafe in a certain period during those 6 months, be curious, ask the child why they responded in this way:

Perhaps a significant event had occurred within the home or in their lives. Has there been a change of placement due to risk of significant harm?

You can review ChildStory records for more information.

Page 3 – Safety

Saftey
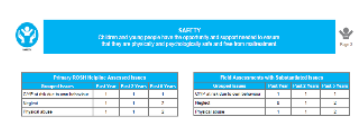
ROSH Helpline Assessed Issues: A table that displays a count of ROSH helpline assessments received by DCJ for a child during the past 5 years, 2 years and past year. These issues have been grouped into categories to align with reporting requirements.

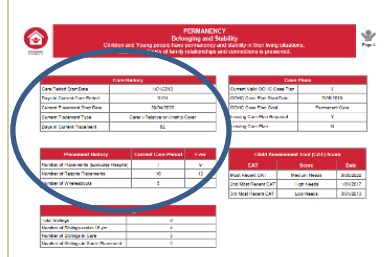Page 3 of the Child Overview reflects both ROSH and Field assessments with substantiated issues:

Substantiated Risk of Significant Harm (ROSH) reports provides a snapshot of how many ROSH reports have been received by the Helpline and how many of those reports were assessed and substantiated.
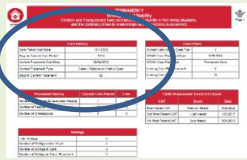
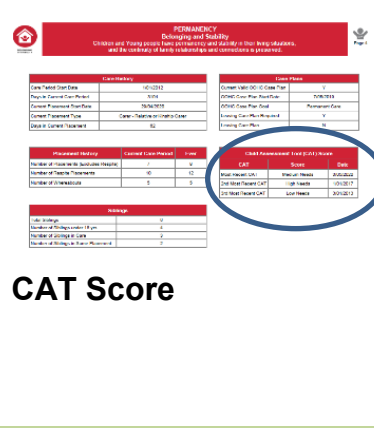| Page	Definitions	Practice Tips and Considerations
	Field Assessments with Substantiated Issues: A table that displays a count of field assessments with substantiated issues over the past 5 years, 2 years and the past year by the issue type.	The ROSH issues assessed and substantiated provides the overall wellbeing of the child or young person and families/carers within the context of their lives, including the physical environment, their history, culture and experiences of disadvantage.

Page 4 – Permanency

Page	Definitions	Practice Tips and Considerations
Care History **Placment History**	**Care History:** Care Period Start Date - start date of the current care period/most recent entry into OOHC. Days in current care period - calculated from the current care period start date until the current report date. Current placement start date - the date the child or young person entered their current placement. Current placement type – The type of placement the child is currently placed in. The placement type is a categorisation of out-of-home care placements based on living arrangements. Days in current placement – total number of days in the current placement calculated using the current placement start date and the end of the reporting period date. The count is not restricted to the current quarter. **Placement History** Displays a count of the number of previous Non-Respite, Respite and Whereabouts placements a child had during their current care period and the entire time they have been known to DCJ.	Page 4 of the Child Overview outlines the placement history of the child or young person: Total respite placements may be an indication of whether the child or young person and carers are being supported to enrich the development, social networks and wellbeing of a child or young person. Respite may be provided as part of a carer development plan to support placement stability. The child or young person and carers should have the opportunity to access planned respite of a type and level that suits their circumstances. The number of placements/whereabouts records are an important part of documenting a child or young person's time in care – where they are staying, who they are staying with and for how long. This is important for accurate reporting on children in OOHC and carer payments. A whereabouts record is created if a child or young person is away from their primary placement, such as when they are on holiday camp, hospital, or have self-placed

