



Communities  
& Justice

# Education Pathway

For children and young people in Out-of-Home Care

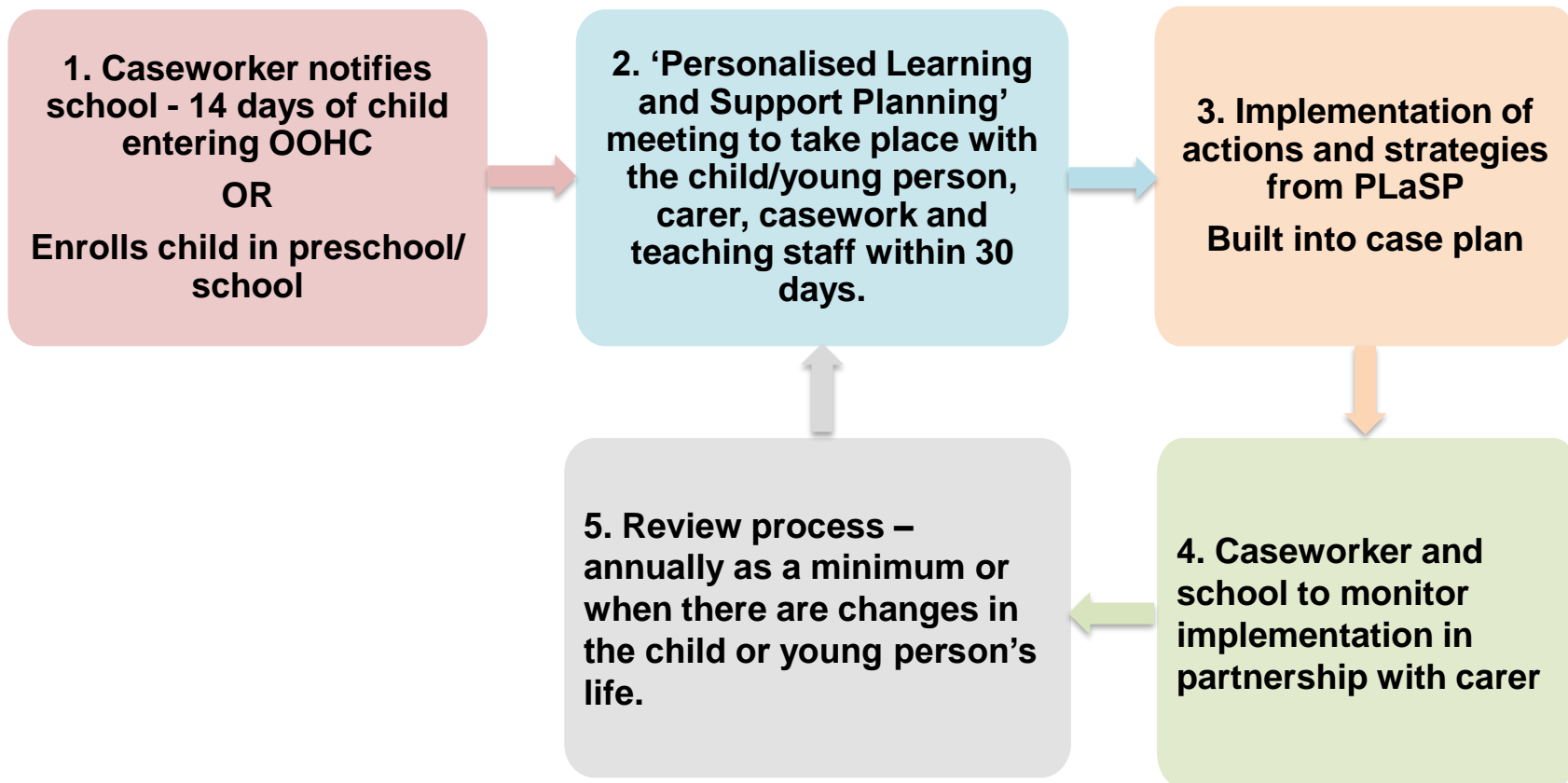
# Why is the OOHC Education Pathway Program important?

Aim to address the higher **risk of poor educational outcomes** for children and young people in statutory OOHC.

# Memorandum of Understanding (MOU)

- OOHC Education Pathway is an agreement between DCJ and the three education sectors in NSW on **how children and young people will be supported at school.**
- The Education Pathway implements three Interagency MoU:
  - DCJ and the Department of Education
  - DCJ and the Association of Independent Schools (AIS)
  - DCJ and the Catholic Education Commission NSW (CEC)
- The MOUs cover both NGO Service Providers and DCJ managed placements, and the Education Pathway is used for all children in statutory OOHC regardless of which agency manages their case.

# Education Pathway process



## 2. Personalised Learning and Support Planning (PLaSP) meeting



**2. 'Personalised Learning and Support Planning' meeting to take place with the child/young person, carer, casework and teaching staff within 30 days.**

- An inclusive and collaborative process – make sure the carer and child is involved
- Within 30 days of a child/ young person entering OOHC, or a new school.
- Aboriginal children and young people attending a Dept. of Education school will have a Personalised Learning Pathway (PLP) as part of the Personalised Learning and Support Planning (PLaSP).

# Who should be involved in the PLaSP?

## WORKING TOGETHER

Establishing and maintaining positive educational partnerships contributes to the best possible care and support for students in out of home care.



# The Personalised Learning and Support Planning

- Collaborative
- Meaningful
- Positive
- Strengths based
- A way to keep communication open
- Reviewed at least annually
- Achieves outcomes for the child or young person.



## 3. Implementation of actions and strategies from PLaSP Built into case plan

- There is a big difference between planning and using it!
- This information from the planning can be used to build the case plan goals.
- This is an opportunity to provide additional supports to child or young person's formal education with:
  - resources to support learning, such as books, local library membership and internet access
  - learning activities outside of school, guided by the child's interests
  - additional learning support where needed.
- This is in partnership with the child or young person's carer.



# Planning cycle: Monitor and review

**4. Caseworker and school to monitor implementation in partnership with carer**

**5. Review process – annually as a minimum or when there are changes in the child or young person’s life.**

- Monitor the child’s educational progress - Celebrate the successes
- Review the PLaSP each year to track progress and adjust tasks and goals
- Recommended that it be reviewed at least once a semester with the school in conjunction with the school’s routine reporting period.
- Major changes in the child or young person’s life, such as transition to primary or to high school or change of placement, should trigger a review of learning and support planning.

# Change of Circumstances

Change of detail advice for a child or young person within 7 days of being notified

– for changes including (but not limited to):

- Change of caseworker
- Change of address
- Change of school (Excluding transition to High School)
- Change of carer
- Change of agency
- Restoration
- Legal status (Guardianship)
- Exiting care (turning 18)



# The Importance of High Expectations



Sometimes kids in care need to be reminded that their future matters and that they can be anything and can achieve anything that they want to.

# I feel .....

**Supported** to be  
the best person I can be

**I belong at school**  
and I can achieve anything

**Included** - the school  
Principal invited me and my  
carer to meet with people that  
can help me to learn.

Many people care about me.  
When I speak,  
**people listen**

My carer, caseworker and  
teachers know how to  
**consistently respond**  
to my behaviour  
at school and at home

**I can** achieve anything.

