

SIF NZ DATA MODEL – STUDENT WELLBEING OVERVIEW – v1.5

The student wellbeing data objects in the SIF NZ Data Model have been designed to be as flexible as possible to allow for the myriad of different ways this data is captured within the New Zealand Education System.

1 Student Wellbeing Background

The student wellbeing data objects are grouped into the following three areas:

1. Student Health and Wellbeing
2. Student Learning Support
3. Student Voice and Activity Participation

1.1 Student Health and Wellbeing

1.1.1 Student Health and Characteristics

Information about a student's health, e.g. Allergies, Psychological or Physical Conditions, Medicine Consent are held in the WellbeingCharacteristic data object. Any health concerns considered of great import can be raised as an alert using the WellbeingAlert data object.

Other characteristics of a student may also be stored in WellbeingCharacteristic that do not pertain to health such as their dietary preferences, or any other characteristics about a student that is deemed relevant to record.

1.1.2 Wellbeing Events

Events, that impact on a school's duty of care to its students is held in the WellbeingEvent data object. An event record can be for both 'positive' and 'negative' behaviours, and is not just the recording of a discipline incident or an accident.

Where an event involves more than one student, a separate WellbeingEvent record is made for each involved Student, with all other involved students being recorded as InvolvedPersons in each-other's WellbeingEvent, e.g. where the event is that a student punched another student, two WellbeingEvents will be recorded, one for each student, with the other recorded as a related person.

However, if a student is reporting that another student fell off his bike, then the reporting student is listed as a person involved, in the single WellbeingEvent record made against the student who fell off his bike.

1.1.3 Wellbeing Event Response

A record of the outcome and follow ups required in response to an event are held in WellbeingResponse, e.g. for a positive event the student may receive an award, for a negative event the student may be suspended, or a learning support need is identified.

1.1.4 Wellbeing Event Response Appeal

For a negative/punitive Wellbeing Response made as a result of a student's involvement in an Event, an "appeal" or a "request" may be made by involved parties to have it overturned or to request an alternative response. This information is held in WellbeingAppeal.

1.1.5 Wellbeing Alerts

The purpose of the WellbeingAlert data object is to draw attention to Wellbeing Characteristics and Events that are deemed very important to the welfare of the student under the ‘duty of care’ obligations of the education providers.

1.2 Student Learning Support

Education Providers identify and provide support for their student’s learning support needs and in 2020 a new role of Learning Support Coordinator will exist to manage these needs and record them in a standardised format. The goal is for all learning support captured for students will be sent to the Te Rito Repository. The purpose of the new learning support initiative is to help schools and collective school groups to understand and respond to the learning support needs of children and young people.

The data object StudentLearningSupport links together the components that make up a student’s learning support record, such as their needs, responses and reviews to those needs, consent provided by the student and the whether or not the student is currently being supported.

1.2.1 Support Needs

Students may be identified as having a Support Need(s), e.g. listening, problem solving, spelling, showing resilience. These Needs need can be identified in a myriad of ways, e.g. parents/caregivers notify the school, teacher’s identification through observation, wellbeing events, or assessment results, etc.

Needs are associated to one or more of the Areas of Need below:

- Communication
- Developing strengths, interests and specific abilities or gifts
- Literacy
- Managing self
- Numeracy
- Problem solving
- Relating to others

The Student’s Support Needs are reflected in the data object WellbeingCharacteristic. The needs are stored as enumerations as follows:

- Area of Need – NZCodeSetsWellbeingCharacteristicCategory
- Need – NZCodeSetsWellbeingCharacteristicSubCategory
- Need Detailed - NZCodeSetsWellbeingCharacteristicSubSubCategory

All the codes for Area of Need and Need are prefixed with ‘LSN’.

Information for the Need is also held in the WellbeingCharacteristic data object, for example, status, priority, pertinent official diagnosis’s, etc.

1.2.2 Student Learning Support Response

Once a need has been identified for a student, an appropriate response is determined to help them resolve, adapt to, or overcome their support need. Responses are regularly reviewed to ensure they are meeting the need of the student.

The details about a responses to a student's support need, reviews of the response, and the outcome of that response are held in the `StudentLearningSupportResponse` data object.

1.2.3 Learning Support Need, Response and Review Attachments

As part of the process of identify a student's need, managing the response, or reviewing the effectivity of a response, many documents, photos, etc. are produced that need to be attached against the relevant need, response or review.

These attachments are held in the `Document` data object which enables an attachment to be linked back to the need, response, or review it is relevant to.

The `WellbeingCharacteristic`, `StudentLearningSupport`, and `StudentLearningSupportResponse` data objects allow all attachments relevant to them to be associated utilising the `DocumentList` complex type.

1.2.4 Learning Support Consent

There are two different types of consent required from their student or their parents/legal guardians:

- Cluster Sharing Consent – this provides consent for the students learning support data to be shared with the cluster their education provider is a part of.
- Receive Service Consent – this provides consent for the student to receive learning support services.

The students consent is held in the `StudentConsent` data object.

The `StudentLearningSupport` data object also allow all consent relevant to learning support to be sent utilising the `StudentConsentList` complex type.

1.3 Student Voice and Activity Participation

1.3.1 Student Voice

The `StudentVoice` data object gathers information about a student's interests and career, social and academic goals.

1.3.2 Student Activity Participation

The `StudentActivityParticipation` data object provides information on a co-curricular or extra-curricular activity in which a student participates during a given school year, as well as any recognition they may have achieved from participating in that activity.

