

EFFECTIVE STUDENT CASE MANAGEMENT (ESCM): A WHOLE-SCHOOL OVERVIEW

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Effective student case management (ESCM) in schools is a process that supports key system drivers for school improvement, which are targeted to providing every student with a pathway to a successful future.

This approach aligns with Fullan's (2019) concept of *moral purpose*, which positions educational leadership as a commitment to making a positive difference in the lives of others while improving student outcomes and fostering sustainable system-wide change.¹ Viewed through this lens, effective student case management is not only a strategic framework for improving educational outcomes but also an expression of schools' moral responsibility to ensure every student is supported to achieve their potential.

Case management is a term and practice commonly used in the health and community services sectors. In these settings, it involves specialist services that prioritise (triage) and coordinate the care and support of patients or clients.

The school environment offers unique elements in the case management of children and young people.

These include:

- the compulsory nature of schools;
- the broad purpose of schools being to provide a high-quality education to help students reach their full potential;
- the complexities of relationships between students, peers, staff, families and the community; and
- the variety of professionals who work and interact with students.

Case management in other environments such as health may include processes such as referral into the service, assessment, planning, intervention, monitoring and review, followed by exit from that service. Apart from instances where students are enrolled in an alternative

education setting, their ongoing presence at school means that their needs continue to be catered for within the school context even after their case has been closed. If the need arises, school case management processes can be more readily re-activated.

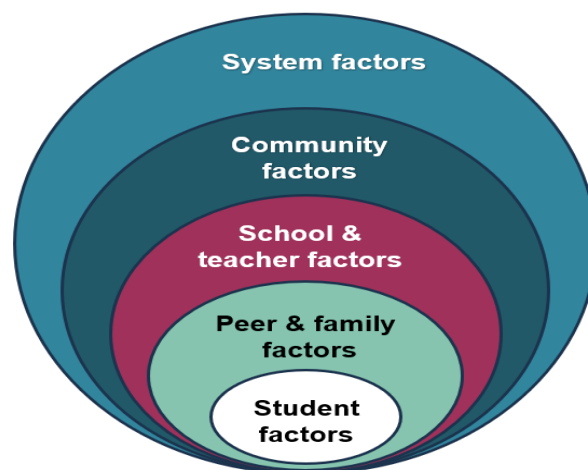


Figure 1: A socio-ecological approach to the child or young person encompassing a view of the 'whole child'.²

Several studies have suggested that a growing percentage of children and young people need extra support and attention to enable them to achieve their educational potential. National research indicates the growing need to address mental disorders with an estimated one in seven (13.9%) 4- to 17-year-olds having been assessed as having a mental disorder in the previous 12 months. The most common included ADHD (7.4%), anxiety disorders (6.9%), major depressive disorder (2.8%) and conduct disorder (2.1%). Further, approximately 1 in 10 (11.1%) students reported having self-harmed at some point in their life.³

The growing need for student case management is based on the degree of risk and need which may include separate or combinations of issues such as:

- poor physical health
- disabilities

¹ Fullan, M. (2019). *Leading in a culture of change* (2nd ed.). Jossey-Bass.

² United Nations Children's Fund. (2022). Brief on the social ecological model. In Global multisectoral operational framework for mental health and psychosocial support of children, adolescents and caregivers across settings. UNICEF. [Link](#)

³ Goodsell, B., Lawrence, D., Ainly, J., Sawyer, M., Zubrick, S. & Marratos, J. (2017). Child and Adolescent Mental Health and Educational Outcomes: An analysis of educational outcomes from Young Minds Matter: 2nd Australian Child and Adolescent Survey of Mental Health and Wellbeing. [Link](#)

- learning difficulties
- behaviour / bullying
- child protection concerns
- attendance / engagement issues
- emotional and social wellbeing concerns
- mental health problems
- suicide ideation and non-suicidal self-injury

DEFINITIONS

Student case management is a collaborative process that aims to develop, monitor, disseminate, and evaluate a plan of action to enable students with support needs to function to the best of their ability and circumstances within and beyond the school system despite their support needs.

Student services teams involve a range of school staff assigned to a student wellbeing (or 'pastoral care') role which often includes supporting students at educational risk (SAER). In smaller schools, especially primary schools, the student services team may be limited to school leaders, a learning support coordinator, Level 3 teacher, school psychologist and, in some cases, a chaplain. Larger secondary schools may have access to additional staff including an Aboriginal Liaison Officer, school nurse and support worker, and have a greater capacity to purchase additional time for personnel such as school psychologists, social workers, student support workers, nurses and chaplains.

A student case management framework provides the key features of student case management irrespective of the school's particular context and content. It provides the underlying features of effective case management practices.

RATIONALE

The purpose of student case management in schools is to identify, manage and support students who are experiencing barriers to educational achievement. The moral imperative of school leaders, according to Michael Fullan (2011), is to develop a shared commitment for these students to be able to access education through differentiation and educational adjustments.⁴

In line with this, schools often act as conduits to other services and form partnerships to reduce barriers to learning. However, there is ongoing evidence of service gaps in

specialist supports such as child protection, speech, mental health and disability diagnosis and treatment leading, in turn, to unmet needs in children and young people. This is often most apparent in rural and remote locations. At the same time, schools are experiencing increasing pressure to provide or actively coordinate access to the range of services needed.

