

OOHC Change Funding framework

The OOHC Change Funding framework highlights typical adjustments and characteristics for students in statutory Out of Home Care (OOHC). It is intended as a support for schools to ascertain the appropriate level of adjustment when a student in statutory OOHC is experiencing life changes (NOT captured by a Notice to School or Change of Circumstance advice) that are adversely impacting on their learning, wellbeing or access to the curriculum.

OOHC Change Funding Model: Typical adjustments

Supplementary adjustments Funding Tier 1	Substantial adjustments Funding Tier 2	Extensive adjustments Funding Tier 3
<p>Specific examples of adjustments at this level include:</p> <ul style="list-style-type: none"> • collaborative review of strength-based learning and support planning, including student, carer, caseworker, Learning Support Team and OOHC teacher • modified or tailored programs and resources in some or many key learning areas • support with transitions during lessons and between activities 	<p>Specific examples of adjustments at this level include:</p> <ul style="list-style-type: none"> • collaborative review of strength-based learning and support planning, including student, carer, caseworker, Learning Support Team, OOHC teacher and AP Learning and Support • modified or tailored programs and resources in most key learning areas • frequent teacher support to complete tasks, including individual instruction 	<p>Specific examples of adjustments at this level include:</p> <ul style="list-style-type: none"> • collaborative review of strength-based learning and support planning, including student, carer, caseworker, Learning Support Team, OOHC teacher, AP Learning and Support, School Services and specialist staff • highly individualised learning programs, including intensive teacher support • frequent teacher support to start tasks, consistent monitoring to stay on task and to complete tasks

Supplementary adjustments Funding Tier 1	Substantial adjustments Funding Tier 2	Extensive adjustments Funding Tier 3
<ul style="list-style-type: none"> • provision of additional structures, including support for choices and school routines • provision of visual supports • extra time to complete tasks, including assessments • playground support to connect, develop and maintain positive peer relationships • small group social skills learning • programs or interventions for social/emotional needs, may include culturally specific initiatives • mentoring and/or peer support, may include a regular person to 'check-in' with • individualised reward program • responses to mild sensory needs, including triggers • provision of agreed 'safe' spaces for student 	<ul style="list-style-type: none"> • adapted assessment procedures, including additional time to complete tasks • structured approaches to support learning and wellbeing, including additional support from specialist staff such as School Counselling Service team • close playground support to connect, develop and maintain positive peer relationships • 1:1 social skill learning and interventions for social/emotional support - may include culturally specific initiatives • programs or interventions to support health, personal care or safety • provision of additional supervision on a regular basis • individualised reward program • responses to medium sensory needs, including triggers • provision of agreed 'safe' spaces for student 	<ul style="list-style-type: none"> • highly structured approaches to support learning and wellbeing • extensive support from specialist staff, including School Counselling Service team • 1:1 support with self-regulation in class and in the playground • intensive playground support to connect, develop and maintain positive peer relationships • the provision of on-going additional supervision, including alternative break-time activities • strategies to monitor student's safety • external 'wrap-around' support, including for health, personal care or safety • individualised reward program • responses to high sensory needs, including triggers • provision of agreed 'safe' spaces for student

OOHC Change Funding Model: Student characteristics

Academic/Cognitive

Student characteristics for Supplementary adjustments Funding Tier 1	Student characteristics for Substantial adjustments Funding Tier 2	Student characteristics for Extensive adjustments Funding Tier 3
<ul style="list-style-type: none"> • a noticeable change in academic performance • unsettled and occasionally distracted • difficulty grasping new concepts • problem solving skills impaired • occasional difficulties remembering • some difficulty with language skills • unable to plan and organise • some difficulty in coping with changes in school routine 	<ul style="list-style-type: none"> • moderate change in academic performance • disengagement from learning • difficulty acquiring new concepts and skills and/or following instructions • short attention span and difficulty in focusing • moderate difficulty in coping with changes in school routine 	<ul style="list-style-type: none"> • significantly impaired academic performance - dependent on adult support to participate in class activities • significant disengagement from learning • confusion or poor memory significantly impacting learning • unable to concentrate or sit still, fidgety • significant difficulty in coping with changes in school routine

Social/Emotional

Student characteristics for Supplementary adjustments Funding Tier 1	Student characteristics for Substantial adjustments Funding Tier 2	Student characteristics for Extensive adjustments Funding Tier 3
<ul style="list-style-type: none"> difficulty with relationship skills some observable change in the emotional regulation such as a small but noticeable increase in frustration or anger 	<ul style="list-style-type: none"> struggling to maintain healthy peer relationships moderate difficulty in regulating emotions - easily frustrated and/or quick to get angry low self-esteem, seeks constant attention, makes statements such as “I don’t care” 	<ul style="list-style-type: none"> major difficulties in forming relationships significant difficulty in regulating emotions – quick to escalate with significant frustration and anger issues very low self-esteem, may feel failure, despair, shame and/or unworthy

Health and safety

Student characteristics for Supplementary adjustments Funding Tier 1	Student characteristics for Substantial adjustments Funding Tier 2	Student characteristics for Extensive adjustments Funding Tier 3
<ul style="list-style-type: none"> demonstrating some difficulty in making consistent positive choices occasional support required for health or personal care 	<ul style="list-style-type: none"> demonstrating ongoing difficulty in making consistent positive choices frequent support required for health or personal care 	<ul style="list-style-type: none"> participating in risk taking and/or antisocial behaviours – may include alcohol or substance abuse present as a safety risk to themselves or others – may include self-harm or suicide ideation chronically poor self-care

Behaviour/Participation

Student characteristics for Supplementary adjustments Funding Tier 1	Student characteristics for Substantial adjustments Funding Tier 2	Student characteristics for Extensive adjustments Funding Tier 3
<ul style="list-style-type: none"> • demonstrating some internalising or externalising behaviours • some increase in sensory seeking or avoidance behaviours • occasional disengagement during learning tasks • lacking confidence to attempt tasks individually • occasionally under or over responsive to sensory information 	<ul style="list-style-type: none"> • demonstrating moderate levels of internalising or externalising behaviours • moderate increase in sensory seeking or avoidance behaviours • distrusting of adults • often under or over responsive to sensory information • hyperaroused or dissociated at times • occasionally non-compliant • some irritability and/or hostility to peers or adults 	<ul style="list-style-type: none"> • demonstrating high levels of internalising or externalising behaviours • significant increase in sensory seeking or avoidance behaviours • regularly showing fight, flight and/or freeze responses • significant sense of them feeling unsafe • often non-compliant • significant irritability and/or hostility to peers and/or adults

Specialist staff may be internal and/or external to the department, dependent on the student's individual needs. Educational Services staff, including Aboriginal Education and Communities, Learning and Teaching, Learning and Wellbeing and School Services are available to support schools with their collaborative learning and support planning practice.