Page	Definitions	Practice Tips and Considerations
  Case Plan	**Case Plan:** Current valid OOHC case plan – A "Y" indicates that the child or young person has a current valid OOHC case plan recorded in ChildStory. An "N" indicates that the child or young person does not have a current valid OOHC case plan that is recorded specifically in ChildStory. Case plan start date – The start date of the child or young person's current case plan. This field will be blank if the child or young person does not have a current valid OOHC case plan within ChildStory. Case plan goal - The case plan goal of the child or young person's current case plan. This field will be blank if the child or young person does not have a current valid OOHC case plan within ChildStory Leaving Care Plan Required – A "Y" indicates that the child or young person 15 years of age or over, and is required to have a Leaving Care Plan. An "N" indicates that the child or young person is under the age of 15 and does not require a Leaving Care Plan. Leaving Care Plan – A "Y" indicates that the child or young person has a current valid Leaving Care plan in ChildStory. A blank field indicates that the child or young person does not have a current valid Leaving Care plan recorded in ChildStory. N/A field indicates that it is not applicable.	This particular section provides an overview of the current case plan status and any follow-up required. Case planning is a vital element of case management so it is important to review the Child Overview data to ensure that there is a current case plan in place for a child or young person. **Review** the start date recorded and ensure these are completed in a timely manner. The Child Overview information can be used in any given stage of the case planning cycle of planning, implementation, monitoring and review.

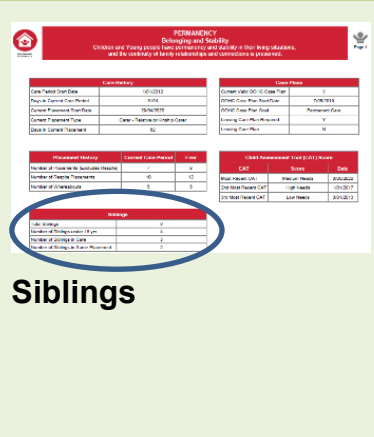| Page	Definitions	Practice Tips and Considerations
CAT Score	**CAT Score** Displays the three most recent Child Assessment Tool (CAT) scores for a child and the date the corresponding CAT assessment was approved. Child Assessment Tool (CAT) Levels: Level 1: General Foster Care (GFC) – Low Needs Level 2: General Foster Care + 1(GFC+1) – Low Needs Level 3: General Foster Care + 2 (GFC+2) - Medium Needs Level 4: Intensive Foster Care (IFC) – Medium Needs Level 5: Residential Care (RC) - High Needs Level 6: Intensive Residential Care (IRC) - High Needs	The most recent CAT score is the recommended level of care for the child or young person. CAT scores of low, medium or high needs is reflective of the CAT levels listed in the Child Overview and based on the list of values in ChildStory.
Siblings	**Siblings** <u>Total Siblings</u> – The total number of children where the child or young person share at least one biological parent. <u>Siblings under 18 years</u> – Number of total siblings who are under 18 years of age. <u>Siblings in care</u> – Number of siblings under 18 years of age who are in care. <u>Siblings in same placement</u> – Number of siblings in care who are in the same placement as the child or young person.	It is important for children in care to have contact with siblings if they are not in the same placement and that contact is part of your case planning process. **Consider** regular face to face contact; school holidays; significant events such as Christmas, Easter, birthdays or graduations; letter writing; phone contact using skype or other technology.

Page 5 – Permanency
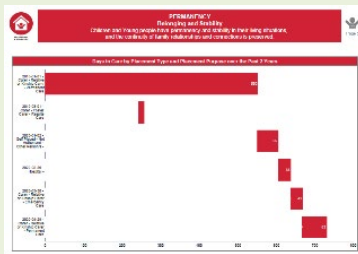
Days in Care by Placement Type and Placement Purpose (graph)

Days in care by placement type and placement purpose

Includes every active placement for the specified period of time (i.e. 2 years) categorised into placement start date, placement type and placement purpose. A label with the number of days in placement is included where spacing is available.

Placement Type: A categorisation of OOHC placements based on living arrangements. The type of service to be provided is determined by the assessed needs of the child. Arrangements include foster care (in which a child or young person is placed with carers other than family members or kin, placements with relatives or kin, and residential care)

Placement Purpose: The rationale for placing a child or young person in this specific out-of-home care placement.

Other calculation rules for placements:

Start dates, end dates and placement type are from the DCJ client management system, which includes information recorded by Non-Government Organisation (NGO) staff as well as DCJ staff.

When the placement start date is before the period start date, the period start date is used to count the days.

Where there is no end date (placement is ongoing) the period end date is used.

Page 5 table gives an indication of the number of movements and level of stability the child or young person has had over the past 2 years.
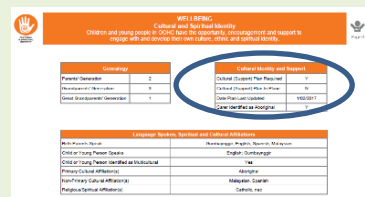
Reflect on the number of disruptions in relation to other domain information and how this may interrelate to other outcomes.