With the advent of new communication technologies for the provision of telehealth, and improved access to services such as subsidised counselling sessions through Medicare, some inroads have been made into addressing some of these needs.

However, schools and school staff cannot be expected to go beyond their resources, expertise and the fundamental purpose of providing education. Supporting the wellbeing and individual needs of young people is a broader community issue that engages the community at all levels.

Developmentally, all children can be vulnerable and require additional support at some time during their school lives, as evidenced by the psychosocial impact of the COVID-19 pandemic.⁵ Therefore, any student case management system in place must be responsive to the changing needs of students and provide pathways for parents and students to signal and seek support. It will also be based on an understanding that schools act as a protective factor in the lives of at-risk children and young people when they feel a sense of connectedness and belonging to their school.⁶

When developing a school case management system, schools are encouraged to consider the needs of their whole student population and systematically identify students at educational risk.

THERORETICAL UNDERPINNINGS

Schools need to consider not just interventions requiring case management, but also prevention and early intervention strategies.

Effective student support extends beyond case management to include prevention and early intervention. This broader approach is guided by the Australian Student Wellbeing Framework and implemented through integrated Multi-Tiered System of Supports (i-MTSS).

⁴ Fullan, M. (2011). *The moral imperative realized*. Thousand Oaks: Corwin and the OPC.

⁵ Commissioner Children and Young People WA (2020). *Supporting children and young people through the COVID-19 pandemic*.

Griffiths, C. (2026) *Effective Student Case Management (ESCM): A Whole School Overview*. 47th Annual ISPA Conference, Lyon France

⁶ Waters, S. K.; Cross, D.; & Shaw, T. (2010). How important are school and interpersonal student characteristics in determining later adolescent school connectedness, by school sector? *Australian Journal of Education*: 54(2). Article 6.

The Australian Student Wellbeing Framework

The Australian Student Wellbeing Framework proposes “a whole school systemic approach to wellbeing, and positive behaviour with tiers of support to meet the diverse needs of staff, students and families” to support student wellbeing, safety, and positive relationships (Education Services Australia 2018, p.11).⁷

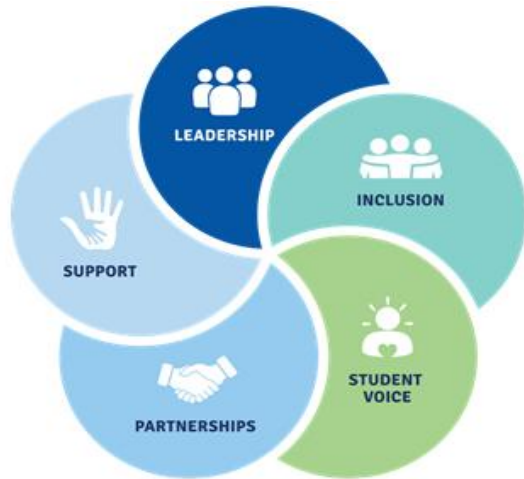


Figure 2: Diagram of five elements of the Australian Student Wellbeing Framework

Effectively, these are the broader goals of student services teams in schools.

The five elements of the “*Australian Student Wellbeing Framework*” include:

1. Leadership: Visible leadership to inspire positive school communities.
2. Inclusion: Inclusive and connected school culture.
3. Student Voice: Authentic student participation.
4. Partnerships: Effective family and community partnerships.
5. Support: Wellbeing and support for positive behaviour.

Student voice is increasingly encouraged and becoming a more common feature in Australian schools.

Integrated Multi-Tiered Systems of Support (i-MTSS)

Integrated Multi-Tiered System of Supports (i-MTSS) is a framework for organising how schools provide prevention, early intervention, and intensive support. This approach allows for the focus to not just be on behaviour but also on learning, mental health, wellbeing, attendance, and engagement

Features include a whole school commitment to establishing structures for effective teaching and learning, school organisation such as student services/ pastoral care systems, and partnerships with families, communities, and other services.

This is supported through an integrated multi-tiered system of support (i-MTSS), which brings together academic, behavioural, and wellbeing supports across universal, targeted, and intensive tiers.⁸

The framework emphasises early identification through data, coordinated and escalating levels of support, and a whole-school approach to improving engagement, mental health, and learning outcomes.

