



Supporting students with disability through Complex case management – What makes it complex?

QASEL Conference - August 2022



Queensland state schools commit to providing opportunities for every Aboriginal and Torres Strait Islander child and student to achieve success by walking with First Nations people to teach and celebrate local histories and cultures.



**Queensland
Government**

Introduction

- Acknowledgement of Country
- Presenter introductions
- Overview of session
 - What makes Complex case management 'complex'?
 - Practical implementation strategies
 - Integral role of the student and their parents/carers



Inclusion

State Schools Improvement Strategy 2022-2026 Every student succeeding

Priorities

- Success and wellbeing for all children and students as they transition through each stage of learning in an inclusive education system.
- Continuous improvement in the access to, and teaching, learning and assessment of, the Queensland Kindergarten Learning Guideline, the Australian Curriculum and the senior syllabuses.

Improvement measures

- Achievement
- Engagement and wellbeing
- Transitions

Department of Education

State Schools Improvement Strategy 2022-2026
Every student succeeding

Vision
Empowering lifelong learners through a student-centred approach.

Purpose
The State Schools Improvement Strategy informs our policies, decisions and actions.

Priorities

- Success and wellbeing for all children and students as they transition through each stage of learning in an inclusive and equitable education system.
- Continuous improvement in the access to, and teaching, learning and assessment of, the Queensland Kindergarten Learning Guideline, the Australian Curriculum and the senior syllabuses.

Principles

- **Alignment** – our shared understanding of the Queensland Kindergarten Learning Guideline, the Australian Curriculum, the senior syllabuses and the policies that govern our work and the strategic use of resources.
- **Precision** – how we use evidence to identify the “right work” and do the “work right” by building capability, planning, implementing, monitoring and reviewing.
- **Intentional collaboration** – the deliberate actions we take to work together, learn together and improve together.

Improvement measures

- Achievement
- Engagement
- Wellbeing
- Transitions

Improvement focus

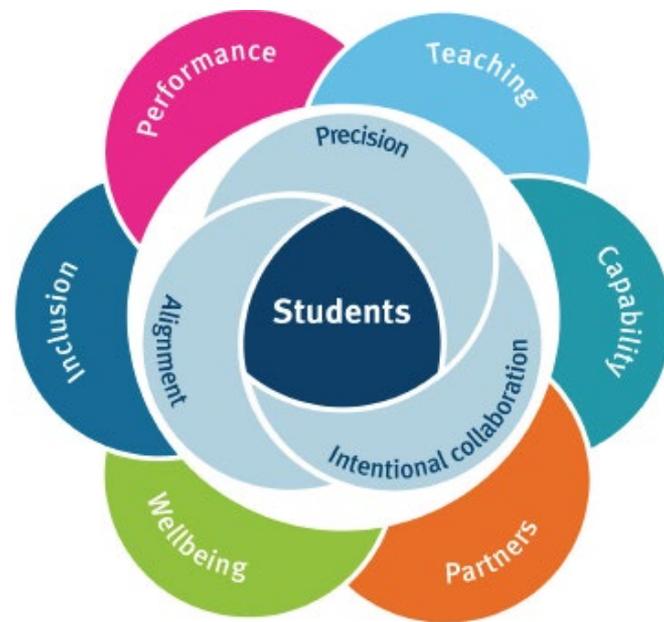
School Improvement Model

Guiding questions

1. How are all students engaged and improving in their learning?
2. How do we know and monitor our impact?
3. What can we do better?
4. How are we sharing our learning?

State Schools are governed by the Education (General Provisions) Act 2016, and Regulation 2016, the Disability Discrimination Act 1992, the Financial Accountability Act 2009, Financial and Performance Management Standard 2010, Public Sector Ethics Act 2016 and the Human Rights Act 2019 and the Alice Springs (McDonnell) Education Declaration 2019. Whole of government Standards and Directives and the Department's policies and procedures set clear expectations and accountability and document how we deliver and monitor our services. Queensland state schools commit to providing opportunities for every Aboriginal and Torres Strait Islander child and student to achieve success by working with First Nations people to co-design culturally appropriate whole of school strategies.