Use information to reflect on the carers placement history

Consider using this table to help carers visualise the number of placements and types of disruptions the child in their care has experienced and reflect on the impact of this.

Page 6 – Wellbeing: Cultural and Spiritual Identity

Cultural Identity and Support

Cultural Identity and Support:

<u>Cultural Support Plan Required</u> – A "Y" indicates that the child or young person requires a Cultural Support Plan as they have been recorded in ChildStory as having an Aboriginal or a Multicultural background. An "N" indicates that the child or young person does not require a Cultural Support Plan.

<u>Cultural Support Plan In Place</u> - A "Y" indicates that the child or young person has a current valid Cultural Support Plan in ChildStory. A blank field indicates that the child or young person does not have a current valid Cultural Support Plan in ChildStory.

<u>Date Plan Last Updated</u> – The date the child or young person's Cultural Support Plan was last updated.

<u>Carer Identified as Aboriginal</u> – A "Y" indicates that the child or young person's carer has been identified as Aboriginal. A "N" indicates that the child or young person's carer has not been identified as Aboriginal

Page 6 gives a snapshot of a child or young person's cultural identity Evidence suggests that having a strong cultural identity supports:

- Positive view of self
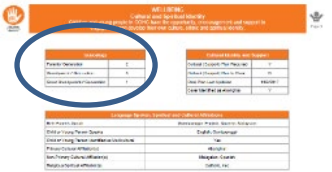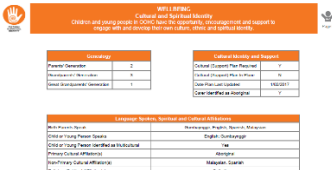- A sense of belonging
- Resilience
- Connection

It is important that you **ensure** a Cultural Support Plan has been developed and determine whether the child is Aboriginal or Multicultural.

The Cultural Support Plan date should be <u>no older than six months</u>. **Use** the information collected in the Child and Young Person Questionnaire to support current needs.

If an Aboriginal child is not **placed with an Aboriginal Carer** you will need to provide additional support to connect them with culture. Link them with kin and community to increase cultural exposure and participation to support an increased sense of belonging.

For more information please see: QAF User Guide 4 – Child and Young Person Questionnaire- Aboriginal Cultural Connections Questions (ACCQ) page 18

Page	Definitions	Practice Tips and Considerations
Genealogy	**Genealogy:** Displays a count of the number of people recorded in ChildStory for each generation. • Parent • Grandparent • Great Grandparent	A minimum of one (relative) in each section provides a baseline of the child's connection to the immediate family members. It is recommended each child has a <u>minimum</u> of one member recorded in each generation. The caseworker can use this information to discuss with the child, parents and family/kin to build family connections.
Language Spoken, Spiritual and Cultural Affiliation	**Language spoken, spiritual and Cultural Affiliation:** <u>Birth Parents Speak</u> - Displays a list of the languages recorded in ChildStory against the birth parents of the child or young person. <u>Child or Young Person Speaks</u> – Displays a list of languages recorded in ChildStory against the child or young person. <u>Child or Young Person Identified as Multicultural</u> – Displays whether young person is identified as multicultural in the Child and Young Person Questionnaire, through identifying as having a birth parent who is multicultural. A blank response indicates that the Multicultural Questionnaire has not been attempted. <u>Primary Cultural Affiliation</u> – A list of the primary cultural identities recorded in ChildStory for the child or young person. <u>Non-Primary Cultural Affiliation</u> – A list of the non-primary cultural identities recorded in ChildStory against the child. <u>Religious/Spiritual Affiliation(s)</u> - Displays whether the child or young person has identified primary and secondary religious spiritual affiliation/s. Nec denotes not elsewhere classified.	It is important to note a child may have more than one <u>cultural affiliation</u> which may be due to: • Each parent being from a different cultural background • A young person being born in Australia and refer to themselves as such • Grandparents may have varying cultures **Ask** the young person to help with cultural or religious/spiritual affiliations listed. **You** can ascertain the depth of a young person's cultural connection by their links to <u>language.</u> Language can provide further opportunities to develop cultural connections for the young person. **Find** <u>religious events/celebrations</u>, activities which may be linked to language, faith/religion and discuss with the young person. Explore if they are interested to participate or have more cultural exposure. A young person might not want to identify with their culture due to abuse or trauma, a sense of shame, or loyalty to the carer and placement. Facilitate conversations and be curious.