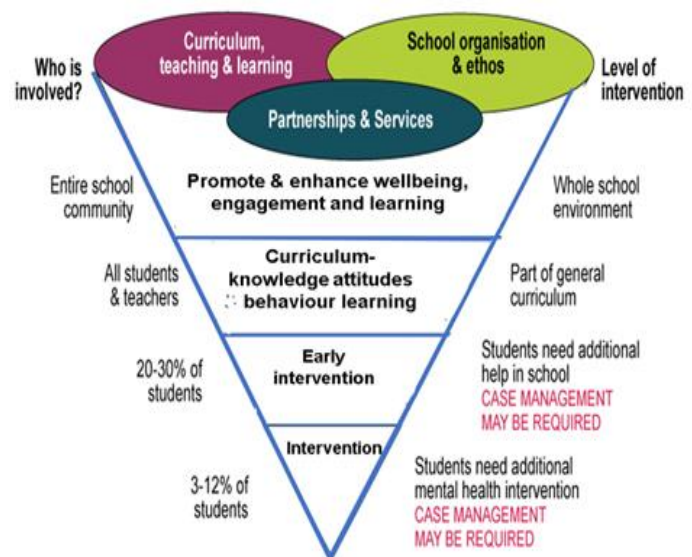


Figure 3: A Framework for a Comprehensive Whole School Mental Health Program using multi-tiered systems of support (adapted from the MindMatters Kit). [Ref: www.apacs.org.au/ESCM]

⁷Education Services Australia (2018). The Australian Student Wellbeing Framework. [Link](#)

⁸ Australian Education Research Organisation. (2023). Integrated approaches to supporting student wellbeing: Multi-tiered systems of support. www.edresearch.edu.au

PURPOSE OF STUDENT CASE MANAGEMENT

Why student case management?

The purpose of student case management is to:

- Enable students to function to the best of their ability within and beyond the school system
- Identify, manage, and respond to foreseeable risks to students' learning and educational outcomes
- Establish goals that identify preventative and early intervention measures
- Develop, disseminate, monitor, and evaluate a plan of action
- Achieve seamless service delivery through the coordination of, and collaboration between staff involved and, where applicable, other service providers
- Provide access for students and their parents/caregivers to these service providers
- Actively involve and empower students and their parents/caregivers in decision-making processes
- Assist teachers and school staff in their work with students who have support needs.

Levels of student case management support

Effective student case management in schools sits within a holistic approach which included working with individuals, groups, and undertaking systemic work within and beyond the school (Refer to Figure 4).

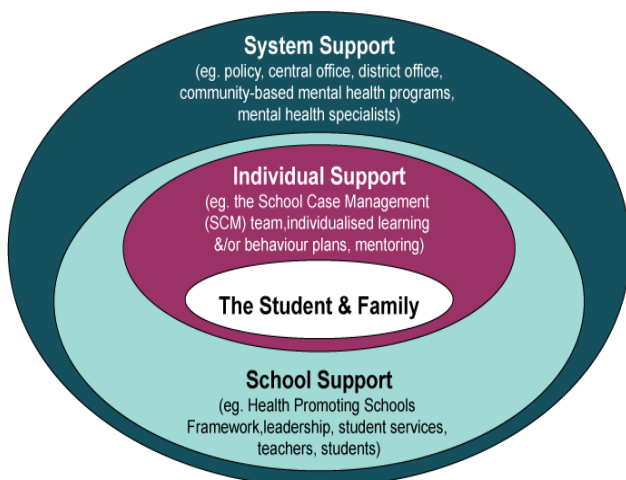


Figure 4: A diagram depicting the three levels of support for student case management: system, school and individual [Ref: www.apacs.org.au/ESCM]

Case management structures and processes in schools involve three interconnected levels of support:

1. System support involving policy, central office, regional office, other services and supports.
2. School support involving leadership, student services, teachers, students (see Figure 4).
3. Individual support involving the student case management (SCM) team, individualised learning, behaviour, attendance and engagement plans, mental health & wellbeing plans, and mentoring.

CRITICAL UNDERSTANDINGS

Student case management systems and practice provide a mechanism to support curriculum differentiation, and ongoing school improvement principles.

The following are some key understandings about student case management as it:

- offers a coordinating mechanism for a systemic and integrated approach to the identification and planning for students with support needs;
- encourages clearer processes of accountability and appraising outcomes associated with an action plan;
- supports improved teacher practice, wellbeing and accountability for individual planning;
- empowers all stakeholders to participate collaboratively in problem-solving and developing an integrated action plan with access to support and services; and
- contributes to the successful engagement and retention of students with support needs.

Common elements of effective student case management system in schools

1. There is a well-established whole school approach and student services team with practices that promote a positive school climate and student wellbeing.
2. The school has a well-established triage and case management team (or equivalent, such as a Student Services or Pastoral Care team).
3. The SCM team adopts a coordinated approach, which is primarily concerned with collaboratively devising an integrated action plan for individual students with support needs. This involves actively engaging the student, parents/carers, and school community partners in planning and decision-making so that the needs of the student are adequately addressed within and, if possible, beyond the school.
4. The school executive values and strongly supports and resources the SCM team.
5. The core membership of the SCM team is made up of a wide range of school personnel (e.g., a school administrator, student services staff, L3 teacher, school psychologist), and other allied professionals when needed (e.g., Aboriginal Liaison Officer, chaplain or youth support officer).
6. The roles and responsibilities of the SCM team members have been clearly established.
7. The roles and responsibilities of the members of the SCM team have been communicated to the school community.
8. The SCM team has a shared vision characterised by shared goals, shared understanding of student needs, and agreement on implementing a case management process.
9. The SCM team operates as a coordinated team by, for example, having regular meetings, planning workloads, sharing goals and interventions for individual students with support needs, responding to critical incidents, and planning preventative programs.
10. The SCM has an established network of partnerships and relationships with a range of agencies to facilitate their involvement in the case management process.
11. The SCM team has ongoing professional learning to assist in effective case management processes
12. The SCM team is well resourced (e.g. an appropriate room; access to staff when necessary; administrative and teacher relief) to support case meetings.

