



The Insights for Early Action Research Project Case study summaries

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April 2019

Published by Regional Services Group, Department of Education and Training. Melbourne, April 2019

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Case study school 1: Summary of context, and identification and intervention practices

SCHOOL CONTEXT

This is a large school that emerged as a single entity with several campuses after an amalgamation in the last decade. Demographic changes in that time have impacted the school both positively ('new arrivals, higher aspiration families') and negatively ('students suffering trauma, family violence, drug and alcohol abuse'). There has also been a change in the poverty levels, with 78% of the school population now in the bottom ICSEA quartile. Many families are also highly mobile, transient families: 'So quite a shift in the population. If we could keep them here we could see some improvements. This is the bottom quartile we are talking about. We are not able to track the students who are leaving'. Key challenges faced by the school include 'upskilling the staff and constant changes in school population with outgoing and incoming families, particularly in the bottom quartile'.

| Grade range | Enrolment | SFOE Index | SES BQ | Indigenous students | LBOTE students | Attendance rate |
|-------------|-----------|------------|--------|---------------------|----------------|-----------------|
| P–9/12 | 1965 | High | 78% | 7% | 30% | 89% |

IDENTIFICATION OF AT-RISK STUDENTS

| | Reported by interviewees? | Examples/processes |
|---------------------|---------------------------|--|
| Indicators | | |
| Attendance | ✓ | Compass: flags at 90% and 80%; Attendance Officer |
| Behaviour | ✓ | Compass; SWPBS plan; student wellbeing meetings; Team Around the Learner |
| Academic | ✓ | Compass; reporting cycle every six weeks |
| Family issues | ✓ | Enrolment form; staff observation; student wellbeing meetings; Team Around the Learner |
| Wellbeing | ✓ | Staff observations; student wellbeing meetings; Team Around the Learner |
| Engagement | ✓ | Staff observations |
| Aspirations | | |
| Transitions | | |
| Tools | | |
| SIMS | ✓ | Compass |
| Surveys | ✓ | Student Attitudes to School survey; early years survey |
| Bespoke spreadsheet | ✓ | Team Around the Learner Tier 3 data spreadsheet |

INTERVENTIONS WITH AT-RISK STUDENTS

| Interventions | Reported by interviewees? | Examples/processes |
|--------------------------------------|---------------------------|--|
| <i>Community level</i> | ✓ | Linking philanthropic funding and community support with 'student success' guarantees; Skyline Education Foundation Australia mentoring program |
| <i>School level (student focus)</i> | ✓ | Team Around the Learner framework; 'staged response' process (explicit teaching of core values); Attendance Officer; SWPBS plan; team meetings (referral, IEP, wellbeing); staff induction process |
| <i>School level (staff focus)</i> | ✓ | School-wide 'staged response' process (understand student learning data; create inclusive environments and practices); embed practices into staff school induction |
| <i>Student level (student focus)</i> | ✓ | IEPs and differentiation ('that's their plan'); SWPBS; student support meetings; Social Workers; Chaplain |
| <i>Student level (staff focus)</i> | ✓ | Berry Street Education Model training; Foundation House training; school-wide 'staged response' process (understand student learning data; create inclusive environments and practices); embed practices into staff school induction |

Key

ICSEA: Index of Community Socio-Educational Advantage
IEPs: Individualised education plans
LBOTE: Language background other than English
Sentral: Education management software

SES BQ: Socio-economic status bottom quartile
SFOE: Student Family Occupation Education
SWPBS: School-wide positive behaviour support

Case study school 2: Summary of context, and identification and intervention practices

SCHOOL CONTEXT

This school sits in an area that has had a socially economic upward shift over the last decade. The staff discussed the efforts made to change the physical environment, culture and public image of the school. To quote one interviewee: 'The promotion of the school has increased numbers and improved reputation through the new Principal's role in the school: creating relationships beyond the school, symbolic things like uniform ... reverted back to a more traditional curriculum to address the community wants'. Initially, the enrolments weren't coming from the traditional feeder schools, due to the school's past reputation, 'but that has changed over the last few years, we tripled our Year 7 intake this year'. Despite the successes, the Assistant Principal remarked, 'for our student body, there is a proportion where, if we start at home, there isn't a respect for education, there isn't that aspiration that comes from the parents through to the children. [There is] multi-generational unemployment, welfare dependency. They are nice kids ... but [they] just follow in mum and dad's footsteps. Identifying the disengagement is quite easy. What to do about it and how to address it is the difficulty'.