Page 7 – Wellbeing: Aboriginal Cultural and Spiritual Identity
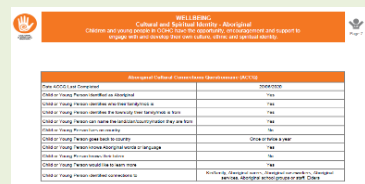
Aboriginal Cultural Connections Questionnaire (ACCQ)

The ACCQ obtains information on cultural connections, understanding and the knowledge for Aboriginal children or young people to help connect the child or young person with their culture.

Aboriginal Cultural Connections Questionnaire (ACCQ)

Displayed are key items captured in the ACCQ as part of the broader Child and Young Person Questionnaire in Viewpoint. The ACCQ is eligible to be completed by children and young people who are 9 years old and over, who identify as Aboriginal through having a birth parent who is Aboriginal.

Date ACCQ Last Completed – Last completed date of the ACCQ component of the Child and Young Person Questionnaire was completed.

Child or Young Person identifies as Aboriginal - Displays whether young person identifies as Aboriginal through identifying a birth parent who is Aboriginal.

Child or Young Person identifies who their family/mob is - Yes or No response

Child or Young Person identifies the town/city their family/mob is from - Yes or No response

Child or Young Person can name the land/clan/country/nation they are from - Yes or No response

Child or Young Person lives on country - Yes or No response

Child or Young Person goes back to country – frequency of how often the young person goes back to country. Response options

Page 7 of the Child Overview outlines Cultural and Spiritual Identity of the child or young person:

You can use the available information on this page to create strategies to improve cultural connection and knowledge.

Only multiple choice results are recorded in the Child Overview to provide you a snapshot of how connected a child is to their culture.

Free text answers are recorded by the young person in Viewpoint. View these via the ACCQ results page in Viewpoint.

You should aim to build each Aboriginal child's cultural knowledge and connection while in care, using the six monthly questionnaire to ascertain new areas of need.

If you know the young person is Aboriginal and they don't identify consider some possible reasons why they might not want to identify. See page 21 in User guide – Chapter 4 – Child and Young Person Questionnaire.

Knowing a family/mob, land/clan/country/nation, language and totem gives a young person a baseline to grow their cultural knowledge and connection.

You should **review** if they live on or off country. This will inform case planning and support financial approvals for visits back to country. It is very important to know and be known by your mob on

Page	Definitions	Practice Tips and Considerations
	include from "monthly", "less than monthly", "once or twice a year" or "never". Child or Young Person knows Aboriginal words or language – Yes, No, Don't Know responses. Child or Young Person knows their totem - Yes or No response Child or Young Person would like to learn more - Yes, No, Don't Know responses. Child or Young Person identified connections to – provides a list of options for child or young person to select from for any identified connections to their Aboriginal Culture. Options include 'Kin/family, Aboriginal carers, Aboriginal caseworkers, Aboriginal services, Aboriginal school groups or staff.	country as it is a requirement in receiving a certificate of Aboriginality. Knowing the town/city where they are from helps to make connections to family and traditions. **Have** further discussions with the young person, carer, family, elders or Aboriginal Services in the area to develop or review the young person's Cultural Support Plan. Be curious. **Use** the ACCQ results in discussions with the young person and other relevant people to update missing details on the young person's file/record. For more information and tips go to: QAF User Guide 4 – Child and young Person questionnaire-Aboriginal Cultural Connections Questionnaire (ACCQ) page 18

Page 8 – Wellbeing: Multicultural Identity

  The Multi Ethnic Identity Measure	**Multi Ethnic Identity Measure MEIM (12 to 17 years)** Round – Refers to a single administration of the MEIM. The most recent round is shown at the top as the "Last Round" with the second most recent as "2nd Last" and so on. Date Completed - this is the date that the questionnaire was completed Total MEIM Score – Total MEIM score from 0-4 provides a reading of both exploration/search and commitment/affiliation	The MEIM is completed as a part of the Child and Young Person Questionnaire, every six months if a child identifies they have a multicultural parent and they are between 12 and 17 years old. In general - The lower the score the less exploration/searching and commitment/affiliation the young person is reporting. You will gain a greater understanding by looking at the: • Search score: a high score means the child is seeking more cultural knowledge and connection. A low score can either mean the child is culturally immersed and does not need to