2 Conceptual Data Model

2.1 Student Health and Wellbeing

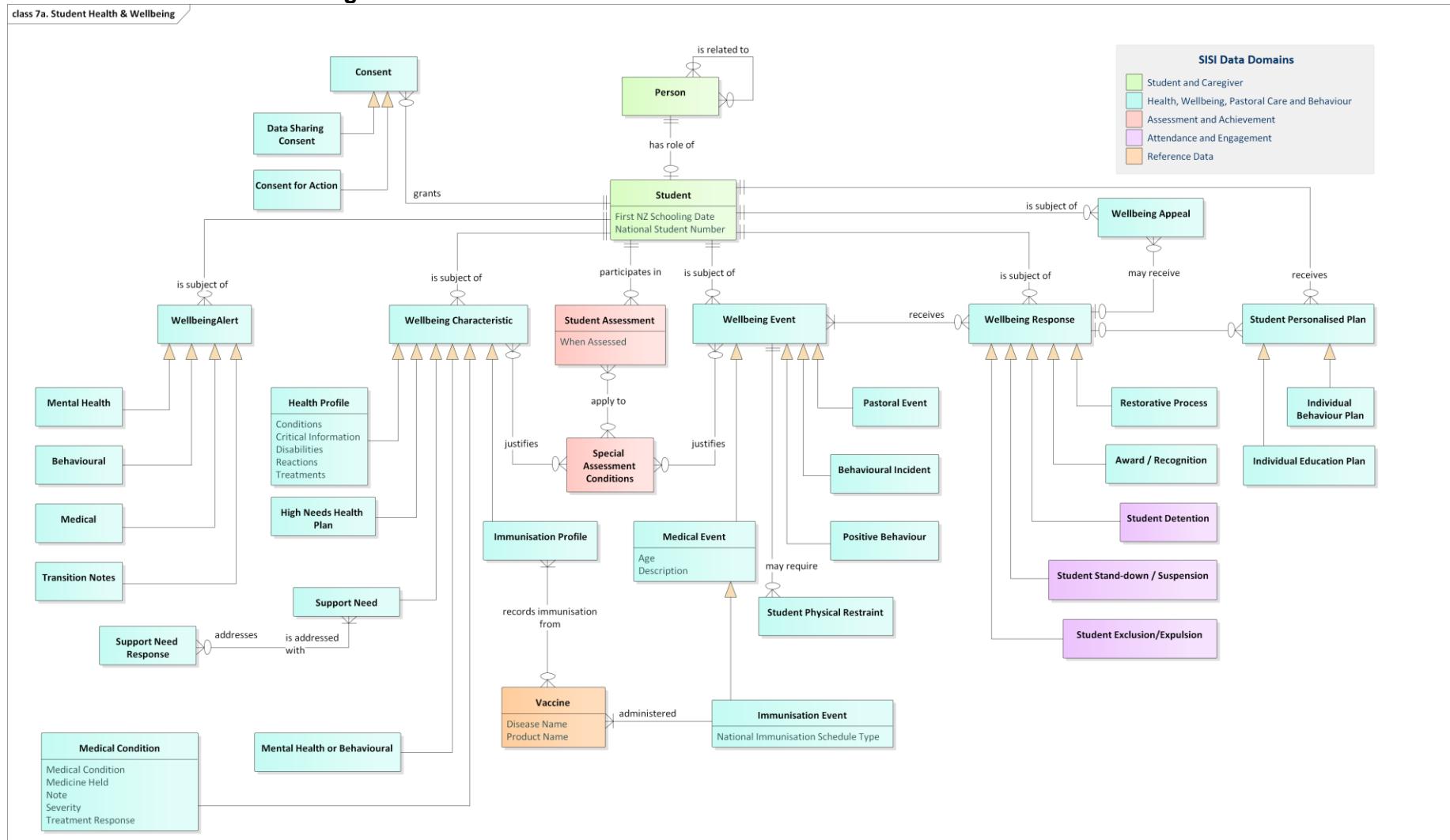


Figure 1: Student Health and Wellbeing - Conceptual Model



2.2 Student Learning Support

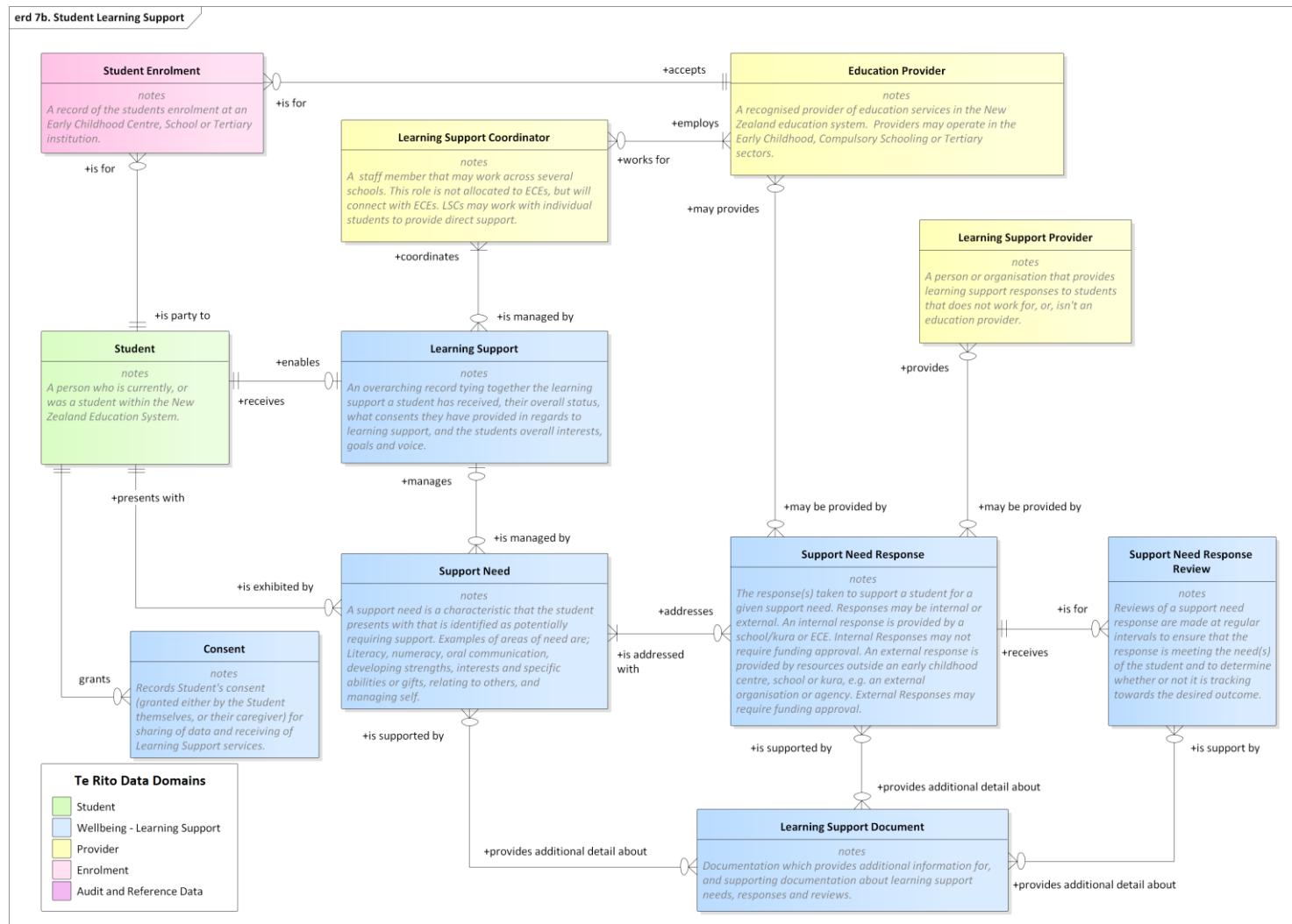


Figure 2: Student Learning Support Participation – Conceptual Model

2.3 Student Voice and Activity Participation

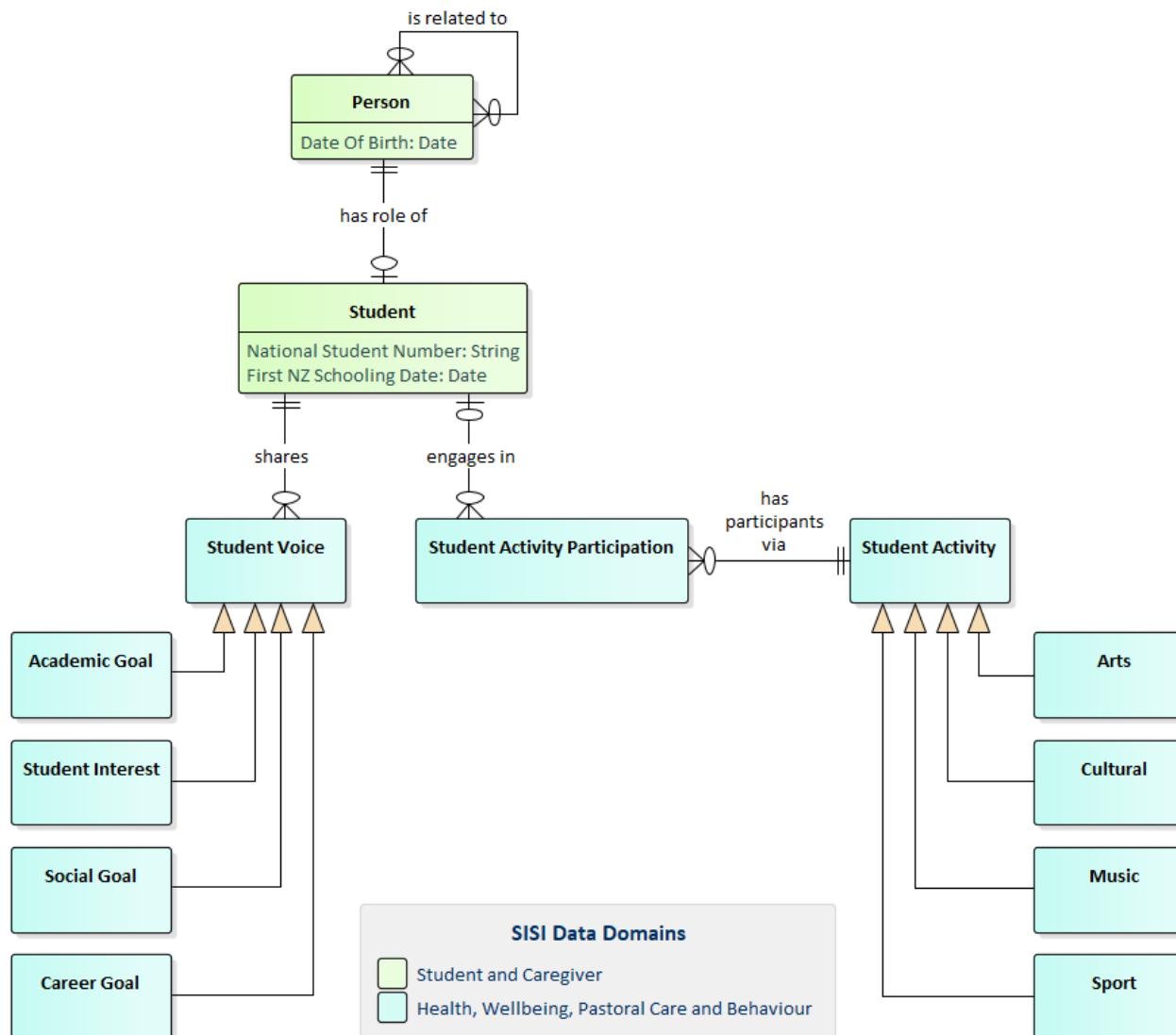


Figure 3: Student Voice and Activity Participation – Conceptual Model

3 Logical Data Model

3.1 SIF Logical Data Model

The concepts introduced in the conceptual models above are realised in the following Wellbeing, Student Activity, Student Voice, Physical Restraint, and Learning Support data objects.