Problem-focused	Solution-focused and strength-based
Identifying what is wrong	- Identifying student strengths as a starting point. - Building understanding of the student's point of view using a respectful active listening process
Analysing the causes of the problem	Building on student's personal resources/strengths and what has worked in the past
Deciding on goals to fix these causes	- Focusing on challenges as capacity building opportunities (not to be avoided), creating hope and optimism - Agreeing on achievable goals using the SMART principles
Making plans that will achieve the goals based on expert input	- Working collaboratively on mutually agreed goals - Using external resources in ways that complement student's strengths and build capacity
Implementing the plan	- Basing the plan on a collaborative, inclusive and participatory process with resiliency as a goal that guides prevention and evaluation - Working flexibly and modifying plans according to new insights gained through the monitoring process
Evaluating whether or not the problem was fixed	- Evaluating achievement of specified goals - Celebrating small successes - Using knowledge of the student's strengths to consider additional support to address challenges and build resiliency

Table 1: Elements of a solution-focused and strengths-based approach

A survey of staff can be conducted as a basis for school improvement. The underlying process to support student wellbeing is solution-focused and strength-based (refer to Table 1).

Processes for effective student case management

There are seven interconnected and cyclical strategies associated with effective student case management practice. The process is not always linear. The monitoring and review or implementation phase may result in the need to re-assess plans and adjust implementation that best match the needs of the student.

1. **Case Identification:** Process of identification of student with level of need potentially requiring case management process by parent, teacher, student services staff, self-referral, involving triage processes and use of screening tools.^{9 10}
2. **Assessment:** Endeavouring to understand the student's perspective and identifying and assessing the student's needs within the school context.

3. **Implementation:** Executing, coordinating and monitoring the action plan linked to a case manager.
4. **Monitor and review:** Check on progress against set goals and make plan adjustments.
5. **Transition or Closure:** Developing a transition plan to move to minimal or no further case management of the established goal.
6. **Evaluation:** Determining the effectiveness of the case management processes and the action plan.

The monitoring and review or implementation phase may result in the need to re-assess plans that best match the needs of the student using a "recursive" process. Case management has "several phases and sub-processes that are iterative, cyclical and recursive and applied until the client's (student's) needs and interests are met."¹¹

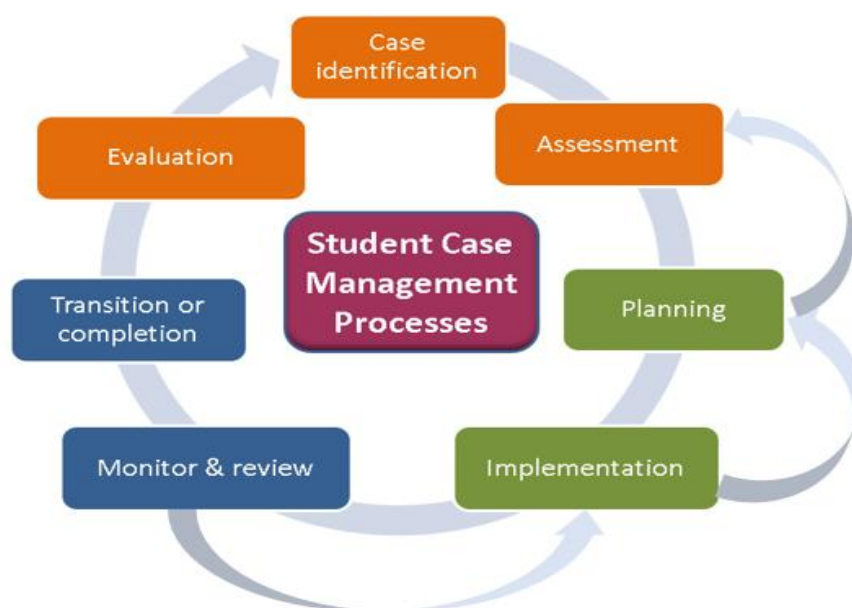


Figure 5: The student case management process is illustrated as cyclical in nature rather than linear.