15

Page	Definitions	Practice Tips and Considerations
(MEIM) is a valid and reliable tool for multicultural that measures their effort to learn and participate in their culture along with the level of affiliation to one's own group**.**	<u>Search Score</u> – Score that is calculated from MEIM items to measure efforts to learn about one's group and participation in cultural practice. Score's range from 0-4. <u>Affiliation Score</u> – Score that is calculated from MEIM items to measure a positive affirmation of one's own group. Scores range from 0-4.	seek more <u>or</u> that they are not interested in their culture. Be curious find out which applies. • <u>Affiliation Score:</u> a high score means they feel a part of the culture a low score means they do not associate with their culture. For more information on scoring and tips on reading the MEIM results go to: *QAF User Guide 4 – Child and young Person questionnaire- Multicultural Questions page 15*

Page 9 – Wellbeing: Emotional and Psychological Wellbeing

   Strengths and Difficulties Questionnaire (SDQ) – Carer Questionnaire A measure of a child or young person's wellbeing	**Strengths and Difficulties Questionnaire (SDQ)** <u>Round</u> – Refers to a single administration of the SDQ with a primary carer. The most recent round is shown at the top as the "Last Round" with the second most recent as "2nd Last" and so on. <u>Date Completed</u> – this is the date that the assessment was completed <u>Total Difficulties Score (TDS)</u> - this is generated by summing up all the difficulties related scales The Total Difficulties Score excludes the pro-social scale. Higher scores indicate greater difficulties/concerns. <u>Additional Info Total Difficulties Score (TDS)</u> – This includes a 4 band categorisation that helps explain the Total Difficulties Score. These bands are based on the population scores.	Page 6 outlines the responses to the Strengths and Difficulties questionnaires completed by carers. You should use the score comparison to see how the child or young person is faring 6 monthly. **Use** the information available together with your knowledge of the child or young person and carer. You can seek direct input of the child or young person and those directly caring for and supporting them to implement strategies or inform a Behaviour Support Plan <u>A Total Difficulty Score</u> of 14 and above may indicate this child or young person needs additional support and casework intervention. <u>SDQ Prosocial Score Comparison:</u> A higher score is an indicator of prosocial (strengths) behaviour.

Page	Definitions	Practice Tips and Considerations
from their carer's perspective.	<u>Pro-social Score (PS)</u> – Is based on several questions relating to pro-social behaviour <u>Additional Info Pro-Social Score (PS)</u> – This includes a 4 band categorisation that helps explain the Pro-social score. These bands are based on the population scores.	In the Pro-social score the higher scores are better indicators of pro-social behaviour unlike the total difficulties score and other problem scores where higher scores indicate greater difficulties. Where there is an indicator the young person is thriving, <u>have a conversation with the child or young person to acknowledge their strengths</u> and continue to strengthen their wellbeing. Please see *QAF User Guide Strengths and Difficulties Questionnaire - Chapter 3 including the Decision Making Pyramid page 15*

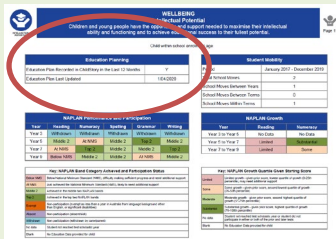## Page 10 – Wellbeing – Good Health and Development

	Definitions	Practice Tips and Considerations
Health	**Health** <u>Child or Young Person on Health Pathways:</u> Displays a "Y" if the child or young person is on the Health Pathway. A child is eligible for the Health Pathway if in 'Statutory Care' and entered care on or after 1st July 2010. <u>Health Referral Date:</u> Shows the date the child was referred for a health assessment. A blank indicates that there is no date recorded in ChildStory. <u>Health Referral Status</u>: Displays "Complete" if a Health Referral Date is recorded, or "Overdue" if not recorded in ChildStory. <u>2A Primary Health Screening Date:</u> displays the date of the 2A Primary Health Screening as recorded in ChildStory. A blank indicates that there is no date recorded in ChildStory.	Page 6 gives an overview of the child or young person's health journey: **Use** the information in the Child Overview as a prompt to review any completed comprehensive assessments, diagnoses and recommendations for follow up and support. The Health page gives you an overview of the child or young person's health data, whether the Health Referral Pathway was completed, status of the 2a and 2b (not every child requires 2b) referrals, and the status of dental and immunisation records. <u>Please note that due to data quality issues</u> a status of 'overdue' may be incorrect with: • Health Referral Status • 2B Comprehensive Health Screening Date