| Grade range | Enrolment | SFOE Index | SES BQ | Indigenous students | LBOTE students | Attendance rate |
|-------------|-----------|------------|--------|---------------------|----------------|-----------------|
| 7-12 | 378 | Low-medium | 23% | 2% | 46% | 88% |

IDENTIFICATION OF AT-RISK STUDENTS

| | Reported by interviewees? | Examples/processes |
|---------------------|---------------------------|--|
| Indicators | | |
| Attendance | ✓ | Compass: 90%, 80% flags; 3 days unexplained absence |
| Behaviour | ✓ | Compass: behaviour patterns; teacher observations |
| Academic | ✓ | Compass: lack of progress; wellbeing team |
| Family issues | ✓ | Compass; teacher observations (issues at home) |
| Wellbeing | ✓ | Teacher observations; wellbeing team |
| Engagement | ✓ | Teacher observations |
| Aspirations | ✓ | Teacher observations |
| Transitions | | |
| Tools | | |
| SIMS | ✓ | Compass |
| Surveys | | |
| Bespoke spreadsheet | ✓ | Transition data compiled from the intake forms, then collated into a spreadsheet |

INTERVENTIONS WITH AT-RISK STUDENTS

| Interventions | Reported by interviewees? | Examples/processes |
|-------------------------------|---------------------------|--|
| Community level | ✓ | Developing links with primary schools; making stronger connections within the community |
| School level (student focus) | ✓ | Transition program; SWPBS plan; STAR home group program (core values, connecting with others); Wellbeing Officer; Social Worker (referrals); Careers Advisor; student support team |
| School level (staff focus) | ✓ | School culture (team environment, holistic approach); Careers Advisor (supporting teacher); Social Worker (supporting teacher); learning design professional development |
| Student level (student focus) | ✓ | IEPs; academic support; SWPBS; peer mentoring program; buddies program; Social Worker (referrals); Adolescent Health Nurse; Chaplain |
| Student level (staff focus) | ✓ | Support through specialist staff: Careers Advisor; Social Worker; Adolescent Health Nurse; school chaplaincy; learning design |

Key

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IEPs: Individualised education plans
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Sentral: Education management software

SFOE: Student Family Occupation Education
SES BQ: Socio-economic status bottom quartile
STAR: Student Teams of Action and Reflection
SWPBS: School-wide positive behaviour support

Case study school 3: Summary of context, and identification and intervention practices

SCHOOL CONTEXT

This high school has grown from 760 to 1100 in the last few years and become more diverse with a threefold increase of students with a language background other than English (LBOTE). The increase in the refugee community has added to the already low SES profile, which is exacerbated by generational unemployment. The Principal has recently instigated new approaches to attendance and wellbeing, and the staff are in the early stages of developing identification and interventions for 'at risk' students. For example: 'Since 2015 we have moved from reactive to proactive, putting more resources into student wellbeing [and this] has made a huge difference'. The latest Student Attitudes to School survey triggered a response around 'connection to school'. This resulted in early interventions around developing connections and building respect and responsibility, particularly for attendance at school, with positive responses already evidenced. Adult–student and student–student connections are key: 'when we have a teacher who has a great connection with the students ... we have success'.

| Grade range | Enrolment | SFOE Index | SES BQ | Indigenous students | LBOTE students | Attendance rate |
|-------------|-----------|------------|--------|---------------------|----------------|-----------------|
| 7–12 | 1067 | High | 57% | 3% | 40% | 90% |

IDENTIFICATION OF AT-RISK STUDENTS

| | Reported by interviewees? | Examples/processes |
|---------------------|---------------------------|--|
| Indicators | | |
| Attendance | ✓ | Compass: triggers at 95% and 85%, 3 days unexplained absence; Attendance Officer |
| Behaviour | ✓ | Compass; SWPBS; teacher observations |
| Academic | ✓ | Compass; teacher reporting/observations |
| Family issues | ✓ | Enrolment and referral processes |
| Wellbeing | ✓ | Wellbeing Officer follow-up; teacher observations |
| Engagement | ✓ | Teacher observations |
| Aspirations | | |
| Transitions | | |
| Tools | | |
| SIMS | ✓ | Compass |
| Surveys | ✓ | Student Attitudes to School survey |
| Bespoke spreadsheet | ✓ | Spreadsheet developed to collect and analyse data for the mentoring program |

