

Intensive support roll - guideline

Department of Education and Training

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Read this document with the Enrolment and attendance birth to year 12 policy, Attendance procedure, Attendance recording and reporting attendance procedure, Exemptions from attendance procedures and Enrolment and attendance enforcement procedures.

1. Summary

Under the *Education Act 2015* (the Act), all children and young people of compulsory school age must be enrolled in a Northern Territory (NT) Government school, or a registered non-government school, and attend school each day that the school is open for instruction, unless the student has completed year 10 and is participating in, or is exempt from participating in, an eligible option or has turned 17.

The Intensive support roll (ISR) supports the Enrolment and attendance birth to year 12 policy and allows the Department of Education and Training (department) to carefully monitor and support students who are chronically disengaged from education. These guidelines articulate the processes for:

- identifying chronically disengaged students
- placing a student on the ISR
- supporting students on the ISR
- considering enforcement action
- removing a student from the ISR.

They also outline the roles and responsibilities for those involved in re-engaging students with education.

2. Guideline

2.1. Before placing a student on the Intensive support roll

School staff undertake key roles and responsibilities in ensuring all students attend school each school day and engage in learning. To address ongoing absenteeism, principals must ensure that school staff follow the steps outlined in the Attendance procedures. These are early intervention measures to support students at risk of disengaging, before they become chronically disengaged.

2.2. Placing a student on the Intensive support roll

As soon as a student has recorded 20 consecutive school days of Un-notified absence (U code) or Unacceptable reason (X code) the principal must:

1. confirm that they have not received notification that the student is enrolled in another school
2. transfer the student from the active roll to the ISR in the department's mandated student administration system.

Principals must only move students to the ISR once the student's attendance has met this threshold. Principals cannot move a student to the ISR under any other circumstances.

Principals must also:

1. ensure that students are moved to the ISR effective from day 21, backdating where necessary
2. notify the Student Attendance and Engagement (SAE) team in their region as soon as they have placed a student on the ISR.

3. continue to mark the ISR daily
4. ensure students on the ISR receive support to return to school and re-engage with education

For instruction on how to move a student to the ISR and backdate this as required, refer to the department Student administration system ISR and Continuous absences user guides.

2.3. Supporting students on the Intensive support roll

Principals, teachers and attendance and engagement staff have a responsibility to ensure all students attend school each day the school is open for instruction, and that they engage in learning. This includes supporting students on the ISR to re-engage with education. Below are strategies that school staff should seek to employ to re-engage students having regard to the student's needs and background before deciding on the most effective strategy to support the student.

2.3.1. Case management

Case management is a collaborative, student-centred process to support children and young people. The student's teacher or other school-based attendance and engagement staff member is responsible for leading case management to support their students to re-engage with education. The aim of case management is to meet the needs of students holistically to help them reconnect with education and, ultimately, raise their attendance so that they can achieve their academic and wellbeing goals.

A student does not need to be on the ISR to consider case management. If a student is on the ISR and:

- has complex needs that may affect their attendance, for example behavioural or wellbeing concerns
- has barriers to education, such as socio-economic factors, limited access to allied health services, cultural and language barriers
- requires multi-agency support, for example with the Department of Children and Families, Department of Health, Department of Corrections, or the NT Police Force

then school-based attendance and engagement staff should implement case management for that student.

Actions that a school-based attendance and engagement staff should take during the case management process include:

- daily efforts to contact the parent or student by phone, email or the school's communication app
- home visits within the first 2 weeks of un-notified absence, where safe and appropriate to do so
- formally informing the parent or child living independently of their enrolment and attendance obligations under the Act either over the phone, at the home visit or via letter or email
- developing and implementing an individualised learning plan for the student
- referrals to relevant support services, such as Student wellbeing and inclusion programs and services, Clontarf or Stars programs
- arranging to enrol the student in a flexible education program
- issuing notices to attend a compulsory conference
- issuing legal notices, such as directions to enrol or infringement notices.