Page	Definitions	Practice Tips and Considerations
	2A Primary Health Screening Status: Displays "Complete" if a 2A Primary Health Screening Date is recorded or "Overdue" if not recorded in ChildStory.	• 2A Primary Health Screening
		If this is the case, please update the relevant Notes and Attachment record in ChildStory as per the ChildStory recording tool. For NGO sites, please contact your local CFDU.
	2B Comprehensive Health Screening Date: Displays the date of the 2B Comprehensive Health Screening. A blank indicates that there is no date recorded in ChildStory.	
	Immunisation Record: Displays a "Y" if there is an Immunisation Record found in ChildStory and "N" if there is no record found. This is from the Immunisation Record section in ChildStory.	Whilst the data for the Behavioural Management Plan (BSP) is not currently available in the Child Overview, always have a further look in the child's record/file to see if there is a BSP and whether it is current and any psychotropic medications prescribed.
	Dental Record: Displays a "Y" if there is a dental record in ChildStory and "N" if there is no dental record found and "N/A" if the CYP is under the age of one. This is sourced from the OOHC Case Plan Measure of Wellbeing No 4: Health as a notes and attachment.	If the child or young person is identified as having a disability, the *Disability Detail* displays on the *'Health'* page. Please be sure to cross reference the disability status in the Child Overview with the child or young person file/record and health assessments to confirm the diagnoses and update the details on the child or young person's file if required.
	Disability: Displays a "Y" if a Child or Young Person has a disability, otherwise an "N" is displayed. This information is sourced from the ChildStory Person Properties section.	
	Disability Detail: Displays the detail of the disability taken from the disability section in ChildStory Person Properties section.	

Page 11 - Wellbeing – Education

Education Planning

Education Plan Recorded in ChildStory in the Last 12 months:
Indicates whether the child or young person has an Education Plan (known also as a Personalised Learning and Support Plan) existing within the DCJ case management system ChildStory in the last 12 months

- A "Y" indicates that there is an Education Plan recognised in ChildStory.
- A "N" indicates that an Education Plan has not been found in ChildStory.

Page 11 and 12 of the Child Overview will give a snapshot of a child's educational journey. It includes mobility, NAPLAN data and absences and suspensions. This is important information in ensuring that a child or young person is fulfilling their educational needs.

Please note that an "N" answer is not a definite indicator that Education Planning has not taken place, but only indicates that an Education Plan is not found/recorded within ChildStory during the last 12 months.

Since the intention of the Child Overview is to inform and drive casework, the absence of an Education Plan/Personalised Learning Support Plan in ChildStory would prompt a caseworker to take further action. These steps may relate to:
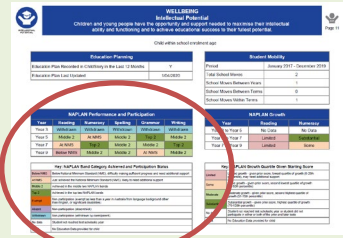
- **ensuring** that an Education Plan is recorded in ChildStory and recorded correctly as per the ChildStory recording tool, if Education Planning has begun
- **taking** necessary action to progress Education Planning, if found that Education Planning has not commenced

Education Planning

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Page	Definitions	Practice Tips and Considerations

Student Mobility

Student Mobility	
Period	January 2017 - December 2019
Total School Moves	2
School Moves Between Years	1
School Moves Between Terms	0
School Moves Within Terms	1

Student Mobility

Student mobility includes the number of times a student has changed school in a given period of time for reasons other than those expected by the schooling structure (e.g. Year 6 into 7). Please note that only NSW Government school information is collected in this release.

Student Mobility

Period – this includes the total period in school years over which school moves have been counted. The period currently available is from January 2017-December 2019.