INTERVENTIONS WITH AT-RISK STUDENTS

| | Reported by interviewees? | Examples/processes |
|--------------------------------------|---------------------------|--|
| <i>Community level</i> | ✓ | Mentoring programs (eg Principal developing school connections with local business leaders; Bounce) |
| <i>School level (student focus)</i> | ✓ | Attendance Officer; Wellbeing Officer; Social Worker; streamed classes; STAR Connect (Home Group values program); SWPBS plan; student support services |
| <i>School level (staff focus)</i> | ✓ | Sub-school leaders/team leaders; weekly and fortnightly team meetings; Universal Design for Learning Model professional development; Berry Street training |
| <i>Student level (student focus)</i> | ✓ | Homework club; study hall; home visits (teacher with wellbeing leader for chronic non-attendance); student support meetings; IEPs; student support services; mentoring programs; SWPBS; alternative programs |
| <i>Student level (staff focus)</i> | ✓ | Universal Design for Learning Model (learning intentions, success criteria, hook, scaffolding, consistency); Berry Street training |

Key

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STAR: Student Teams of Action and Reflection

Case study school 4: Summary of context, and identification and intervention practices

SCHOOL CONTEXT

This school sits in an area that has shifted 'from being quite a working-class community ... to a welfare-based community' due to the loss of industry. The demographic now consists of predominately 'welfare class, welfare dependant, unemployment, trauma, domestic violence and child abuse ... quite entrenched disadvantage'. The Principal described the community as having concentrated disadvantage; however, he believes the disadvantage is 'double in this school' due to more affluent families sending their children to schools in higher SES areas. He goes on to explain that his cohort includes many students whose parents work on the premise that 'you leave school at 16', so there is a challenge in 'breaking that barrier of finishing school and going on welfare or working at McDonald's'. In addressing the issue of disengagement within the community, the Principal explained that: 'You have to be really committed to the moral imperative of education and that differs for people's experience and understanding. There is no quick fix and no quick wins. It takes a long time and means investing money and resources'.

| Grade range | Enrolment | SFOE Index | SES BQ | Indigenous students | LBOTE students | Attendance rate |
|-------------|-----------|------------|--------|---------------------|----------------|-----------------|
| 7–12 | 551 | High | 56% | 5% | 5% | 88% |

IDENTIFICATION OF AT-RISK STUDENTS

| | Reported by interviewees? | Examples/processes |
|---------------------|---------------------------|--|
| Indicators | | |
| Attendance | ✓ | Compass: 'red flags' set at 90%, 80% and 50% |
| Behaviour | ✓ | Compass; staff observations; SWPBS Tier 1, 2, 3 behaviours |
| Academic | ✓ | Compass; standardised testing: PAT; Fountas and Pinnell, NAPLAN; teacher judgement |
| Family issues | ✓ | Enrolment process (eg low SES; generational unemployment, refugee status) |
| Wellbeing | ✓ | Enrolment process (eg trauma background); teacher observations |
| Engagement | ✓ | Teacher observations; wellbeing team referral process |
| Aspirations | | |
| Transitions | ✓ | Network with local feeder primary schools; tracking achievement data |
| Tools | | |
| SIMS | ✓ | Compass (plus visual data board) |
| Surveys | ✓ | Student Attitudes to School survey; student wellbeing survey |
| Bespoke spreadsheet | | |

INTERVENTIONS WITH AT-RISK STUDENTS

| Interventions | Reported by interviewees? | Examples/processes |
|-------------------------------|---------------------------|---|
| Community level | ✓ | A community partnership program with a not-for-profit consultant firm, local feeder primary schools, the local community and philanthropists. The program involves tracking students from Year 4 to Year 9. It also involves building networks with philanthropists and the local community and funding and intervention programs |
| School level (student focus) | ✓ | Attendance Officers; Student Wellbeing Officer; SWPBS (tier level interventions); Year 7 transition program |
| School level (staff focus) | ✓ | Wellbeing leaders; professional development based on wellbeing data (specific issues); year level leaders; team meetings (weekly and fortnightly); Wellbeing Officer (teacher support) |
| Student level (student focus) | ✓ | Check-in/check-out protocols; Wellbeing Officer (self-referrals); QuickSmart; Hands on Learning, The House; Behaviour Card; IEPs; student support meetings; Project 9 (Impact Initiative) |
| Student level (staff focus) | ✓ | Professional development based on wellbeing data (specific issues) |