Queensland Government





What is Complex case management?



What are some of the key words or phrases that you think of when we say Complex case management?

<https://wordart.com/>



What is Complex case management?

Complex case management is a school-based process which aims to support a small number of students requiring intensive wrap around supports to enable them to access and participate in education in an inclusive and safe learning environment.

It is a proactive, flexible and collaborative process that enables schools to work with students, their parents and professionals to coordinate, share information and support the delivery of educational and other supports and services.

An action plan agreed with students (where appropriate) and their parent/carers is developed to guide the process and includes strategies to improve student outcomes such as professional development for staff, agreed success measures and a set time for reviews.

It is important to note that in complex case management, students are not considered to be complex, rather the supports they need and receive require careful coordination and management.

A small number of students may require complex case management. If a large number of students require support through complex case management, then it may be important for schools to examine their universal (Tier 1) and targeted supports (Tier 2).





Where can I find information about Complex case management?



OnePortal | Department of Education

- Home
- About us
- Our services
- Early childhood
- Education and delivery
- Student services
- Resource centre
- COVID-19

Home > Education and delivery > State schooling > Complex case management

State schooling



Complex case management



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Home > Student services > Students with disability

Student services



Students with disability



Complex case management guidelines

Department of Education



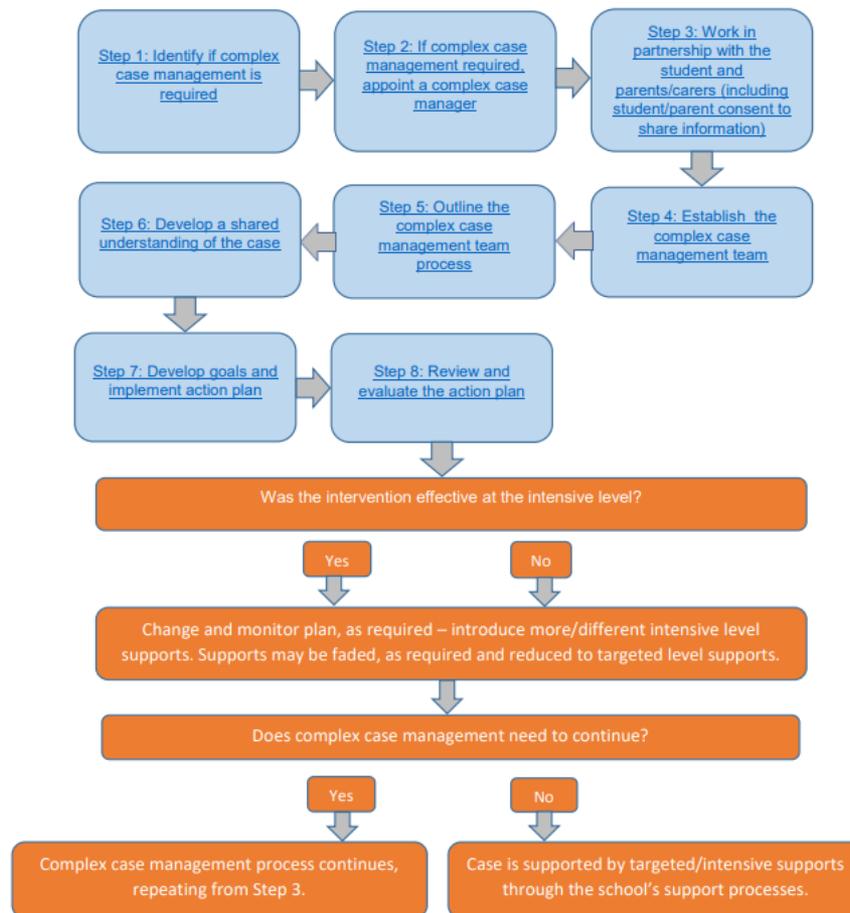
State Schools

Complex case management Guidelines

February 2022

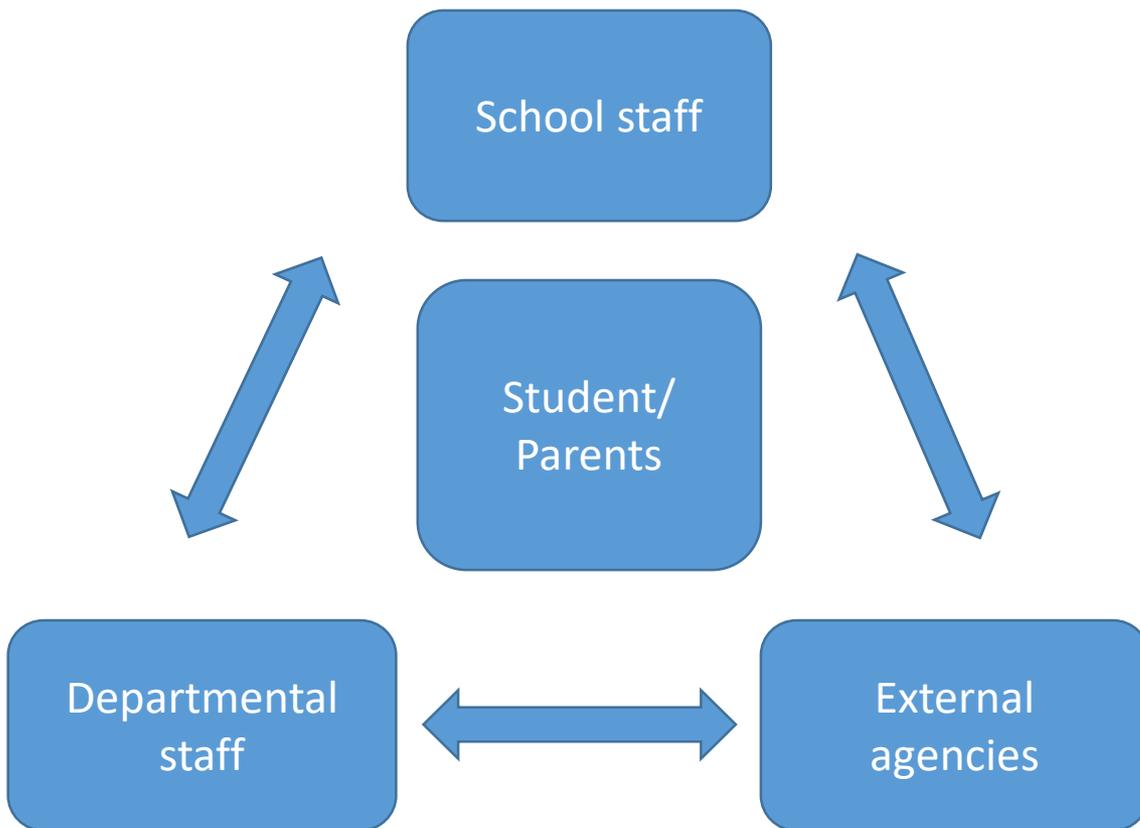
Diagram 1: Complex case management process

This diagram contains a flowchart of the complex case management process. An accessible version of this flowchart can be accessed [here](#).





Complex case management team



Consent form to share student personal information with third parties

This consent form allows the Department of Education, including school and regional staff (department), to communicate with the third parties listed below, including disclosing personal information to and recording personal information received from, those third parties. It authorises the third parties to disclose the personal information and materials (listed below) to the department. Information that is shared will be limited to that listed on this form. Information may be written or spoken.

Parent/carer to complete for students under 18 year of age. Independent students may complete on their own behalf and if under 18 years of age, a witness is required.