Total school moves - The number of moves between NSW Government schools, not expected by the system (i.e. Year 6 into 7), over the period.

School Moves Between Years - The number of moves between NSW Government schools, not expected by the system, over the period that occurred between the end of a school year (after Term 4) and prior to the start of a new school year (Term 1).

School Moves Between Terms - The number of moves between NSW Government schools, not expected by the system, over the period that occurred between school terms (during term holidays).

School Moves Within Terms - The number of moves between NSW Government schools, not expected by the system, over the period that occurred during a school term.

Research has shown that children who move school more than three times in year's K- 6 or 7 - 12 have lower outcomes.

Children who move schools during term time experience even lower outcomes.

This is due to:

- establishing into new structures and systems
- differing schooling curriculum delivery times,
- establishing new social groups
- establishing relationships with teachers
- becoming familiar with new travel paths to school

It is important where possible to maintain schooling stability to support good learning outcomes.

Performance

NAPLAN (National Assessment Program - Literacy and Numeracy) is an annual assessment of student literacy and numeracy that has been conducted annually since 2008 for all students in Years 3, 5, 7 and 9 in Australia.

NAPLAN (National Assessment Program - Literacy and Numeracy) is an annual assessment of student literacy and numeracy that has been conducted annually since 2008 for all students in Years 3, 5, 7 and 9 in Australia. Test results are reported as scaled scores and as performance bands that relate to the national minimum standards (NMSs) in the domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

NAPLAN Performance and Participation indicators are provided for each NAPLAN domain and assessment year level in the first table, while indicators of NAPLAN Growth from one assessment year level to the next (two years later) is provided for the Reading and Numeracy domains in the second table.

NAPLAN Performance and Participation status for the NAPLAN test

NAPLAN band categories represent the increasing complexity of the knowledge and skills assessed by NAPLAN from Years 3, to 9. Six of these bands are used for reporting student performance in each year level.
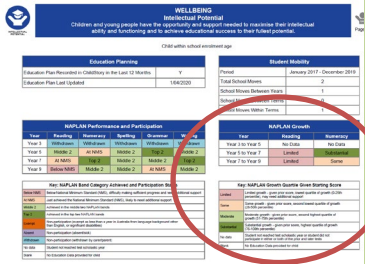
The second lowest band on the achievement scale reported for each year level represents the **national minimum standard** expected of students at that year level set by ACARA (Australian Curriculum, Assessment and Reporting Authority). The national minimum standard is the agreed minimum acceptable standard of knowledge and skills without which a student will have difficulty making sufficient progress at school. For students who participated in NAPLAN tests, NAPLAN results are reported in one of four band categories for each domain (reading, numeracy, spelling, grammar and punctuation, and writing) and assessment year level (Year 3, Year 5, Year 7 and Year 9). For students who were eligible but did not participate in a test, a non-participation category is reported.

Below: Student achieved in the lowest band for their year level on this domain. This is below the national minimum standard. These students are highly likely to need focused intervention and additional support to help them achieve the skills they require to progress in schooling.

At NMS: Student achieved in the second lowest band for their year level on this domain. This is at the national minimum standard. These students are likely to need focused intervention and additional support to help them achieve the skills they require to progress in schooling.

Middle 2: Student achieved in the middle two bands for their year level on this domain.

Page	Definitions	Practice Tips and Considerations
	Top 2: Student achieved in the top two bands for their year level on this domain. Exempt: Non-participation (exempt) - Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant disabilities may be exempted from testing. Absent: Non-participation (absent/sick) - Absent students are students who did not sit the test because they were not present at school when the test was administered or were unable to sit the test as a result of an accident or mishap. Withdrawn: Non-participation (withdrawn) - Students may be withdrawn from the testing program by their parent/carer. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing. 'No data' or blank: Student has not reached scholastic year for that NAPLAN test or no education data is available.	
NAPLAN Growth	**NAPLAN Growth indicators** NAPLAN growth from Year 3 to Year 5, from Year 5 to Year 7, and from Year 7 to Year 9, for the domains of reading and numeracy, is reported according to the following categories: Limited = Limited growth - Given prior score, lowest quartile of growth (0-25th percentile), may need additional support Some = Some growth - Given prior score, second lowest quartile of growth (26-50th percentile) Moderate = Moderate growth - Given prior score, second highest quartile of growth (51-75th percentile) Substantial = Substantial growth - Given prior score, highest quartile of growth (76-100th percentile) 'No data' or blank: Student not reached scholastic year for that NAPLAN test or did not participate in both the prior and later tests, or no education data is available.	**Reviewing** growth data over a number of years allows you to see if the child or young person is improving, maintaining or dropping in educational achievements no matter what their achievement status. **Reflect** on increases or decreases in growth around what else has been happening for the child. School or placement moves, mental health or wellbeing may be attributing factors to the changes. **Discuss** with the school, carer, child or young person, be curious and develop strategies to support educational growth. Where there is a growth have a conversation with the child or young person to acknowledge their achievement and continue to strengthen their outcomes.