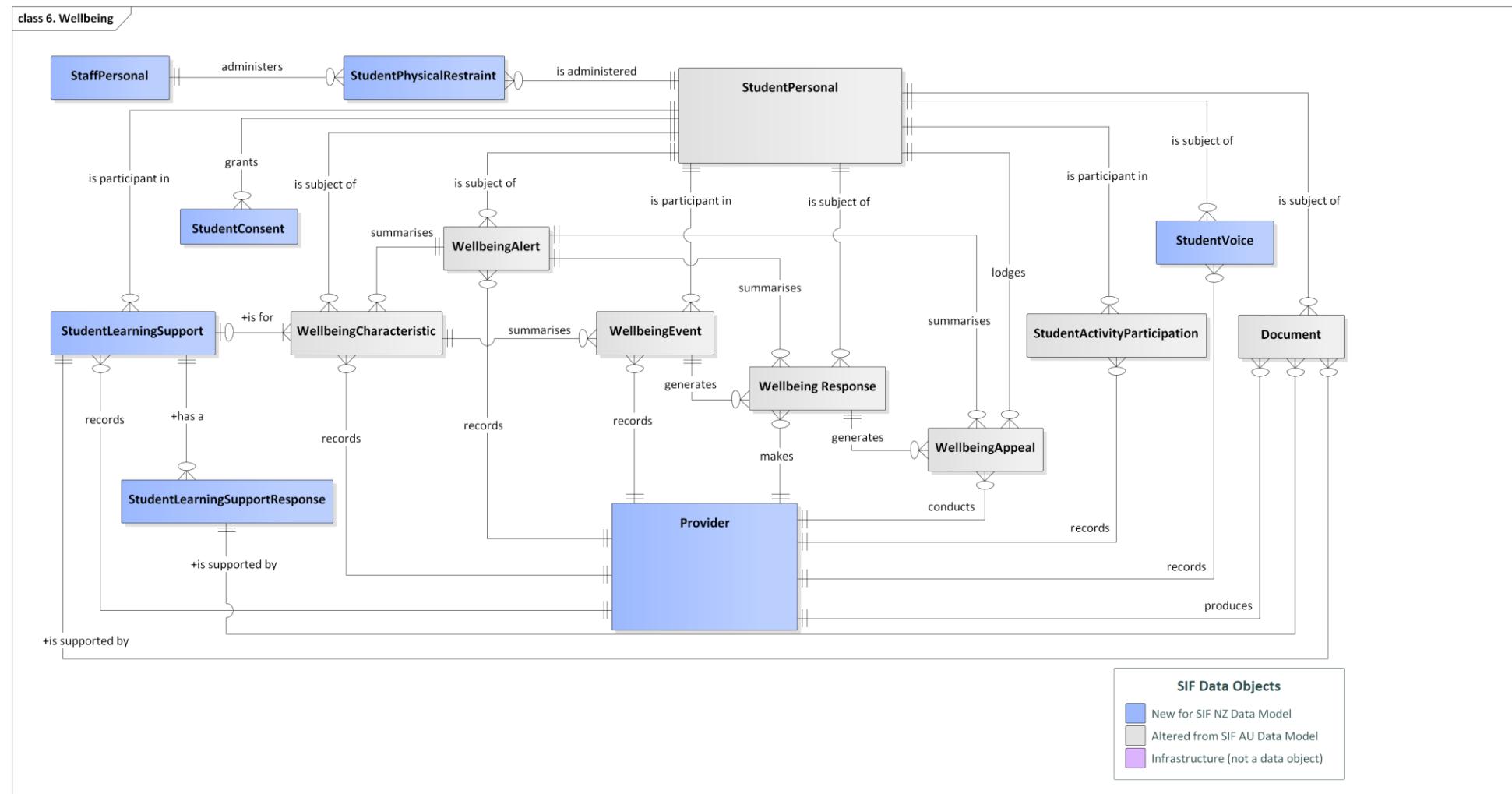


Figure 4: Student Wellbeing Relationships - Logical Model

3.2 Learning Support Logical Model

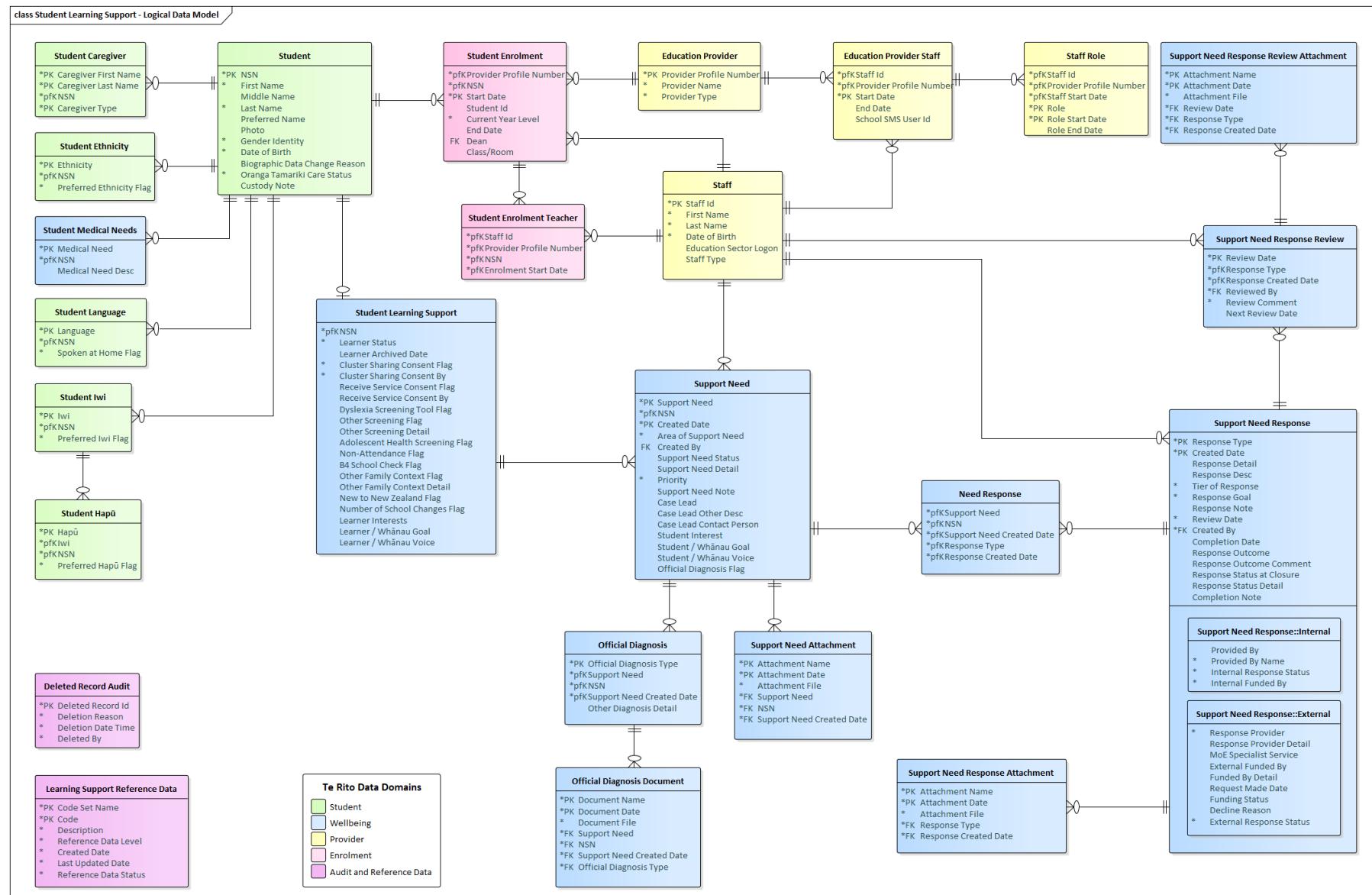


Figure 5: Student Learning Support - Logical Model

4 Wellbeing Alert Data Object

Indicators highlighting further intervention or knowledge is required about a student, e.g. in regards to medical, behavioural, mental health, legal, are recorded in the WellbeingAlert data object (with matching API endpoints).

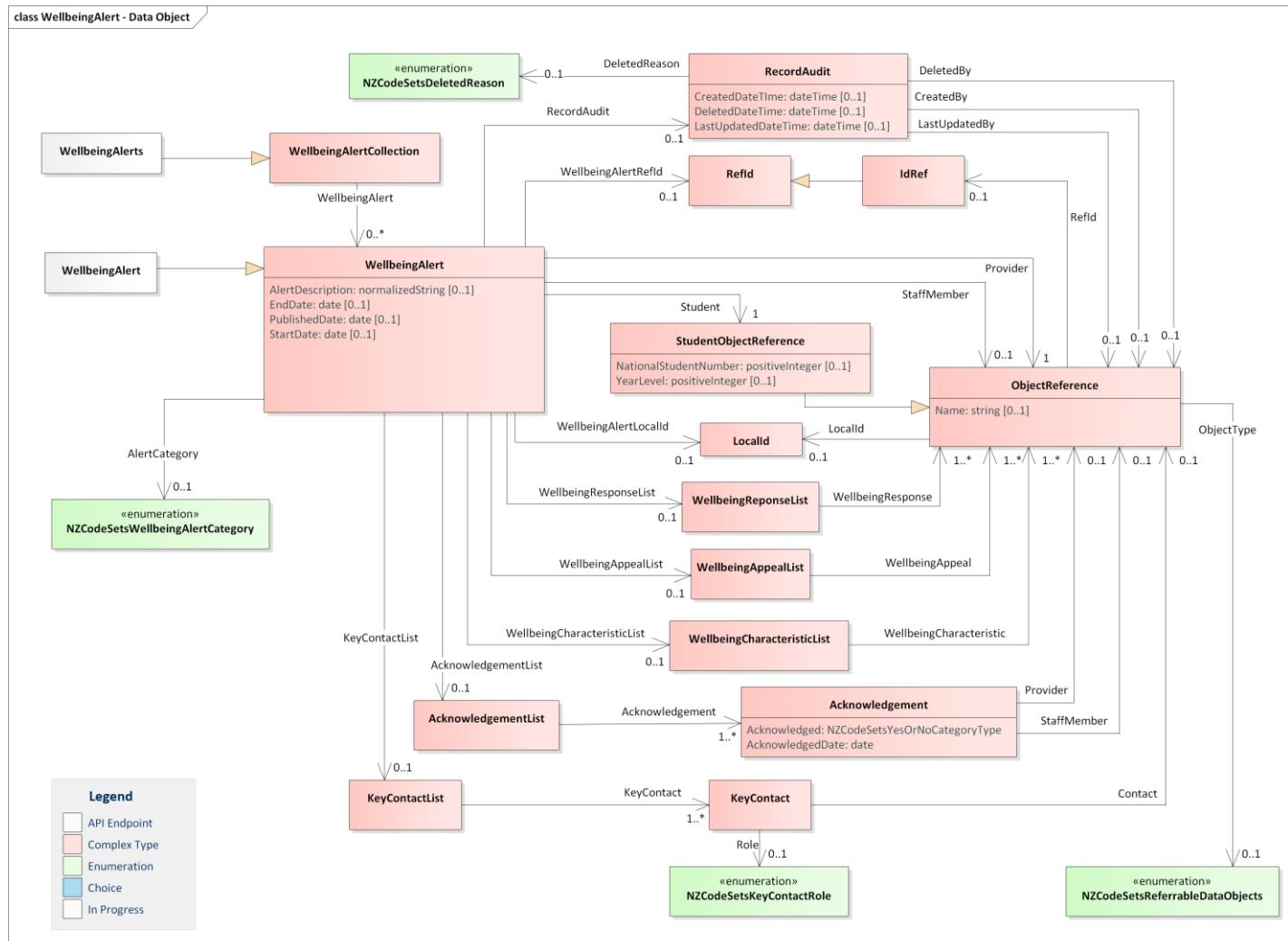


Figure 6: Wellbeing Alert Data Object

5 Wellbeing Characteristic Data Object

The core Wellbeing Characteristics that are integral to the Student, such as, a medical condition, special needs, disability, or any other characteristic or condition that is student specific and impacts their learning, are recorded in the WellbeingCharacteristic data object (with matching API endpoints).