School-based attendance and engagement staff may have personal safety concerns regarding conducting a home visit or there may be a conflict of interest. In these instances, staff should contact SAE for advice and support. SAE may decide to assist in conducting the home visit, or completing a home visit risk assessment, or suggest appropriate alternative re-engagement strategies.

School-based attendance and engagement staff must keep a record of their re-engagement attempts through case management and provide them to SAE when making a referral.

In instances where multi-agency support is required because the student has complex needs, schools can refer cases to SAE to lead case management. See section 2.3.3 below for advice on referring a case to SAE.

2.3.1.1. Framework for case management

The department recommends that schools implement the Team around the learner (TAL) framework. The TAL pathway includes 5 phases. This starts with initiating contact, and moves to analyse needs, plan, and coordinate support, monitor, and evaluate and either finish with planning the transition, or if further needs are identified, the process can revert to the analyse needs phase to redetermine the best pathway forward for the learner.

For more information and guidance on how to implement the TAL case management framework, refer to the department's TAL resources page on eLearn. Alternatively, contact engage.training@education.nt.gov.au for professional development and training in the TAL case management framework.

2.3.2. Compliance

Authorised persons have discretion to use enforcement powers for non-compliance with compulsory enrolment and attendance requirements under the Act. These powers can be used to hold parents to account and raise attendance.

Only school and corporate staff who are authorised under the Act may issue legal notices. These notices include:

- information notice
- compliance notice
- direction to enrol
- compulsory conference
- fines, through infringement notices.

For further information on compliance actions and how to use them, refer to the Enrolment and attendance enforcement procedures.

If a school does not have an authorised person on staff, they may refer a case to SAE for compliance action. See section 2.3.4 for advice on referring a case to SAE.

2.3.3. Enhanced income management referrals

Once a student has been placed on the ISR, there is sufficient evidence for the parent or carer of a student to be referred to Services Australia for enhanced income management (eIM). School staff should inform SAE when a student is moved to the ISR so that a school attendance officer in the relevant regional team

can make a referral. Further provisions for eIM referrals are outlined in the departments Enhanced income management referrals policy and procedure.

2.3.4. Referrals to Student attendance and engagement for case management

Where schools have exhausted sustainable efforts to satisfactorily achieve compulsory enrolment, attendance, or participation requirements, school-based attendance and engagement staff may refer the case to SAE for case management services or for compliance action.

To refer the case to SAE the school must:

1. complete the Student and attendance engagement services request form located on eLearn
2. submit the completed form to the relevant regional SAE team.

Each regional SAE team has a different email contact point:

Region	Contact	Region	Contact
Barkly	sebarkly.doe@education.nt.gov.au	Darwin	sedarwin.doe@education.nt.gov.au
Big Rivers	sebigrivers.doe@education.nt.gov.au	East Arnhem	seeastarnhem.doe@education.nt.gov.au
Central	secentral.doe@education.nt.gov.au	Top End	setopend.doe@education.nt.gov.au

Schools can choose to refer a student to SAE based on the support they need, either:

- intensive case management, where they have exhausted all other re-engagement activities, or
- compliance action, where they do not have an authorised person on staff.

2.4. Removing a student from the Intensive support roll

A principal must move a student from the ISR to the active roll and mark them with a Present code when:

- the student attends school
- or
- the principal is satisfied that there is appropriate learning occurring; learning may include learning from home, attending classes while in detention, or attending a Hospital School.

School staff must continue to record and monitor the student's attendance as per the Attendance procedures and the Recording and reporting attendance procedures.