⁹ My Mind Check. (n.d.). *My Mind Check: Understand student mental health & wellbeing*. Australian Government Department of Education & Macquarie University. <https://mymindcheck.org.au/>

¹⁰ Victorian Department of Health (2026) Mental health triage service website:

www.health.vic.gov.au/practice-and-service-quality/mental-health-triage-service

¹¹ Case Manager's Body of Knowledge (CMBOK) website:

www.cmbodyofknowledge.com/glossary1/case-management-process

Unique aspects of student case management in schools

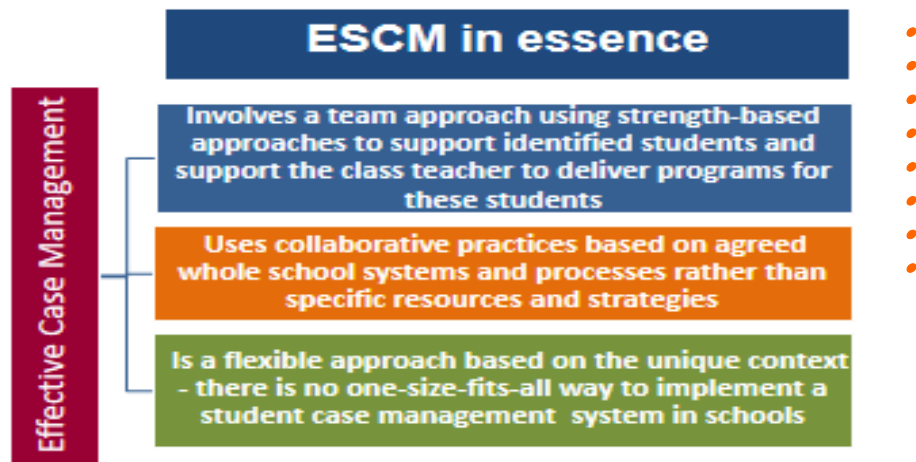


Figure 6: Key elements of effective student case management in schools

WHERE FROM HERE?

Developing a Whole School Approach

School planning processes may include the following:

- Staff reflection using survey and checklists provided
- Using change management principles to activate improvements
- Considering underlying values
- Allocate staff to roles and develop a step-by-step plan and procedures in the school's

response to identified concerns (see sample school flowchart Figure 9).

- Form small Triage team that meets regularly to allocate cases according to need
- Create multidisciplinary student case management (SCM) teams.
- Consider staff professional learning needs (refer to modules illustrated in Figure7).

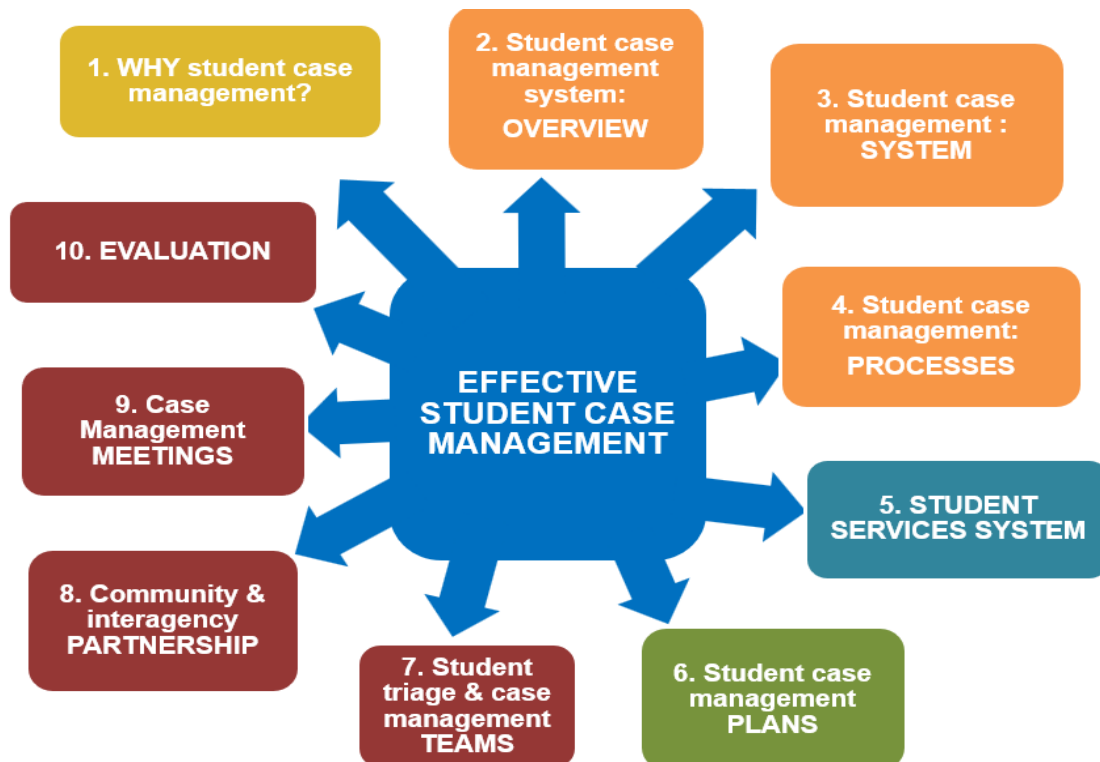


Figure 7: Learning modules for a whole school approach to effective student case management

Agreed Values

Key values and operating principles need to be considered and outlined to ensure a consistent and ethical approach is taken.