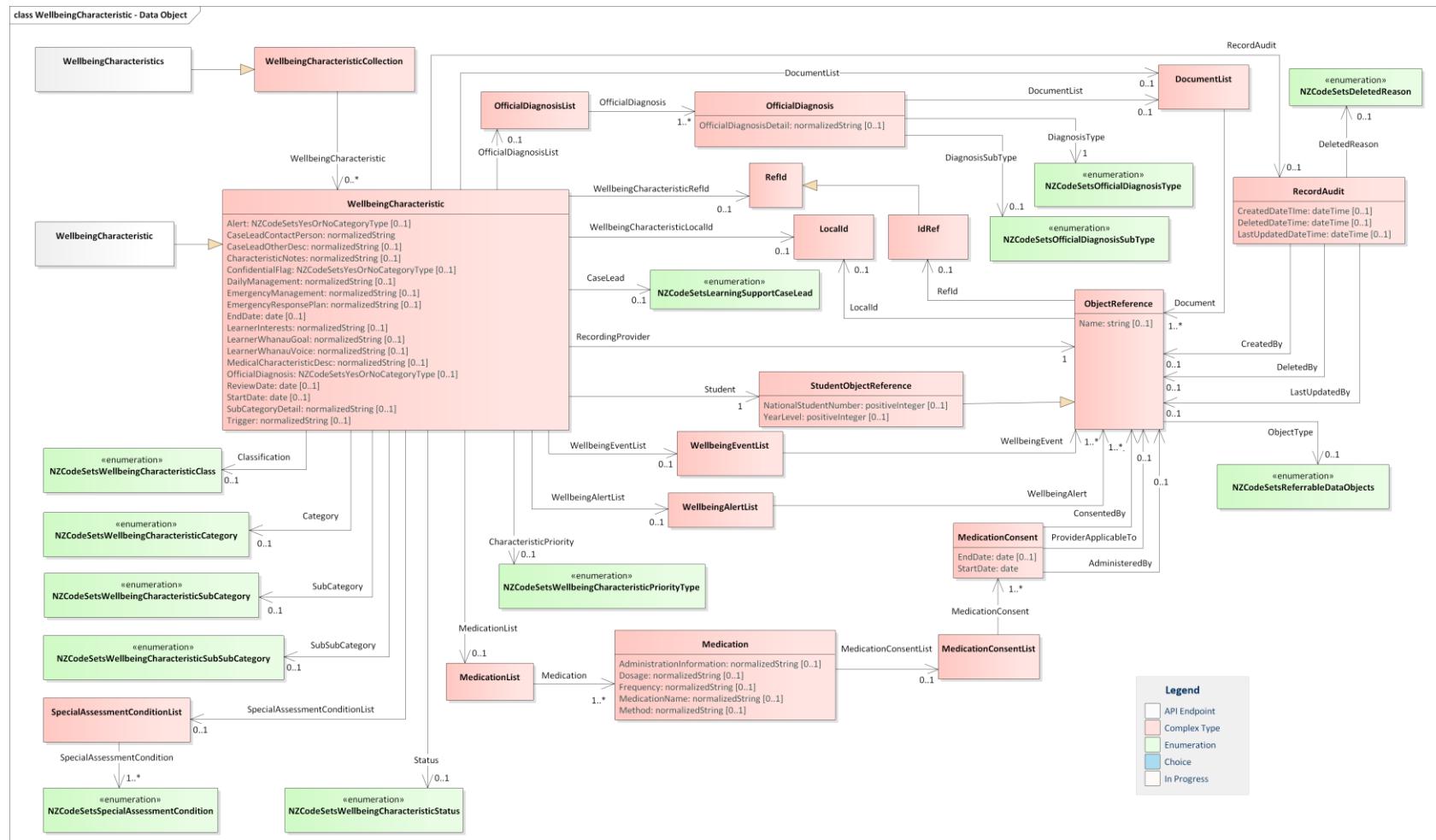


Figure 7: Wellbeing Characteristic Data Object

6 Wellbeing Event Data Object

The record of a student event that impacts on a provider's duty of care, the people involved and the type of event, which may include positive and negative events, are recorded in the WellbeingEvent data object (with matching API endpoints).

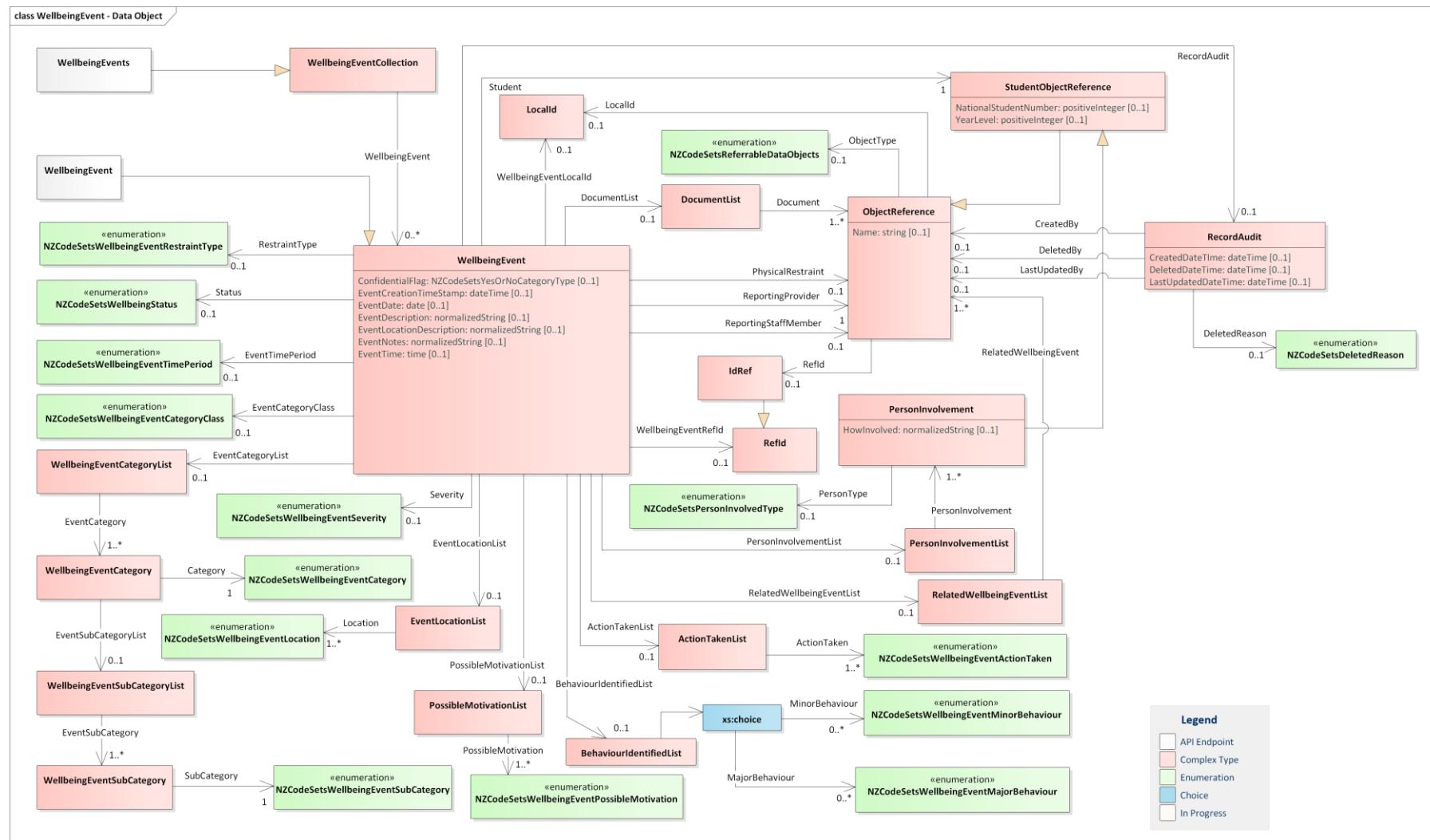


Figure 8: Wellbeing Event Data Object

7 Wellbeing Response Data Object

The outcome of a student Wellbeing Event, the people involved and any associated appeals, suspensions, detentions, awards, personal plan requirements, and expulsions/exclusions, are recorded in the WellbeingResponse data object (with matching API endpoints).