3. Roles and responsibilities

3.1. Principals

Principals must:

- place a student on the ISR when they have recorded 20 consecutive school days of Un-notified absence (U code) and or Unacceptable reason (X code) and the school has not received notification that the student is enrolled in another school

- ensure that the ISR is marked daily or as soon as practicable
- ensure that the school has a process in place to support re-engagement of students in a timely manner, and this process is implemented consistently across the school community
- ensure relevant school staff undertake training and professional development provided by the department on how to conduct effective case management using a TAL approach
- ensure that the school implements an individualised, holistic and team-based approach to support children and young people who have disengaged from education and learning, guided by the TAL case management framework
- ensure school staff who are authorised persons understand enforcement powers and procedures through appropriate professional development
- support compliance actions undertaken by authorised persons, such as compulsory conference and infringement notice
- ensure all school-level efforts to re-engage a student are recorded on the student's file, including communication with parents and home visits

3.2. Authorised persons

An authorised person is someone who has powers under the Act to monitor and enforce compliance with provisions of the Act relating to school attendance. Authorised persons may be:

- school attendance officers
- student engagement advisors
- school-based attendance and engagement officers.

Authorised persons must:

- undertake quality case management, guided by the TAL framework, for children and young people who are at risk of disengaging or already disengaged from education, in collaboration with relevant school staff, families, and the wider school community
- undertake appropriate professional development on enrolment and attendance compliance actions as outlined in the Act
- commence compliance actions against a parent of a student, or a child living independently where justified and appropriate
- maintain accurate records of compliance actions. Corporate employed authorised persons must record compliance actions in the department's mandated case management system.

3.3. Student Attendance and Engagement Programs and Services

Student Attendance and Engagement Programs and Services (SAEPS) will:

- design and deliver tailored training and support to school-based engagement staff on effective engagement of students, including professional development on case management practices and compliance actions under the Act
- support schools to identify, establish, or improve flexible education programs to re-engage students in education

- develop and implement strategic initiatives to improve the attendance and engagement of children and young people with ongoing absenteeism, including opportunities for improved transitions and targeted support to minimise barriers to educational engagement
- partner with government agencies and community-based organisations to integrate service delivery to ensure education engagement and re-engagement of children and young people in the NT is prioritised.

3.4. Senior Directors Education

Senior Directors Education will:

- monitor regional and school efforts that address low attendance and non-attendance, including the effectiveness of school-level strategies and processes in reducing absenteeism
- support principals to pursue all school-level engagement efforts to meet compulsory enrolment, attendance and participation requirements before they refer the case to SAEPS for intensive case management support
- support principals to understand the legislative requirements of the Act, including the requirements to accept enrolments and support attendance and engagement in education for children and young people who have intersected with the youth justice system, and for those returning after long periods of time away from school. For example: students on the ISR.

4. Definitions

Refer to the Enrolment and attendance policy suite definitions

5. Related legislation, policy and resources

5.1. Legislation

Education Act 2015 (NT) - <https://legislation.nt.gov.au/Legislation/EDUCATION-ACT-2015>

Education Regulations 2015 (NT) - <https://legislation.nt.gov.au/Legislation/EDUCATION-REGULATIONS-2015>

5.2. Policy

Enhanced income management referrals policy - <https://education.nt.gov.au/policies/student-enrolment#enhanced>

Enhanced income management referrals procedure - <https://elearn.ntschoools.net/policies/8346>

Enrolment and attendance birth to year 12 policy suite, definitions, guidelines and enforcement procedures - <https://education.nt.gov.au/policies/student-enrolment#attendance>

5.3. Resources

Student administration and management system factsheets and user guides (log in required) - <http://ed.ntschoools.net/infotech/sas/Documents/Forms/AllItems.aspx>

Student attendance and engagement: request for services (referral) -

<https://elearn.ntschoools.net/supporting-staff/student-inclusion-and-engagement/student-attendance-and-engagement-programs-and#resources27187>

Student engagement resources for schools (including example legal notices and letters on attendance) -

<https://elearn.ntschoools.net/supporting-staff/student-inclusion-and-engagement/student-attendance-and-engagement-programs-and-0%23resources27274>

Team around the learner case management resources - <https://elearn.ntschoools.net/supporting-staff/student-inclusion-and-engagement/student-attendance-and-engagement-programs-and-1#resources27208>

Acronyms	Full form
ISR	Intensive support roll
NT	Northern Territory
SAE	Student attendance and engagement
SAEPS	Student attendance and engagement programs and services
TAL	Team around the learner

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