These may include the following principles as illustrated on Figure 8.

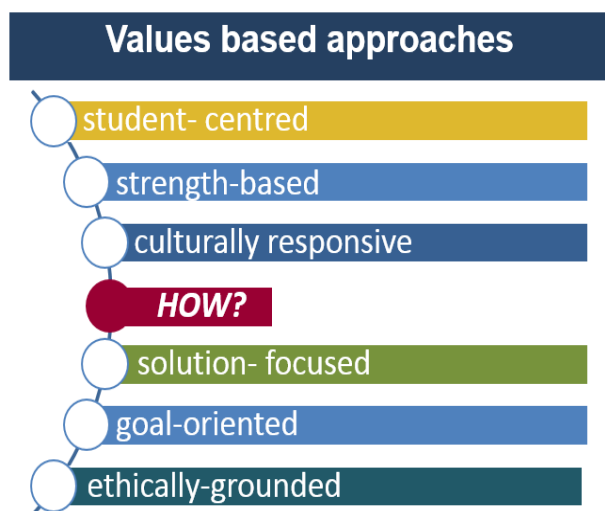


Figure 8: Values based approach to student case management in schools

Identifying Students for Case Management:

- identifying students at educational risk
- responding at the level of need
- following the student case management process
- prioritising students and level of intervention required

Continuum of complexity, risk & responses

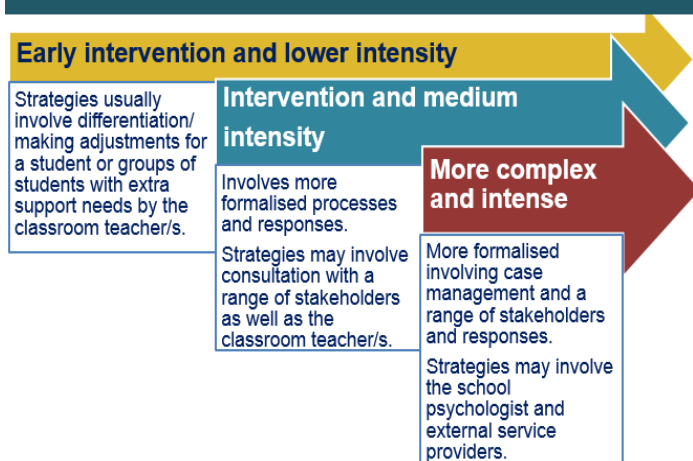


Figure 9: Continuum of need for student intervention and decision-making regarding case management.

Prioritising Students for Case Management Responses

Not all students with extra support needs require a full case management process.

The range of student need will vary on a continuum. For some students, action may involve emerging issues requiring adjustments to their learning program and curriculum differentiation, while other students may have urgent needs where direct and immediate action is required.

Screening

A number of screening tools are available for schools to assist in the identification process.

The Australian Student Wellbeing Framework provides tools such as the School Wellbeing Check and My Mind Check, a brief digital screening tool that helps schools quickly identify student wellbeing needs and guide early support interventions.¹²

Triage

Triage in schools is a system and process for identifying and prioritising student needs resulting in case management for those students at highest need, and monitoring students at educational risk.

The Triage Team

Most school mental health frameworks suggest a small core team with expertise and authority to prioritise and allocate cases e.g. Student Services Manager, School Psychologist, Principal or delegate that:

- meets regularly
- provides a rapid overview of current issues
- undertakes risk assessment
- prioritises and allocates students to appropriate case management team
- allocates case coordinator according to skills and current workload

Within school case management, triage teams may develop levels of student support needs to inform the allocation of support and resources See Figure 10).



Figure 10: Levels of student support needs

¹² Education Services Australia. (2018). *The Australian student wellbeing framework*. [Link](#)

Student Case Management (SCM) Team/s and Processes

Primarily the responsibility of the SCM team is to collaboratively devise an integrated action plan for individual students identified as having high support needs. This involves actively engaging the student, parents/carers, and staff in planning and decision-making so that the needs of the student are adequately addressed within and, if possible, beyond the school (a 'wrap-around' approach).

The membership of the SCM team will vary according to the main support needs of the school's student population and individual students, and the resources available. Ideally, the SCM team constitutes a school administrator, student services staff member/s; the school psychologist and other allied health services, where appropriate.

The effectiveness of this SCM team is dependent on a number of factors including:

- having the strong support of the school executive and school community in general
- being well resourced
- clarifying and communicating the roles and responsibilities of the SCM team members;
- developing clear processes, running effective case conferences, developing action plans that suit students' needs and maintaining case conference records.

Primarily the responsibility of the SCM team is to collaboratively devise an integrated action plan for individual students identified as having high support needs. This involves actively engaging the student, parents/carers and staff in planning and decision-making so that the needs of the student are adequately addressed within and, if possible, beyond the school (a 'wrap-around' approach).