Page 12 - Wellbeing – Education
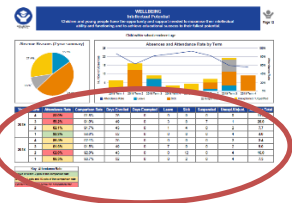
School Attendance, Absences and Suspensions

Student attendance and absence data includes days enrolled, sick days, exemptions, unexplained absences and suspensions

Please note: Absences and suspension data is for NSW Government Schools only

School Attendance, Absences and Suspensions

Student Attendance Rate for the term – Includes all days or part day's student is recorded as attending. This includes all data from all schools the student was enrolled in during the term.

Comparison rate – Is the average attendance rate for all students at NSW government schools, calculated on a per term basis. Separate rates are calculated for primary and secondary school students. Traffic light colour coding on the graph indicates that the student's attendance rate was:

Green	Above or within 2 ppts of the comparison rate
Amber	Between 2 and 10 ppts below the comparison rate
Red	Greater than 10 ppts below the comparison rate

Days enrolled - Includes all days for which the student is enrolled for the term. This does not include the days that the school is not open. Term 4 data is calculated for part of term only (approximately half).

Days exempted - The number of days the student was exempted for the term. Exemptions do not count as absences in the calculation of an attendance rate

Regular attendance at school is essential for students to achieve quality life outcomes. Students who attend school are more likely to be successful at school and have better career and life choices than students who are often absent from school.

Parents or carers of children of compulsory school age are responsible for ensuring their child attends school every day.

Student attendance and absence data includes days enrolled, sick days, exemptions, unexplained absences and suspensions. An overall percentage rate for attendance is given for each term. The data is for two years, however Term 4 data is calculated for part of the term only (approximately half).

Exemptions please note: An Exemption is given in extraordinary circumstances for periods of time (dependent on the circumstance).

These must be in consultation with the case worker and MUST be signed by the case worker (as the parent). This is the same case for the Part Day Exemptions. The case worker must meet with the school around the Part Day Exemption and sign off on the exemption (as the parent).

Leave may be due to:
- misadventure or unforeseen event
- participation in special events not related to the school
- domestic necessity such as serious illness of an immediate family member

Page	Definitions	Practice Tips and Considerations
	<u>Leave</u> - total whole days absent due to approved leave. An explanation of the absence is provided which has been accepted by the principal. <u>Sick</u> - The student's absence is due to sickness or as the result of a medical or paramedical appointment. Number of whole day's student recorded as sick for the term. <u>Suspension</u> - Number of day's student recorded as suspended in the term. <u>Unexpl./unjust</u>. - Number of whole day's student recorded as unexplained or unjustified absence in the term. <u>Absence total</u> – The total number of days a student was absent during the term. Absences are reported as full time equivalent. Includes part-day absences of more than two hours but excludes absences less than 2 hours. Absence total may be greater than the sum of different types of absences in the table as these are reported as whole days only.	• attendance at funerals • travel in Australia and overseas • recognised religious festivals or ceremonial occasions. **Suspensions please note:** The caseworker should be in attendance at any suspension meetings including the resolution (as the parent) as follow up may be required. **Unexpt./unjust please note**- The student's absence is unexplained or unjustified if no explanation has been provided by parents/carer within seven days of the occurrence of an absence or the explanation is not accepted by the principal. It is at the principal's discretion to accept or not accept the explanation. **Expulsions Please Note:** Expulsions are currently tracked locally and require caseworker's signature on the expulsion documentation