Key

ICSEA: Index of Community Socio-Educational Advantage

IEPs: Individualised education plans

LBOTE: Language background other than English

PAT: Progressive Achievement Tests available from Australian Council for Educational Research

Sentral: Education management software

SES BQ: Socio-economic status bottom quartile

SFOE: Student Family Occupation Education

SWPBS: School-wide positive behaviour support

Case study school 5: Summary of context, and identification and intervention practices

SCHOOL CONTEXT

This college was established less than ten years ago in response to a population ‘explosion’ during the previous decade. The school cohort has a high level of students with a language background other than English. The three staff interviewed all commented on the importance of understanding family background and cultural issues, such as increased academic pressure in some families (‘parents [have] high expectations for their children to get As and Bs’) and a high level of transience in others (‘Maori and Islander families often send their kids back to New Zealand or Samoa if they are getting too difficult’). They highlighted the Berry Street training as being ‘essential for teachers to understand where the students are at, what at-risk behaviours to look out for and what strategies to use’. They also all shared the importance of the wellbeing team ‘as a group of people that students and staff could approach if they have concerns and as a forum for meeting and discussing student outcomes (attendance, behaviour and academic) on a fortnightly basis’.

| Grade range | Enrolment | SFOE Index | SES BQ | Indigenous students | LBOTE students | Attendance rate |
|-------------|-----------|------------|--------|---------------------|----------------|-----------------|
| P–9/12 | 1614 | Low | 14% | 1% | 55% | 93% |

IDENTIFICATION OF AT-RISK STUDENTS

| | Reported by interviewees? | Examples/processes |
|---------------------|---------------------------|---|
| Indicators | | |
| Attendance | ✓ | Compass; teacher observations |
| Behaviour | ✓ | Compass; teacher observations |
| Academic | ✓ | Compass; progress: pre- and post-tests, NAPLAN, Fountas and Pinnell; Essential Elements |
| Family issues | ✓ | Compass; enrolment data; family meetings |
| Wellbeing | ✓ | Teacher observations; referrals |
| Engagement | ✓ | Teacher observations |
| Aspirations | | |
| Transitions | | |
| Tools | | |
| SIMS | ✓ | Compass |
| Surveys | ✓ | Student Attitude to School survey; social emotional learning survey |
| Bespoke spreadsheet | ✓ | Spreadsheets using Google Drive and Docs |

INTERVENTIONS WITH AT-RISK STUDENTS

| Interventions | Reported by interviewees? | Examples/processes |
|--------------------------------------|---------------------------|---|
| <i>Community level</i> | ✓ | The school is in partnership with the YMCA for the provision of childcare facilities and middle years outdoor education program |
| <i>School level (student focus)</i> | ✓ | SWPBS plan; Social Worker; resilience, rights and respectful relationships program (DET mandated); transition program |
| <i>School level (staff focus)</i> | ✓ | Strategic plan (‘engaged at the point of need’); Positive Climate for Learning (plan and team); wellbeing team; Social Worker; Speech Pathologist |
| <i>Student level (student focus)</i> | ✓ | IEPs; differentiated and structured teaching; supported study sessions; email support (after school hours); SPACE, FLIP (alternative learning options); referrals to the wellbeing team; Social Worker (open door policy) |
| <i>Student level (staff focus)</i> | ✓ | Berry Street training; access to specialists (Social Worker and Speech Pathologist) |

Key

FLIP: Flexible Learning Intervention Pathway
ICSEA: Index of Community Socio-Educational Advantage
IEPs: Individualised education plans
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SWPBS: School-wide positive behaviour support

Case study school 6: Summary of context, and identification and intervention practices