The Student Case Management (SCM) Team becomes a coordinated team by:

- establishing roles and responsibilities
- communicating with key stakeholders
- developing referral pathways
- having regular meetings
- planning workloads
- discussing and sharing goals and interventions for individual students with support needs
- responding to critical incidents associated with students who have support needs
- planning preventative programs for students with support needs.

A shared vision is developed explicitly by:

- establishing shared goals
- determining the collective base of knowledge and skills of the team
- recognising the interdependence of the team members
- establishing a shared understanding of student needs

- clarifying their criteria for offering a student case management process
- identifying SCM team concerns
- establishing evaluation measures
- ensuring that power, decision-making
- accountability for outcomes is shared

Case manager's roles

The case manager's main task is to consult and communicate on an ongoing basis with the student, service provider(s) and other stakeholders (e.g. family, carers, teachers) about the plan of action.

Roles may include:

- identifying the services and resources needed to achieve the action plan's outcomes
- briefing the service provider(s)
- referring the student to the service provider(s)
- convening case conferences
- monitoring the quality of the services provided and progress towards achieving the outcomes
- adjusting the action plan when necessary
- reporting on the outcomes of the action plan;
- consulting and communicating on an ongoing basis with the student, service provider(s), and other stakeholders (e.g. family, carers, teachers) about the above processes

Other roles involved in case management include:

- mentoring the student
- counselling the student
- modelling pro-social behaviour
- educating the student and parent(s)/carer(s) about the nature of the services offered
- accompanying the student to appointments
- being an advocate for the student (e.g. student's views are heard and actioned; lobbying for particular resources)

Who is the school-based case manager?

Given the quality assurance role of the case manager, this is a school staff member in a positional authority in the school such as: deputy principal, head of school, student services manager and, in some cases, year coordinator or head of learning area in large secondary schools.

The role includes that of arranging case conference meeting, maintaining case conference records and storage, communicating plans and ensuring that standards are maintained with regard to privacy and confidentiality.

In smaller schools there may be only one or two staff who take on the role of case manager, whilst in larger secondary schools there may be a number.

School psychologists and other allied health workers such as school nurses, although providing specialised services to schools are not in a position of authority to quality assure the work of other school staff and be school-based case managers.

Facilitating case conference meetings

Good practice includes:

- clarifying the purpose of the meeting
- checking on participants' understanding of the process and intended outcomes
- ensuring all participants have an opportunity to speak
- encouraging all participants to listen to each other
- ensuring that the student's views have been heard and incorporated in shared decision-making and planning (refer to Table 2)
- endeavouring to be non-judgemental
- managing conflict in a constructive way
- using a solution-focused approach
- articulating clear outcomes for all participants
- staying within time schedules

A solution-focused approach

- short-term, goal-focused, future oriented
- consider factors contributing to issues
- focus on constructing solutions, rather than analysing causes of problems
- find elements of desired solution already present
- envision a clear and detailed picture of how student's situation will look when things are better
- focus on student's strengths and resources
- support student and family to recognise how to use resources to bring about change
- "Action Plan" to prioritise goals that are manageable and achievable in short-term.¹³

Plans and Record Keeping

It is expected that accurate case conference records and documented plans are developed for students within the case management process.

School psychologist's role

School psychologists are well placed to support school leaders to establish effective student case management systems and processes by developing protocols, checklists, proformas and templates that promote consistent, collaborative and accountable practice.

As scientist-practitioners, they contribute specialised expertise to evidence-informed decision-making by integrating psychological theory, research and student data to inform assessment, case formulation, intervention planning and progress monitoring.¹⁴ With informed parent/carer and/or student consent, school psychologists provide specialist input into individual cases, including interpretation of psychological assessment data, identification of contributing factors, risk assessment and recommendations for targeted interventions. Through ongoing evaluation of outcomes, they support data-based decision-making and continuous refinement of interventions to optimise student wellbeing and educational outcomes.

School psychologists' involvement in case management and case conferences is governed by the professional standards, codes and guidelines of the Psychology Board of Australia under AHPRA.¹⁵ These obligations include maintaining confidentiality, obtaining informed consent, practising within the limits of competence, and safeguarding the rights and welfare of students and families. Adherence to these standards ensures that psychological information is managed ethically and supports collaborative, legally compliant and student-centred decision-making.

CONCLUSION

This overview of a whole-school approach to student case management provides a practical, step-by-step guide to strengthening school systems and processes. Designed to be adapted to each school's context, it supports the use of accompanying tools and professional learning modules to develop integrated, evidence-informed systems that enable timely, coordinated decision-making and promote inclusion, wellbeing, and positive outcomes for students.

CASE MANAGEMENT	EXPERT MODEL
Involve people important in the student's life as well as specialists	Experts and/or those in school leadership roles only
Student voice	Professional/expert voice
Student, family, staff, and others seen as contributors/ partners	Student, family, staff, and others seen as recipients of expert advice
Talk and plan with	Talk and plan for
Focus on strengths and skills	Focus on labels, diagnoses and deficits
Find agreed and shared solutions	Support based on diagnosis
Person-centred	Service-centred
School psychologist plays a vital role but with shared responsibility and accountability	Responsibility rests primarily with the expert e.g. school psychologist/ counsellor

Table 2: Contrast between a collaborative case management vs expert model

¹³ (Adapted from Brief Therapy Institute of Sydney: www.brieftherapysydney.com.au)

¹⁴ Carr, A. (2016). *The Handbook of Child and Adolescent Clinical Psychology: A contextual approach*.

