

## Prioritising requests for Statewide Services' support from schools and regions

Statewide Services provides the services and supports required by schools to enable student achievement, with a focus on those students and schools that need it most. Schools, regions, and networks who are looking for support, can find information, resources, and services on Ikon. If more tailored support is required, a request for assistance can be submitted to Statewide Services via the 'raise a support request' option on the relevant Ikon page.

Requests are prioritised based on the framework below which outlines the scale of the need. Similar to a risk matrix, it prioritises school and student need based on what is likely to happen if the request is not met. It will also give an indication of the level of support that is appropriate to the need. Requests submitted by Directors of Education on behalf of a school are Priority 1 on the understanding that these requests are submitted when all local and regional support options have been exhausted. Prioritisation decisions consider contextual factors such as experience of staff, and availability of local support services.

The priority level guides Statewide Services' response to the request:

- Priority 1-2: request prioritised for immediate intensive support
- Priority 2-3: request prioritised for targeted support – ranking used to determine order and scale of support provided across multiple requests
- Priority 4: request likely to be placed on a wait list, re-directed to alternative service pathway, or re-directed to self-service (universal) support
- Priority 5: request re-directed to self-service (universal) supports.

If applicable, you will be notified within three days of the priority determined for your request and the expected timeline for support to be provided. If you disagree with the assessment, please discuss it with the person who contacts you – you may wish to provide further evidence to support a re-assessment, particularly if circumstances change. Concerns that remain should be discussed with the relevant Director, Service Director or specialist school Principal.

Criteria	Priority 5	Priority 4	Priority 3	Priority 2	Priority 1
<b>Student safety and wellbeing</b> Indicators to consider include: <ul style="list-style-type: none"> <li>• Student Psychological Vulnerability</li> <li>• Physical and Emotional Risk</li> <li>• Behaviour</li> <li>• Attendance</li> </ul>	Expected to be an isolated incident with no impact to student/cohort/school safety	Expected to be an isolated incident with minimal negative impact to student/cohort/school safety	Expected to be isolated or repetitive incidents that result in some impact to student/cohort/school safety	Expected to result in significant impact to student/cohort/school safety	Potential severe impact including death or permanent disability
<b>Student achievement and progress</b>	Expected to be observed as a typical variation in achievement and progress, with no impact on achieving what success looks like in the relevant context	Expected to result in minimal negative impact on achieving what success looks like in the relevant context	Expected to result in some negative impact on achieving what success looks like in the relevant context	Expected to result in significant negative impact on the achievement of, or progress towards successful outcomes May present as steady/ongoing downward trends in relevant indicators resulting in the above	Expected to result in severe negative impact to achievement of, or progress towards critical education outcomes May present as severe and sudden whole-school decline in relevant indicators resulting in the above
<b>Staff safety and wellbeing</b>	Expected to be an isolated incident with no impact to staff psychological and/or physical safety	Expected to be an isolated incident with minimal negative impact to staff psychological and/or physical safety	Expected to be isolated or repetitive incidents that result in some impact to staff psychological and/or physical safety	Expected to result in significant impact to staff psychological and/or physical safety	Expected to result in potential death or severe and/or prolonged psychological impact or physical disability
<b>Staff professional capability</b>	Expected to result in no impact to staff ability to carry out responsibilities in accordance with the requirements of their respective roles, including professional ability to plan for and implement effective teaching and learning	Expected to result in minimal impact to staff ability to carry out responsibilities in accordance with the requirements of their respective roles, including professional ability to plan for and implement effective teaching and learning	Expected to result in some impact to staff ability to carry out responsibilities in accordance with the requirements of their respective roles, including professional ability to plan for and implement effective teaching and learning	Expected to result in significant negative impact to staff ability to carry out responsibilities in accordance with the requirements of their respective roles, including professional ability to plan for and implement effective teaching and learning	Expected to result in severe negative impact to staff ability to carry out responsibilities in accordance with the requirements of their respective roles, including professional ability to plan for and implement effective teaching and learning
<b>School and/or Department reputation</b>	Unsubstantiated, suggested improvements, contained within the school, region or central office, no news item	Substantiated, low impact, local press news item	Substantiated, public embarrassment, multiple news reports, state press news item	Substantiated, public embarrassment, high impact, national news profile, third party actions, public ministerial involvement, political embarrassment	Substantiated, public embarrassment, high impact, widespread multiple national/international news profile, third party actions, public ministerial involvement

*Critical incidents are outside the scope of this framework and will be escalated **immediately**, with officers continuing to provide advice by phone for queries in relation to child safety matters. Our specialist schools (i.e. SSEN, SALS, IMSS and SIDE) are developing tailored prioritisation frameworks that align directly with their particular service, which will be shared when completed. For consistency these will be built on the same principles as this framework.*