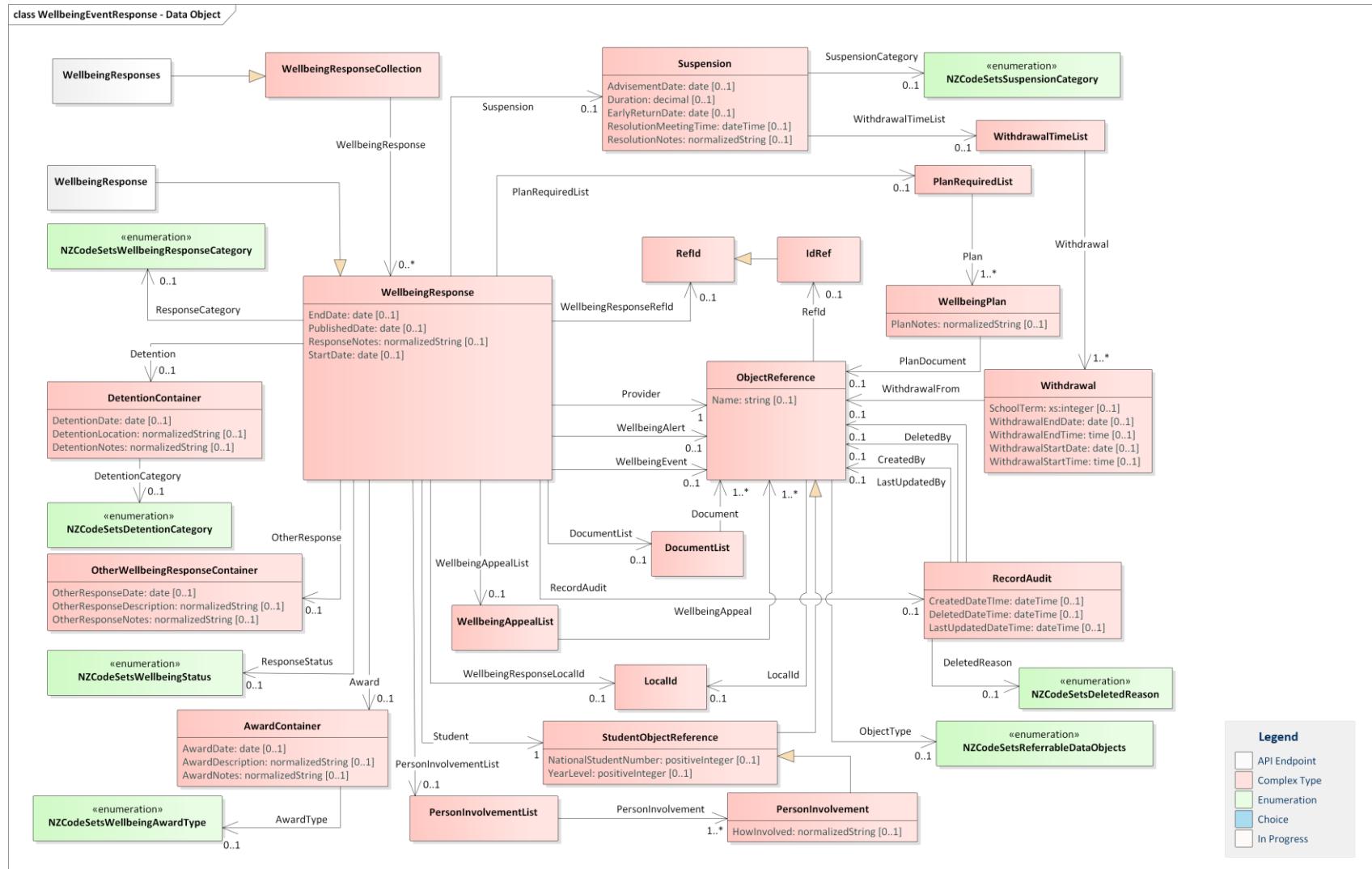


Figure 9: Wellbeing Response Data Object

8 Wellbeing Appeal Data Object

The information about the outcome of an “appeal” or a “request” made in regard to a negative/punitive Wellbeing Response is recorded in the WellbeingAppeal data object (with matching API endpoints).

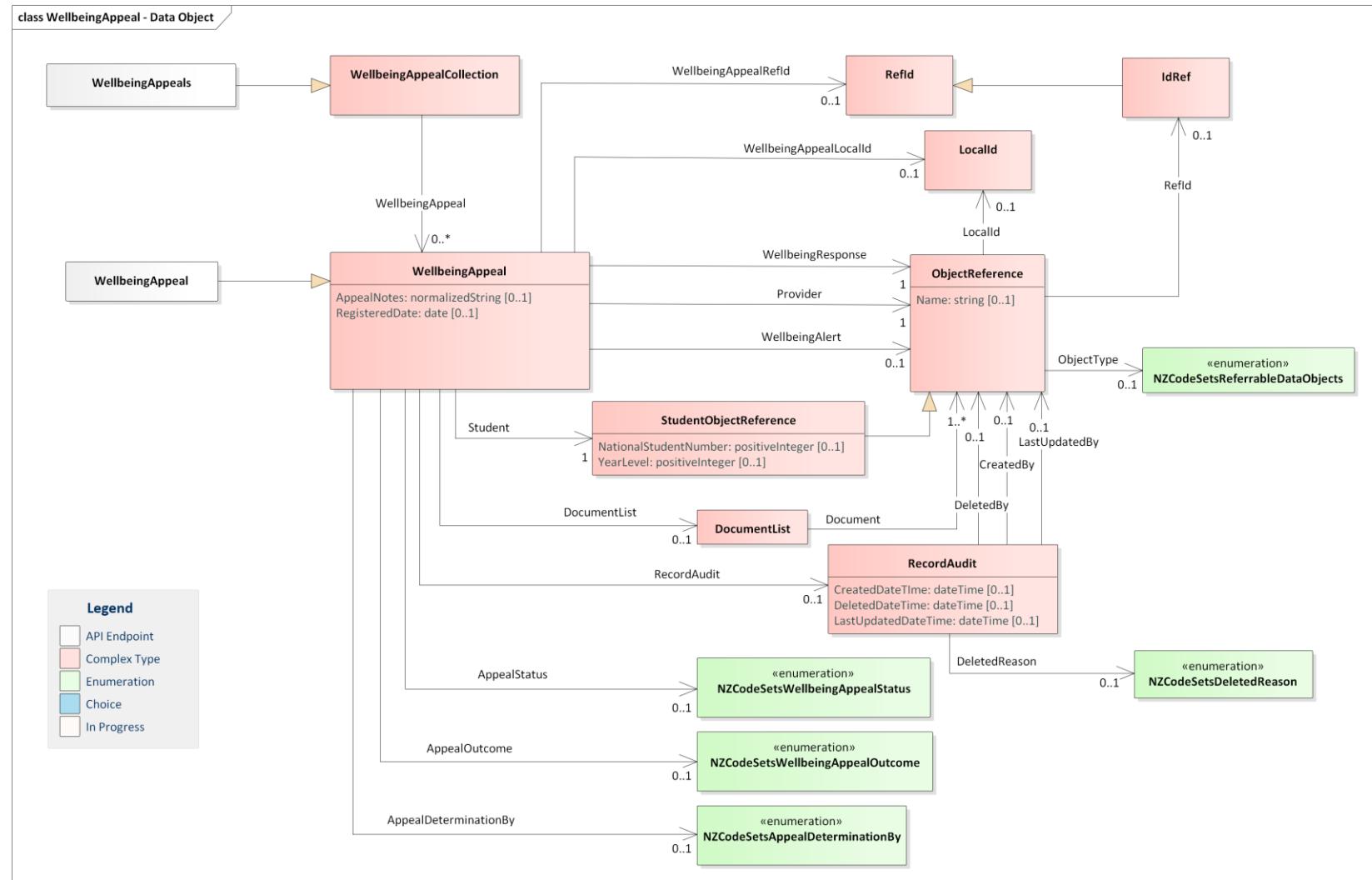


Figure 10: Wellbeing Appeal Data Object

9 Student Learning Support Data Object

The data object StudentLearningSupport ties together the components that make up a student's learning support record, such as their needs, responses and reviews to those needs, consent provided by the student and the whether or not the student is currently being supported.