This consent is for:

Student's name	<input type="text"/>	Date of birth	<input type="text"/>
State school name	<input type="text"/>		

I consent to the following personal information and/or materials of the student being used, recorded, collected and/or disclosed:

Student's materials, and student's first and last name, date of birth, age, school name, year level as well as other personal information as outlined below:

Between department staff and the following third party individuals and/or organisations:
(for example: where possible please identify the name of the individual AND their organisation/medical practice/business; the name of the government agency, or the name or description of health practitioner or provider such as a medical specialist, psychologist, therapist etc)

To be used for the following approved purpose/s only:
(for example: to discuss support strategies; to discuss personal care requirements)

Timeframe for consent:

Consent applies until [insert date – day/month/year] but not longer than 12 months or until you decide to limit or withdraw consent in writing.

Consent and agreement
I am (tick the applicable box):

parent/carer of the identified student the student (if a mature/independent student*)

**Please note - If this box is checked, Department staff should check the student record for documentation of any decision about Gillick competence of the consenting student.*

I have read the explanatory letter, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction.



Students/families as integral members of the team – Why?



Student voice



I like it when I'm asked what works for me. I don't like being told!

Allow opportunities for students to express their thoughts, opinions and feelings regarding adjustments.

Consider a whole-school approach that encourages this approach to build a supportive student-centred culture.

Consider the student's age and individual circumstances when determining the student's level of involvement in having a voice.



Complex case management team – Communication

- Keep it simple: don't overwhelm students or parents with too much all at once – establish a preferred contact method with all members of the team
- Document everything on OneSchool – advisable to use the Complex case support functionality
- Case Manager (back-up): gathers and maintains all information – establish who on the team does what – this may be different according to established school processes and contexts
- Find the preferred method of communication for the parent for:
 - a) the ongoing general things
 - b) emergency situations
 - c) the 'need to knows' on that day.
- Ensure everyone knows the communication preferences
- Ensure communication is timely and allows time for actioning
- Being available and approachable is important to successful support
- Consider boundaries, expectations and respect



Complex case management – Meetings

- Different members of the team can meet at different times – doesn't have to be the 'whole' team every time – depends on the purpose
- Have a clear agenda which is communicated prior to the meeting
- Establish protocols
- Power imbalance – consider how everyone's voice will be heard and valued
- Know what is sustainable and achievable within your context, never make big promises. If you don't know the answer, don't make it up!
- As leaders, how will we build the capability of our staff to communicate/collaborate with a range of stakeholders (e.g. side by side approach)



How does everyone know what they 'need-to-know'?

- Establish school process, for example:
 - Have a communication plan – who needs to know what – this will differ for stakeholders
 - Document on OneSchool support plans (if it's not on OneSchool, it doesn't exist/is not happening – monitor and review)
 - Share plans, seek feedback, use the progress notes in Personalised Learning record
 - Straight to the point and transparent
 - Email all parties the relevant information – teachers don't always know that something has been added/changed in the Personalised Learning record
 - Be mindful of privacy – user access levels, 'walkway' conversations
 - Ensure all consents are up to date and relevant
 - Have a systemised approach to storing information
 - Don't overwhelm – What does need to know now/later?
 - Individualise – what works for one person may not work for another – face-to-face updates if necessary
 - What professional learning is required to implement?



Useful links

- OnePortal: Complex case management - [https://intranet.qed.qld.gov.au/EducationDelivery/Stateschooling/Complexcase management](https://intranet.qed.qld.gov.au/EducationDelivery/Stateschooling/Complexcase%20management)
- OnePortal: Inclusion – www.intranet.qed.qld.gov.au/EducationDelivery/Stateschooling/inclusion/Pages/default.aspx
- OnePortal: Students with disability – www.intranet.qed.qld.gov.au/Students/LearningandDisabilitySupport/Pages/Default.aspx
- OneSchool help materials: Complex case support - <https://oneschoolhelp.eq.edu.au/student-support/complex-case-support>





Contacts

Judith Forrest

Senior Advisor - Disability, Inclusion and Student Services

support.diversity@qed.qld.gov.au

Laura Newton

Head of Special Education Services

Windaroo Valley State High School

lnewt32@eq.edu.au



Thank you