SCHOOL CONTEXT

While classified as a medium SFOE indexed area, 46% families in this small primary school are in the bottom (ICSEA rated) SES quarter. Many of the families have experienced generational or long-term unemployment and are dependent on welfare payments. As one interviewee said: 'Lack of role modelling by parents is a big factor. We know that in our community that parents haven't finished high school. We have high expectations, but parents don't have high expectations'. The Principal also commented on an increase in 'deficit in oral language and experiences ... and ... in children being identified on the autism spectrum [over] the last 5–6 years'. In preventing disengagement, all the staff interviewed stressed that the most important element was the relationship with the families. The Principal explained, 'There might not be an attendance issue but we know that there are family issues so if that child misses one day that may be a flag straight up and we will make contact straight away. It's about knowing your school community and your students – I don't know how one would do it at a larger school'.

| Grade range | Enrolment | SFOE Index | SES BQ | Indigenous students | LBOTE students | Attendance rate |
|-------------|-----------|------------|--------|---------------------|----------------|-----------------|
| P–6 | 148 | Medium | 46% | 9% | 3% | 79% |

IDENTIFICATION OF AT-RISK STUDENTS

| | Reported by interviewees? | Examples/processes |
|---------------------|---------------------------|--|
| Indicators | | |
| Attendance | ✓ | Sentral: 'we monitor late attendance and absenteeism, from first day absent' |
| Behaviour | ✓ | Sentral; teachers observations |
| Academic | ✓ | Sentral: significantly below or above expected levels |
| Family issues | ✓ | Enrolment process; teachers observations |
| Wellbeing | ✓ | Teachers observations |
| Engagement | ✓ | Teachers observations |
| Aspirations | ✓ | Teachers observations |
| Transitions | ✓ | Linked to local early child education schools and high school |
| Tools | | |
| SIMS | ✓ | Sentral; data wall |
| Surveys | ✓ | Student Attitudes to School survey |
| Bespoke spreadsheet | ✓ | Online mark book (uploaded into Sentral regularly) |

INTERVENTIONS WITH AT-RISK STUDENTS

| Interventions | Reported by interviewees? | Examples/processes |
|--------------------------------------|---------------------------|---|
| <i>Community level</i> | ✓ | Working closely with the local kinder; for example, funding for an oral language program in kinder or preschool; parent information session run by Speech Therapists; professional development sessions for kinder staff and local childcare teachers with an oral language screening program; pre-screening students before they start at school |
| <i>School level (student focus)</i> | ✓ | School improvement team (SIT), assessment schedule (NAPLAN data, PAT testing, Essential Assessment); investing in human resources (eg Integration Aides); SWPBS; wellbeing team; transition program |
| <i>School level (staff focus)</i> | ✓ | Staff meetings; professional conversations (eg data wall, small school capabilities); professional development |
| <i>Student level (student focus)</i> | ✓ | Alternative activities at break times (eg reverse garbage, talent show, library activities); IEPs; reading recovery program; student leaders; interest groups (eg environment group); learning goals; differentiation; check-in/check-out process |
| <i>Student level (staff focus)</i> | ✓ | Parent–teacher communication (open door policy); educational support person; focus on curriculum improvement (reading) |

Key

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IEPs: Individualised education plans

LBOTE: Language background other than English

PAT: Progressive Achievement Tests available from Australian Council for Educational Research

SES BQ: Socio-economic status bottom quartile

SFOE: Student Family Occupation Education

Sentral: Education management software

SWPBS: School-wide positive behaviour support

Case study school 7: Summary of context, and identification and intervention practices

SCHOOL CONTEXT

The cohort demographic of this small rural school was described by the Principal as very mixed: ‘generational poverty, very vulnerable families and kids, who have come in recently due to the relatively cheap housing and facilities, or you have “tree changers” who have a good background of education and employment behind them. It’s quite a melting pot’. Maintaining and growing the enrolment has been challenging. ‘With three other schools within a 5-km radius, if the parents aren’t happy then they leave’. Since his appointment four years ago, the Principal has focused on behaviour and family connections, along with changing culture within the school: ‘Things have really settled ... there has been a change in culture, change in expectations’. The key elements to this change were a change in pedagogy, with a ‘move away from a play-based curriculum’, ‘a consistent approach to behaviour management, and a focus on ‘connection with staff and students, personal approach, relationship building’.

| Grade range | Enrolment | SFOE Index | SES BQ | Indigenous students | LBOTE students | Attendance rate |
|-------------|-----------|------------|--------|---------------------|----------------|-----------------|
| P–6 | 51 | High | 40% | 2% | 4% | 90% |