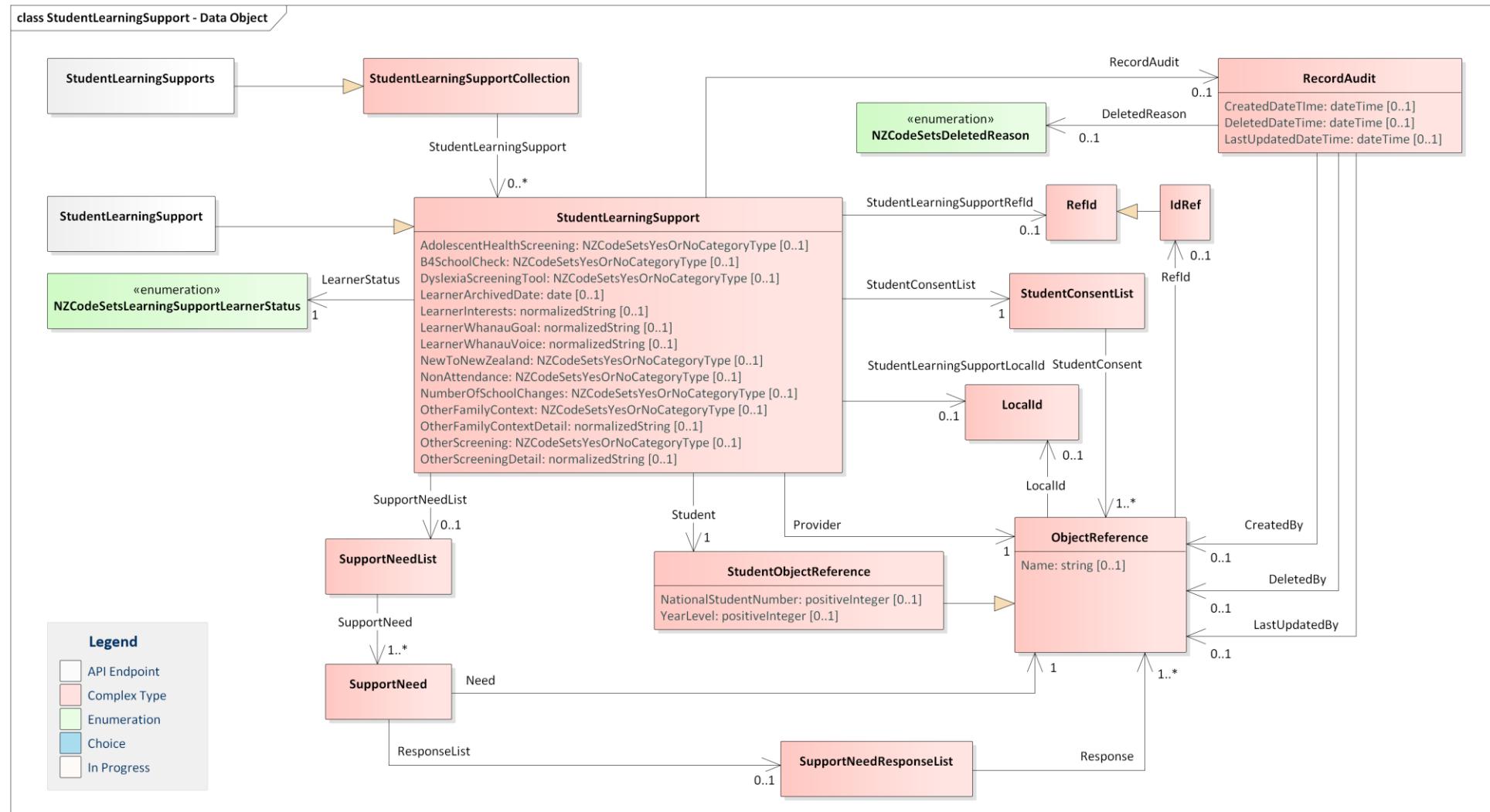


Figure 11: Student Learning Support Data Object

10 Student Learning Support Response Data Object

Information about a response provided for a student's learning support need and its reviews is recorded using the StudentLearningSupportResponse data object (with matching API endpoints).

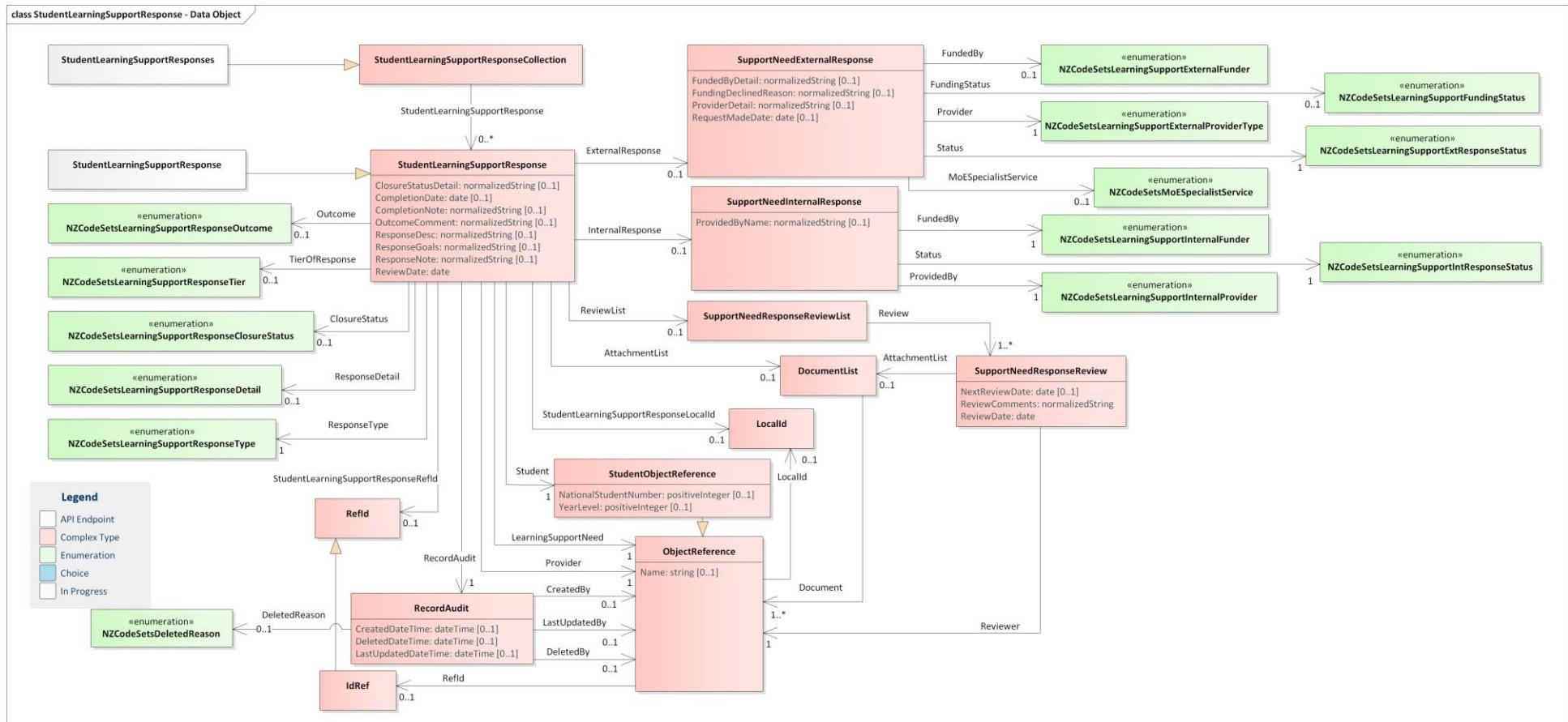


Figure 15: Student Learning Support Response Data Object

11 Student Voice Data Object

Information about a student's interests and academic, career and social goals are recorded using the StudentVoice data object (with matching API endpoints).

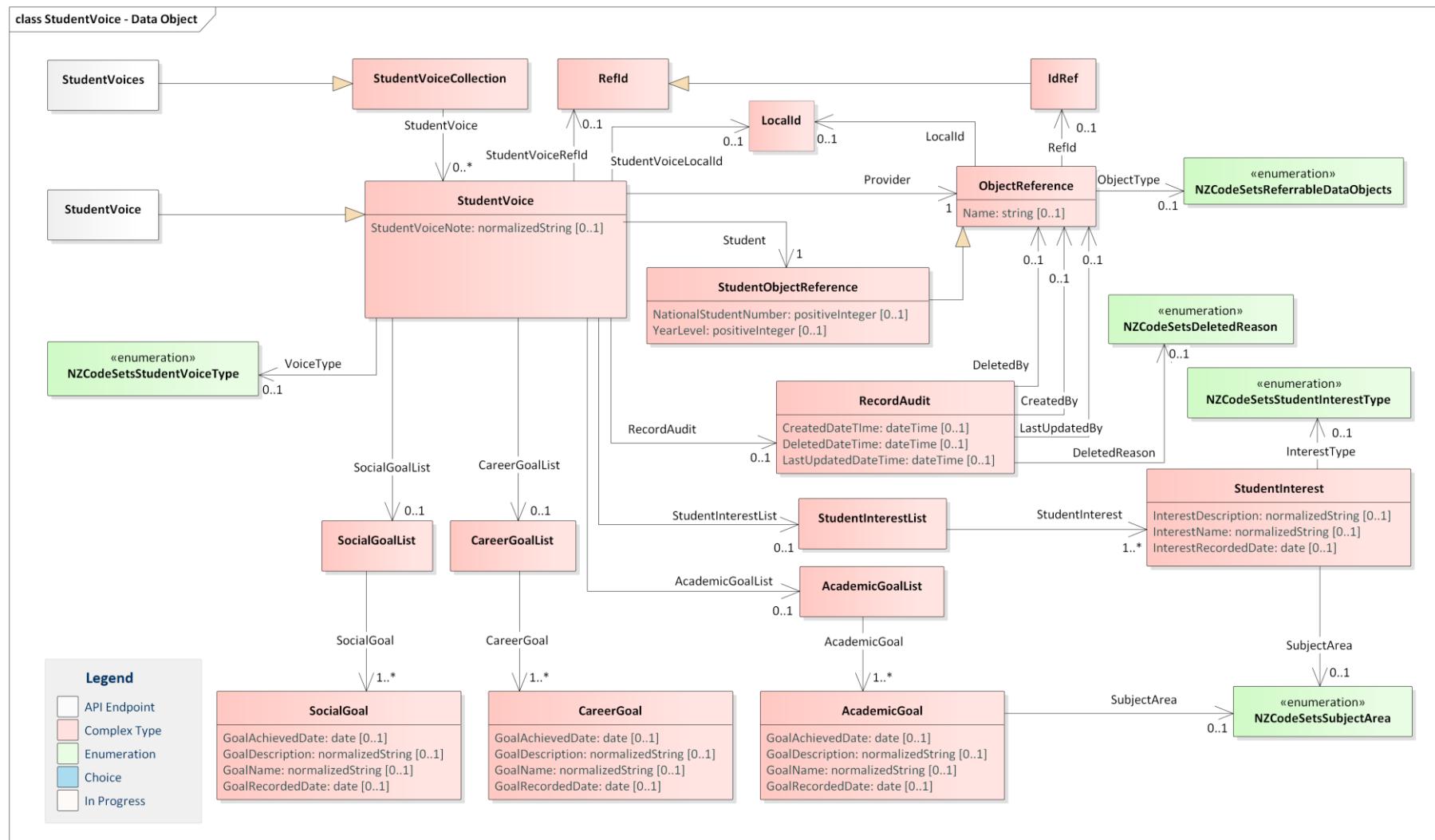


Figure 12: Student Voice Data Object

12 Student Activity Participation Data Object

Information on a co-curricular or extra-curricular activity in which a student participates during a given school year is recorded using the StudentActivityParticipation data object (with matching API endpoints).

