

# Case Management Key Process Statement

## Overview

Case management is a process, involving a series of collaborative phases that support students to achieve their intended goals. One Plans are embedded as one of several inclusive practice and communication tools used at Whyalla Secondary College. One Plans are personalised learning plans that focus on the strengths and needs of students to support our learners to thrive academically, socially and emotionally. They are a key source of information that aid in the continuity of learning from school to school, year to year and class to class. Within One Plans, we develop, document and review the student’s strengths, interests and aspirations; background information on the student; services provided by the Department and external agencies; universal and specific adjustments tailored to the student’s needs and barriers; aims, goals and interventions to support the student; curriculum and reporting modifications; endorsements and agreed actions.

Whyalla Secondary College’s One Plan processes are designed to ensure quality, consistency and three-way communication between students, families and staff in the development, implementation, and review of the plans. Whilst goals and adjustments are revisited on a termly basis, commencing in Week 0 each year, our One Plan publishing cycle is in Week 9, Term 3. This enables teachers, students, and families/carers to build strong relationships throughout the year before the annual review approaches.

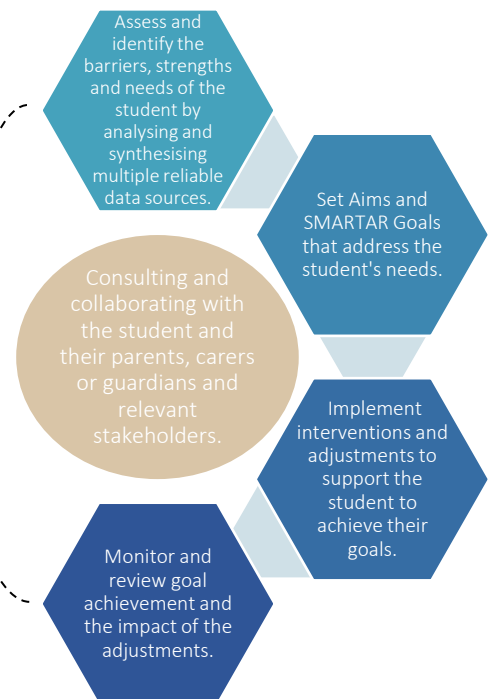
## Detail

[One Plan Start Strong Process](#)

[One Plan Identification and Management Process](#)

[One Plan Development and Publishing Process](#)

[One Plan Goal Setting and Review Process](#)



**Figure 1:** Four elements of Personalised Learning

Role	Responsibilities
Students	<ul style="list-style-type: none"> <li>Actively contribute to the development of your personalised learning plan</li> <li>Focus on achieving your goals</li> <li>Communicate your needs, interests and motivations with WSC staff</li> <li>Provide staff with feedback on adjustments and needs.</li> </ul>
Families, Carers and/or DCP Case Managers	<ul style="list-style-type: none"> <li>Communicate with school regarding changes that impact the student, their wellbeing and/or learning</li> <li>Actively participate in PiLLARS and One Plan Development and Publishing Process</li> <li>Support student at home to achieve their goals</li> <li>Endorse and sign One Plan.</li> </ul>
Lead Plan Teacher	<ul style="list-style-type: none"> <li>Facilitate SCSC meetings and PiLLARS conversations</li> <li>Meet with student to review and update SMARTAR goals and adjustments.</li> </ul>

Subject and Intervention Teachers	<ul style="list-style-type: none"> <li>• Support student to achieve their goals within your learning area</li> <li>• Seek student voice in implementing strategies to meet their goals and access the curriculum within the learning area</li> <li>• Differentiate curriculum and/or assessments as relevant</li> <li>• Document individual adjustments in term planning documents</li> <li>• Maintain contact with family/carer regarding student achievement, progress and engagement within the learning area and extra-curricular as relevant</li> <li>• Assess and record student progress against their literacy, numeracy and other goals within Learner Review Intervention Process.</li> </ul>
Year Level Student Services	<ul style="list-style-type: none"> <li>• Send <i>Whyalla Secondary College One Plan Information Resource for Students, Families and Carers</i> to family/carers</li> <li>• Organise PiLLARS meeting</li> <li>• Follow up signing of One Plans</li> <li>• Provide published One Plans to DCP Case Managers (if applicable).</li> </ul>
WSC Leadership Team	<ul style="list-style-type: none"> <li>• Input relevant information in One Plan notes when critical information becomes available (i.e. family circumstance, medical and/or communication changes)</li> <li>• Input relevant information in One Plan notes when significant decisions are made around students, their learning and/or wellbeing (i.e. new intervention commences/concludes, student flagged in Learner Review Meetings, subject changes, new adjustment introduced/discontinued, etc.).</li> </ul>
Senior Leaders: Aboriginal Education, Students with Disabilities/One Plans, Wellbeing (as applicable)	<ul style="list-style-type: none"> <li>• Provide professional learning and supporting documents for staff in the creation and maintenance of One Plans, goal setting, identifying appropriate adjustments, connecting with services and implementing inclusive practices</li> <li>• Monitor and review all One Plan processes in line with Department requirements and inclusive education evidence based practice</li> <li>• Quality assurance of One Plan, goal setting and reviews</li> <li>• Approve (as Principal's delegate) and publish One Plans. Notify Year Level Student Services.</li> <li>• Create, review and update One Plan Appendices</li> <li>• Update One Plan when SSS or external services (i.e. psychologists) provide reports.</li> </ul>

## Definitions

### LPT - Lead Plan Teacher

Each student will have a Lead Plan Teacher. The LPT plays a pivotal role in the student's education and plan documentation. The LPT can be any of the student's teachers including their care group teacher, MIND Mentor, intervention teacher or any subject area teacher. The LPT is assigned by the relevant Assistant Principal.

### PiLLARS - Partnerships in Leading Learning Acceleration and Responsive Support

PiLLARS are round table discussions including the LPT, family and the student (in some circumstances these meetings may include other staff, external services or Student Support Services) where One Plans are annually reviewed and developed. PiLLARS should be the foundation of all decisions made around the student, their learning and wellbeing.

### SCSC - Student Centred Staff Conversations

SCSCs are round table discussions involving relevant Whyalla Secondary staff led by the Senior Leader and/or LPT. These conversations are driven by data and focused on strategies for accelerating a student's learning. These conversations ensure the LPT has a holistic view of the student prior to the PiLLARS meeting.

### Appendices

[Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy \(edi.sa.edu.au\)](http://edi.sa.edu.au)

[Reporting on Australian Curriculum in Department for Education schools: reception to year 10 procedure \(edi.sa.edu.au\)](http://edi.sa.edu.au)

[Disability Standards for Education 2005 - Department of Education, Skills and Employment, Australian Government \(dese.gov.au\)](http://dese.gov.au)

[Home - Nationally Consistent Collection of Data \(nccd.edu.au\)](http://nccd.edu.au)

[WSC Case Management Profile and Collections - Wakelet](#)