IDENTIFICATION OF AT-RISK STUDENTS

| | Reported by interviewees? | Examples/processes |
|---------------------|---------------------------|--|
| Indicators | | |
| Attendance | ✓ | CASES21; teacher observations |
| Behaviour | ✓ | Teacher observations; staff conversations |
| Academic | ✓ | Assessment analysis – ‘we want to see slow increases’ |
| Family issues | ✓ | Teacher observations; staff conversations |
| Wellbeing | ✓ | Teacher observations; staff conversations |
| Engagement | ✓ | Teacher observations; staff conversations |
| Aspirations | | |
| Transitions | ✓ | Kinder transition process; teacher observations; staff conversations |
| Tools | | |
| SIMS | ✓ | Sentral (not currently installed – in process) |
| Surveys | ✓ | Student Attitudes to School survey; KidsMatter survey |
| Bespoke spreadsheet | | |

INTERVENTIONS WITH AT-RISK STUDENTS

| Interventions | Reported by interviewees? | Examples/processes |
|-------------------------------|---------------------------|--|
| Community level | ✓ | Kitchen garden program; kinder transition |
| School level (student focus) | ✓ | Whole-school assessment tasks: PAT maths and teacher-based tests, Fountas and Pinnell for reading, Single Word Spelling Tests (SWST) for spelling; building a culture of readers and writers: changed instructional model in maths, new spelling model (SMART spelling); pedagogy, learning intentions and success criteria; SWPBS |
| School level (staff focus) | ✓ | (Small school) culture of professional conversations: ‘informal conversations with staff, parents and students’ |
| Student level (student focus) | ✓ | IEPs; relationships building: ‘conversations with the students and finding out who the significant people in their life are’; check-in (walk and talk); check-out (reflection time); junior school council (with Principal) |
| Student level (staff focus) | ✓ | Curriculum and pedagogical changes/expectations |

Key

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SFOE: Student Family Occupation Education
SWPBS: School-wide positive behaviour support

Case study school 8: Summary of context, and identification and intervention practices

SCHOOL CONTEXT

This is an urban specialist school providing intake and outreach programs for primary-aged students experiencing behavioural difficulties in government school settings. A small number of students are accepted into a two-term program twice a year, based on referrals from primary schools in the region. In describing the school's approach, the Principal explained, 'We are coming out of the 1980s integration model and moving towards inclusion. So, we are delivering both outreach and the intake interventions and we've redesigned the intake programs from an integration to an intervention model'. The first whole-school initiative the school implemented was the SWPBS program. This program was informed by the [Evidence for Learning toolkit](#) where the recommendation for behaviour programs was 'three to six months, and it's a targeted intervention, behaviour intervention'. During the program, the students continue to attend their regular classroom once or twice a week. At the end of the program, the student returns to the classroom full-time. Both the teacher and the student are supported throughout the process by the school's outreach program, and the school also provides extensive professional support. In addition, the outreach service places skilled special education teachers into mainstream schools to work as coaches in supporting mainstream teachers with understanding and making appropriate learning adjustments for students with challenging behaviours.

| Grade range | Enrolment | SFOE Index | SES BQ | Indigenous students | LBOTE students | Attendance rate |
|-------------|--|------------|--------|---------------------|----------------|-----------------|
| 1–6 | Maximum of 36 intake and up to 112 in outreach | N/A | N/A | Varies | Varies | N/A |

IDENTIFICATION OF AT-RISK STUDENTS

| | Reported by interviewees? | Examples/processes |
|--|---------------------------|--------------------|
|--|---------------------------|--------------------|

Indicators

| Indicator | Reported by interviewees? | Examples/processes |
|---------------|---------------------------|--|
| Attendance | ✓ | These students have already been referred from local primary schools as students exhibiting some of these indicators, usually those around behaviour. The Principal explained the process of identifying each student's particular needs as follows: 'The first piece of evidence is the referral form. It tells us a lot about school culture, as well providing data on their behaviour and social and emotional wellbeing. Assessment tools include the School Behaviour Rating Scale which is used at the start and the end of the intervention, and a social emotional learning assessment called the Social Skills Improvement System. We also do a Pragmatics Language profile, and the Strength and Difficulties questionnaire at the start and the end of the intervention in order to measure the efficacy of the intervention'. |
| Behaviour | ✓ | |
| Academic | ✓ | |
| Family issues | ✓ | |
| Wellbeing | ✓ | |
| Engagement | ✓ | |
| Aspirations | ✓ | |
| Transitions | ✓ | |