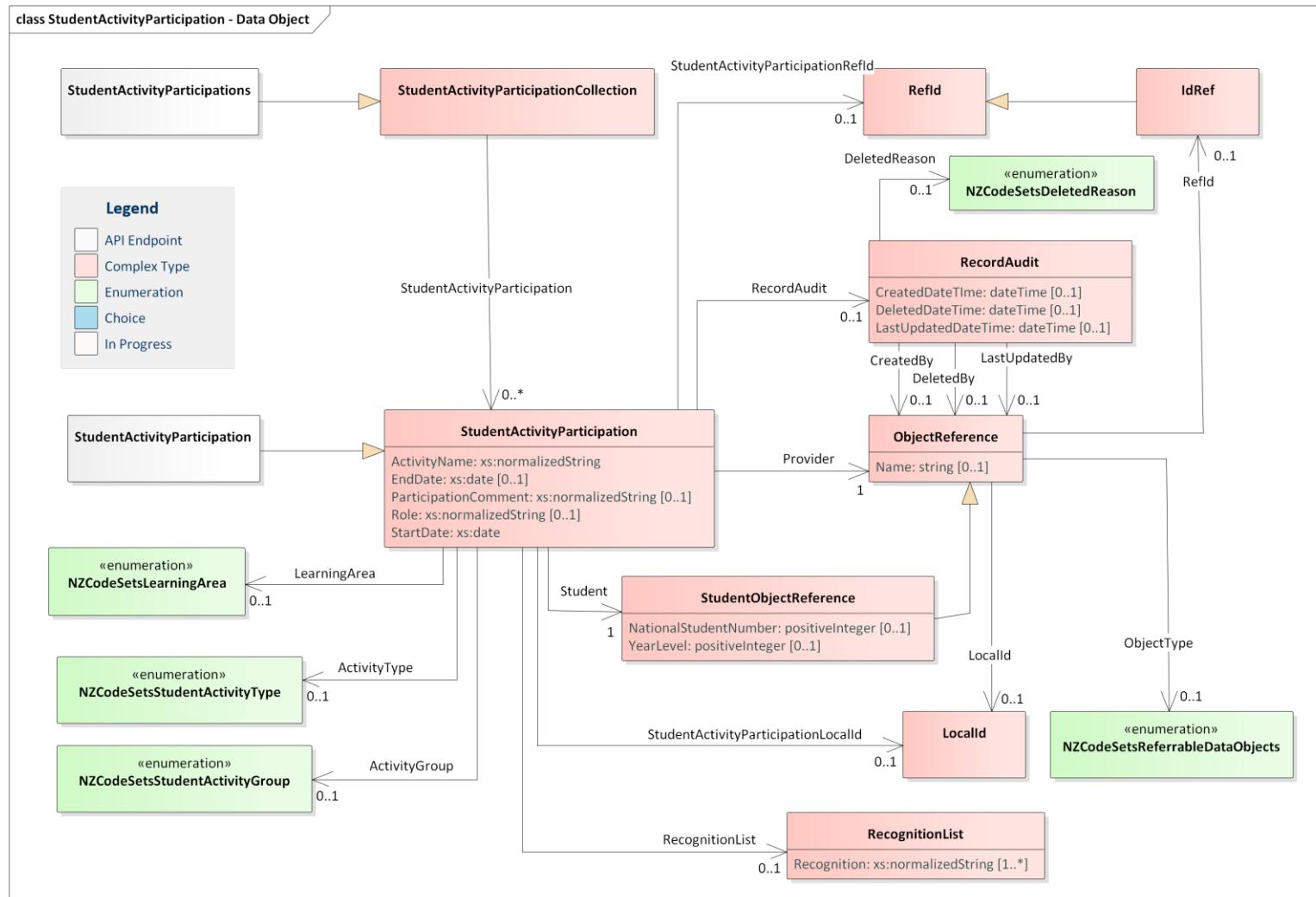


Figure 13: Student Activity Participation Data Object

13 Student Physical Restraint Data Object

Provides additional information about a Wellbeing Event Incident where staff members or other parties used physical restraint on a child. The information is recorded using the StudentPhysicalRestraint data object (with matching endpoints).

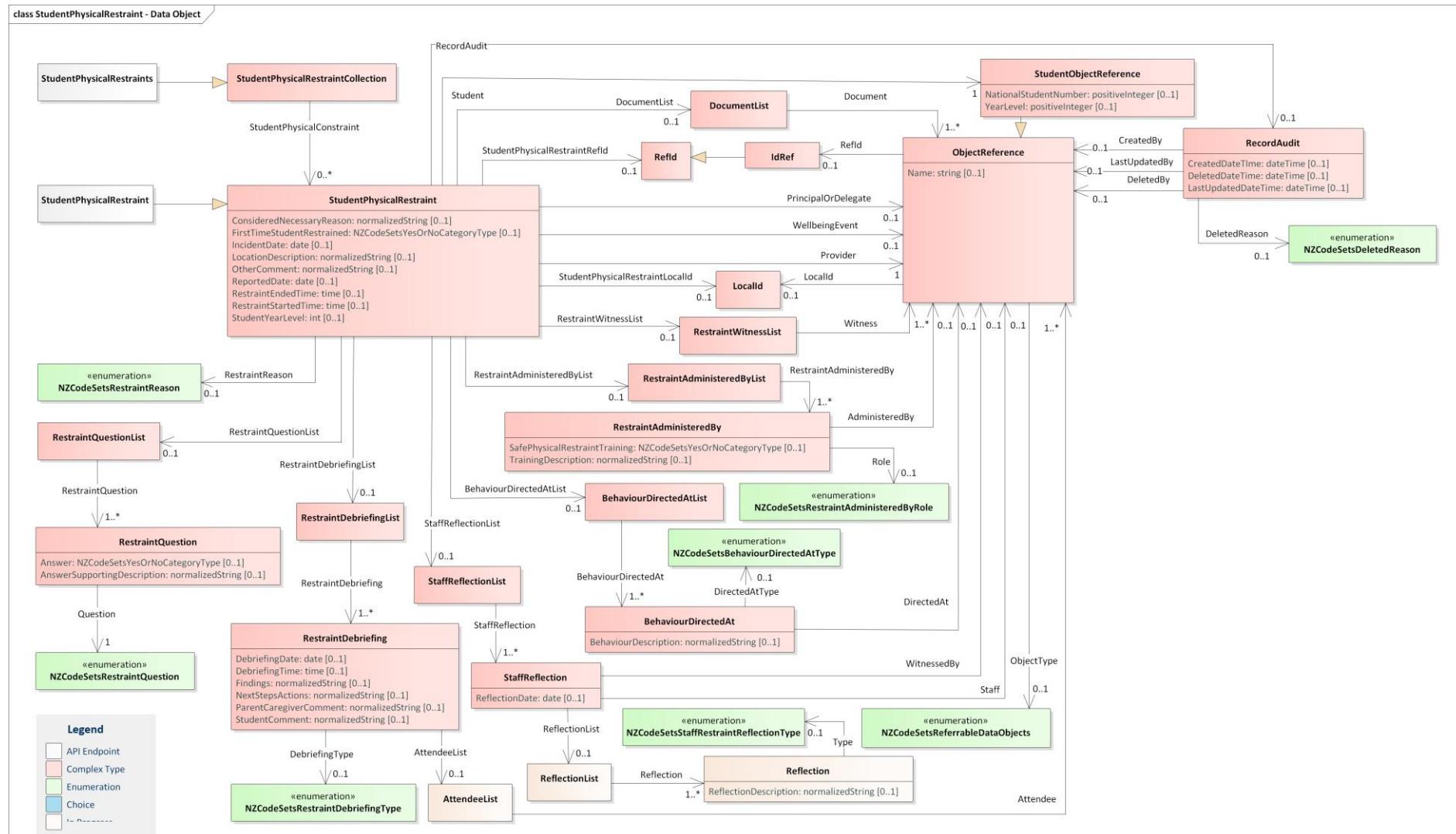


Figure 14: Student Physical Restraint Data Object

14 Document Data Object

Location and meta-data of a document, including evidentiary documents, personalised plans, and action plans. The information is recorded using the Document data object (with matching API endpoints).