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¹⁵ Psychology Board of Australia. (2025). *Code of conduct*. www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards

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Courses in Case Management Australia (Australian Online Courses)

- Certificate of Case Management is an online professional development program for a professional case worker, across a variety of settings within the social and community services industries [Link](#)
- Graduate Certificate in Case Management and Coordinated Care. Charles Sturt University [Link](#)

Membership of Case Management Australia

- Membership Case Management Society of Australia & New Zealand & Affiliates (CMSA) Membership requiring certification. [Link](#)

SCHOOL REFLECTION TOOL

Student Case Management: SYSTEM

Brief Checklist

Ideas for use:

Use the table below to record a “first off” appraisal of the overall developmental level your school is achieving in relation to effective school-based student case management system. This can be done on an individual basis or in small groups where consensus is sought.

1. **Emerging** = This CM process/strategy/structure is *not* established at all
2. **Developing** = This CM process/strategy/structure is in the *process* of being established
3. **Developed** = This CM process/strategy/structure *is* established and operating effectively *most* of the time
4. **Embedded** = This CM process/strategy/structure *is* established and operating effectively *all* of the time

A: STUDENT CASE MANAGEMENT SYSTEM

This school has an established school-based case management system in place.

1. There is a well-established whole school approach and student services team with practices that promote a positive school climate and student wellbeing.	1	2	3	4
2. The school has a well-established school triage system/ team and case management (SCM) team/s or equivalent (e.g. student services or pastoral care team)	1	2	3	4
3. The SCM team adopts a “ wrap-around ” approach , which is primarily concerned with collaboratively devising an integrated action plan for individual students with support needs. This involves actively engaging the student, parents/carers, and school community partners in planning and decision-making so that the needs of the student are adequately addressed within and beyond the school	1	2	3	4
4. The school executive values and strongly supports the SCM team	1	2	3	4
5. The core membership of the SCM team is made up of a wide range of school personnel (e.g. a school administrator; student services staff member/s; school psychologist) and other allied professionals when needed (e.g. Aboriginal Liaison Officer, health professional)	1	2	3	4
6. The roles and responsibilities of the members of the SCM team/s have been clearly established	1	2	3	4
7. The roles and responsibilities of the members of the SCM team/s have been communicated to the school community	1	2	3	4
8. The SCM team has a shared vision characterised by shared goals, a shared understanding of student needs, and agreement on implementing a CM process	1	2	3	4
9. The SCM team operates as a coordinated team by, for example, having regular meetings, planning workloads, sharing goals and interventions for individual students with support needs, responding to critical incidents and, planning preventative programs	1	2	3	4
10. The SCM has an established network of alliances and relationships with a range of agencies to facilitate their involvement in the CM process	1	2	3	4
11. The SCM team has ongoing professional learning/development to assist in effective CM processes	1	2	3	4
12. The SCM team is well resourced (e.g. an appropriate room; access to staff when necessary; administrative and teacher relief) to support to meeting organisation.	1	2	3	4

SCHOOL REFLECTION TOOL

Student Case Management: STRATEGIES

Brief Checklist

Ideas for use:

Use the table below to record a “first off” appraisal of the overall developmental level your school is achieving in relation to effective school-based case management. This can be done on an individual basis or in small groups where consensus is sought.

FOUR LEVELS OF DEVELOPMENT	
1.	Emerging = This CM process/strategy/structure is <i>not</i> established at all
2.	Developing = This CM process/strategy/structure is in the <i>process</i> of being established
3.	Developed = This CM process/strategy/structure <i>is</i> established and operating effectively <i>most</i> of the time
4.	Embedded = This CM process/strategy/structure <i>is</i> established and operating effectively <i>all</i> of the time

B: STUDENT CASE MANAGEMENT STRATEGIES

1. Case identification (identifying the eligibility of the student for case management)	1	2	3	4
2. Referral (linking student to team member/s with appropriate school professional to coordinate a response)	1	2	3	4
3. Assessment (endeavouring to understand the student’s perspective, and identifying and assessing the student’s needs)	1	2	3	4
4. Planning (a collaborative and dynamic process of establishing a coordinated action plan with key stakeholders)	1	2	3	4
5. Implementation (executing, coordinating, and monitoring the action plan)	1	2	3	4
6. Transition/closure/completion (developing a transition plan to move to minimal or no case management)	1	2	3	4
7. Evaluation (determining effectiveness of the case management processes and action plan)	1	2	3	4

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Reference: De Jong, T. (2006). *Kit on Effective School Case Management: Strengthening Mental Health Programs for Secondary School Students with High Support Needs*. APACS.
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