Tools

| Tool | Reported by interviewees? | Examples/processes |
|---------------------|---------------------------|---|
| SIMS | ✓ | Bespoke |
| Surveys | | |
| Bespoke spreadsheet | ✓ | The Assistant Principal collects all data in bespoke spreadsheets and tracks how many of the referred students have an IEP, behaviour support plan, WISC, mental health plan and student support group. They also track assessments, attendance and Program for Students with Disabilities. |

INTERVENTIONS WITH AT-RISK STUDENTS

| Interventions | Reported by interviewees? | Examples/processes |
|-------------------------------|---------------------------|--|
| Community level | ✓ | As a specialist school, the interventions are based around building the student's social emotional skills so that they can learn how to self-regulate their behaviour and develop appropriate social skills. To support the student's transition back into mainstream school, an outreach program provides support and training to teachers. As one interviewee explained: 'It's standing by the classroom teacher. That's what the outreach program does. You've got regular classroom teachers and outreach teachers working side by side [including] the opportunity for them to come in and observe a specialist setting'. |
| School level (student focus) | ✓ | |
| School level (staff focus) | ✓ | |
| Student level (student focus) | ✓ | |
| Student level (staff focus) | ✓ | |
| | | Alongside the intake program, the school also offers teacher professional development, an outreach team, PLC meetings and ongoing collegial and student support. |

Key

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IEPs: Individualised education plans
LBOTE: Language background other than English
PLC: Professional learning communities
Sentral: Education management software

SES BQ: Socio-economic status bottom quartile
SFOE: Student Family Occupation Education
SWPBS: School-wide positive behaviour support
WISC: Wechsler Intelligence Scale for Children

Case study school 9: Summary of context, and identification and intervention practices

SCHOOL CONTEXT

This P–12 rural school includes ungraded and integrated special education. The school is situated in an area that has experienced significant demographic changes over the last decade. Numbers in the area 'have been reducing due to an aging population and industry shutting down'. The Principal describes 'a demographic of people for whom life is a battle at times. They've had poor educational experiences themselves, they are low SES, their aspirations are low. So for some students, just to arrive at school is a major win for us'. She goes on to share the school vision within this context: 'Disengagement happens at many levels throughout our whole community and our aim for this school is to be a hub for the community and also to develop partnerships outside our school gate because we all deal with the same families'.

| Grade range | Enrolment | SFOE Index | SES BQ | Indigenous students | LBOTE students | Attendance rate |
|-------------|-----------|------------|--------|---------------------|----------------|-----------------|
| P–9/12 | 749 | High | 54% | 8% | 4% | 91% |

IDENTIFICATION OF AT-RISK STUDENTS

| | Reported by interviewees? | Examples/processes |
|---------------------|---------------------------|---|
| Indicators | | |
| Attendance | ✓ | Compass; staff observations; wellbeing team meetings |
| Behaviour | ✓ | Compass; staff observations; wellbeing team meetings |
| Academic | ✓ | Compass; staff observations; wellbeing team meetings |
| Family issues | ✓ | Enrolment processes; staff observations; wellbeing team meetings |
| Wellbeing | ✓ | Staff observations; wellbeing team meetings |
| Engagement | ✓ | Staff observations; wellbeing team meetings |
| Aspirations | ✓ | Staff observations; wellbeing team meetings |
| Transitions | ✓ | Linked with early childhood education schools; between junior and senior campuses |
| Tools | | |
| SIMS | ✓ | Compass |
| Surveys | ✓ | Student Attitudes to School survey |
| Bespoke spreadsheet | | |

INTERVENTIONS WITH AT-RISK STUDENTS

| Interventions | Reported by interviewees? | Examples/processes |
|-------------------------------|---------------------------|--|
| Community level | ✓ | CASEA parenting program for identified families in primary school; the donation of a horse for the VET equine program; employing people from the local community (eg Social Worker) |
| School level (student focus) | ✓ | Attendance Officer and processes; class structures (to keep as few teachers as possible in contact with the students); literacy/numeracy programs (from equity funding due to CASES21 data); wellbeing team; transition program |
| School level (staff focus) | ✓ | Careers Advisor, Social Worker and School Nurse (supporting teachers); Professional Learning Communities training; wellbeing team; increased leadership team; team meetings; staffing as a strategy 'really need to put the right people in front of the kids' |
| Student level (student focus) | ✓ | IEPs; Careers Advisor, Social Worker and School Nurse (open door policy, referrals, supporting students); VET programs (including equine program); Flexible Learning Centre (dual enrolments, 3 days/2 days); student meetings (with Principal); year level meetings (students); early years reading program |
| Student level (staff focus) | ✓ | Pedagogy/instructional model: 'focuses teachers, and helps students know what to expect' |