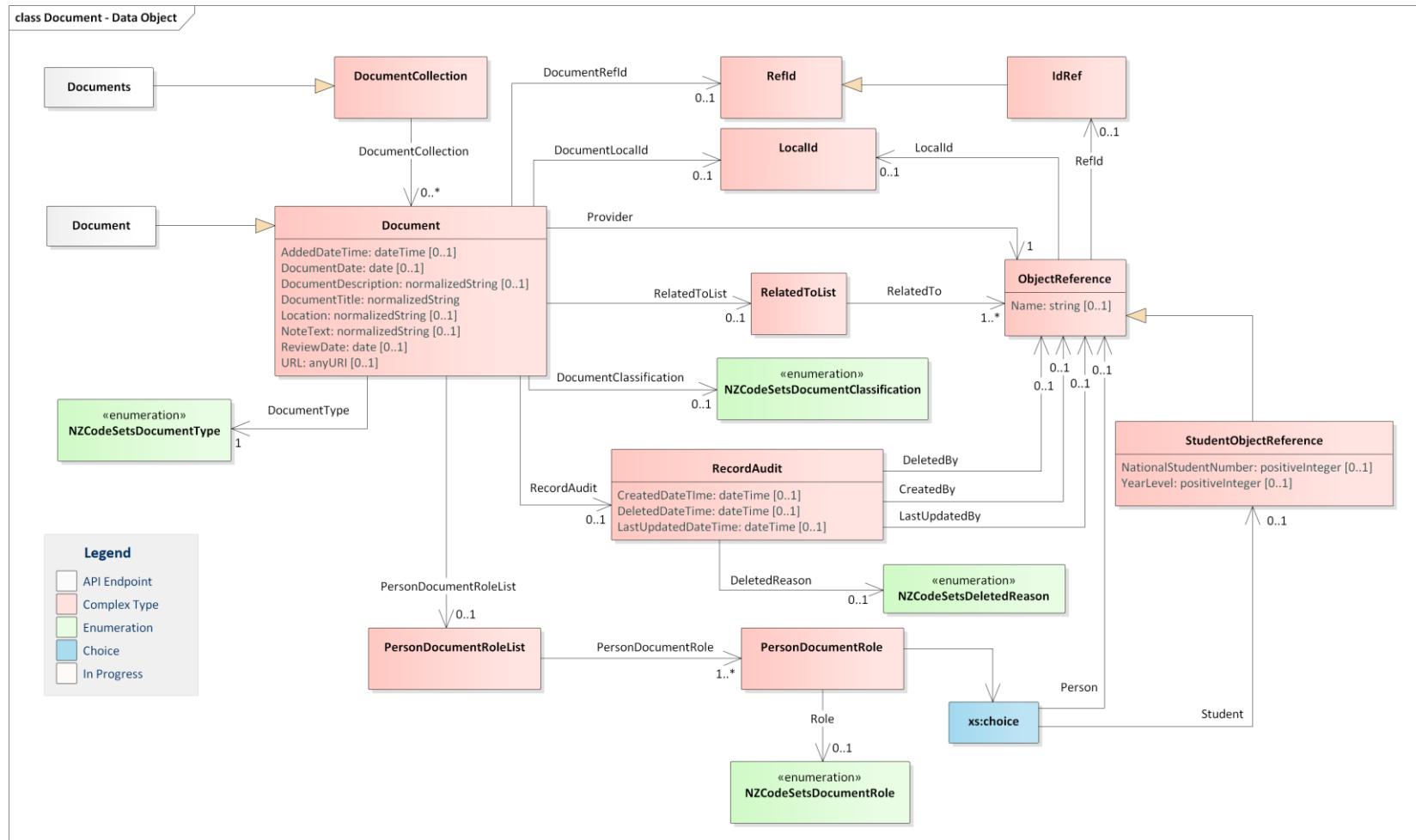


Figure 16: Document Data Object

15 Student Consent Data Object

Information about a piece of consent given, or a piece of consent not given by the student is recorded using the StudentConsent data object (with matching API endpoints).

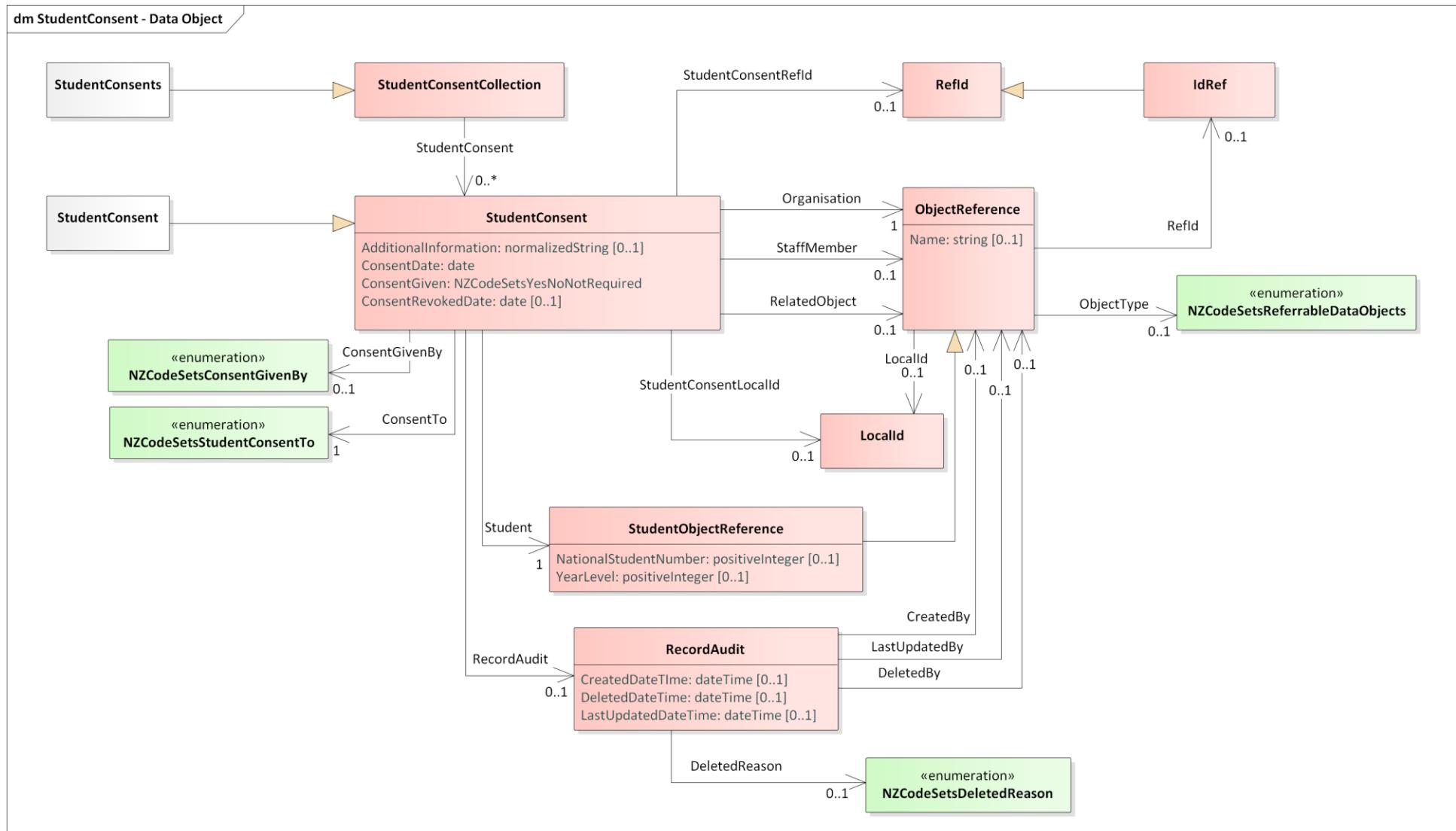


Figure 17: Student Consent Data Object

16 Document Control

16.1 Amendment History

| Versi on No | Description of Change | Changed By | Date |
|----------------|--|-----------------|-------------|
| 0.1 | Document assembled from various working documents as part of SIF NZ Data Model v3.0.1 publication process. | Amy Orr | 31 Oct 2018 |
| 1.0 | Now using generic object references, updated to match SIF NZ v3 (rc1) | Stuart McGrigor | 5 Jul 2019 |
| 1.1 | Updated background section to contain more useful information about the student wellbeing data objects. Added the new learning support data objects. Updated diagrams to match SIF NZ v3 (rc2). Fixed cardinality in Data Objects. | Amy Orr | 19 Jul 2019 |
| 1.2 | Updated diagrams to match SIF NZ v3 (rc3). | Amy Orr | 19 Aug 2019 |
| 1.3 | Removed the data objects StudentLearningSupportParticipation and LearningSupportRegisterDirectory as they are no longer required. Added the new data objects StudentLearningSupport and StudentLearningSupportResponse, and updated the WellbeingCharacteristic, StudentConsent and Document data objects to meet the new Learning Support Register Business Requirements. Updated the diagrams for all other data objects to ensure they match the SIF Model v3 (rc5). | Amy Orr | 20 Nov 2019 |
| 1.4 | Updated all data object diagrams to match the SIF Model v3 (rc6). | Amy Orr | 01 Dec 2019 |
| 1.5 | Updated all data object diagrams to match the SIF NZ Model v3 (rc7). Updated conceptual models to include Learning Support Response, and Student Consents. Added CharacteristicSubSubCategory Removed LearningSupportRegisterDirectory data object. | Stuart McGrigor | 28 Feb 2020 |