Key

CASEA: CAMHS and Schools Early Action

ICSEA: Index of Community Socio-Educational Advantage

IEPs: Individualised education plans

LBOTE: Language background other than English

Central: Education management software

SES BQ: Socio-economic status bottom quartile

SWPBS: School-wide positive behaviour support

SFOE: Student Family Occupation Education

Case study school 10: Summary of context, and identification and intervention practices

SCHOOL CONTEXT

This high school located in rural Victoria is closely connected with the community and other schools in the region. The Principal is concerned about students in the region: 'We always have a number of students out there who have not been involved in mainstream education but there has never been an option for them'. He went on to emphasise that they are working on 'alternative options around students achieving success' so they can 'have an ensured pathway'. This school is also one of the few Victorian schools that offers an IYLP scholarship, a federally-supported program for Indigenous students to stay in school. The Principal stated: 'I believe the school has an obligation to fit the students' needs. [...] We worry about every student and we try and find a program to suit the needs of the student in front of us'. To achieve this, the Principal has created alternative school structures (for example the Year 10 structure) and drives a data focus with 'strong data collection around the students themselves, teacher observation, behaviour, interactions with parents, student meetings, academic reports and absences'.

| Grade range | Enrolment | SFOE Index | SES BQ | Indigenous students | LBOTE students | Attendance rate |
|-------------|-----------|------------|--------|---------------------|----------------|-----------------|
| 7–12 | 1310 | High | 25% | 10% | 5% | 94% |

IDENTIFICATION OF AT-RISK STUDENTS

| Reported by interviewees? | Examples/processes |
|---------------------------|--------------------|
|---------------------------|--------------------|

Indicators

| | | |
|---------------|---|--|
| Attendance | ✓ | Data collection (own SIMS system) |
| Behaviour | ✓ | Teacher observations and data collection |
| Academic | ✓ | Teacher observations and data collection |
| Family issues | ✓ | Teacher observations and data collection |
| Wellbeing | ✓ | Teacher observations and data collection |
| Engagement | ✓ | Teacher observations and data collection |
| Aspirations | ✓ | Teacher observations and data collection |

Transitions

Tools

| | | |
|---------------------|---|--|
| SIMS | ✓ | Bespoke: 'We have our own SIMS program here which is a student management information system and we have all the information that we collect of the individual CASES in schools and we collect in a massive spreadsheet' |
| Bespoke spreadsheet | ✓ | Regional network of Principals collects and analyses shared data within 'a massive spreadsheet' |

INTERVENTIONS WITH AT-RISK STUDENTS

| Interventions | Reported by interviewees? | Examples/processes |
|---------------|---------------------------|--------------------|
|---------------|---------------------------|--------------------|

| | | |
|-------------------------------|---|--|
| Community level | ✓ | The Principals of schools in this rural area have formed a strong allegiance and have been collecting (into spreadsheets) a large amount of student data (most academic) over a long period of time. The Principal is also working with a philanthropic venture to deliver support for students in finding work or entry into TAFE programs. |
| School level (student focus) | ✓ | CARE system; house system (7–12); student wellbeing team; 'Doctors in School'; transition programs |
| School level (staff focus) | ✓ | Specialised middle years teaching and learning strategies |
| Student level (student focus) | ✓ | IEPs; team around the student, Flexible Learning Centres; English and maths skill building programs; literacy programs; CHOICE learning program; VCE, VCAL; VET; Koori program; Year 10 structure |
| Student level (staff focus) | ✓ | Team meetings; collecting the regular data |

Key

ICSEA: Index of Community Socio-Educational Advantage
IEPs: Individualised education plans
IYLP: Indigenous Youth Leadership Program
LBOTE: Language background other than English

Sentral: Education management software
SES BQ: Socio-economic status bottom quartile
SFOE: Student Family Occupation Education
SWPBS: School-wide positive behaviour support