



COMMUNITY SCHOOL

Friendly Education for Families

Students at Educational Risk Policy 2017

Aims

- A. To ensure all students develop the knowledge, skills and confidence to achieve their individual potential.
- B. To identify all students at educational risk.
- C. To address the needs of a student at educational risk in a timely, collaborative and personal manner.
- D. To involve families in processes to identify and assist students at educational risk.

Definitions

- A. **Student at educational risk** - those students who may be at risk of not achieving major learning outcomes of schooling to levels which enable them to achieve their potential.
- B. **Risk Factors** - Risk factors impact on individual and groups of students at educational risk. Irregular school attendance, apart from being an indicator of other forms of risk, is a critical factor that can impact on student engagement, educational achievement and social integration within the school community. Other risk factors may include, but are not limited to: socio economic status, family structures, medical/biological/genetic/cognitive factors, environmental factors (school, family and community), cultural and linguistic diversity (CaLD), and geographic location.
- C. **Documented Plan** - An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms, including:
 - Individual Education Plans (IEP);
 - Group Education Plans or Response to Intervention Plan (RTI);
 - Collaborative Action Plan (CAP);
 - Risk Management Plans (RMP).

Principles

- A. The Principal and teaching staff will develop and implement clearly defined strategic plans and processes, using a range of evidence-based procedures, that enable the early identification of students who may be at educational risk.
- B. The collection and analysis of quality data will be utilised to identify students at risk, to track progress and to evaluate targeted intervention programs.
- C. Cumulative records of all documented plans, across years of schooling, will be stored confidentially for each student in handover files.
- D. Documented plans will be developed in collaboration with student and parents.
- E. Information will be communicated to parents regularly to ensure they are aware of student progress.
- F. An interagency and collaborative approach will be implemented where support from outside agencies will be sought.
- G. Records of all professional reports and communication will be stored confidentially in student handover files.
- H. Clear procedures for handover to new staff will be defined to support implementation of this policy.
- I. Professional development will be provided to ensure that staff possess the knowledge and skills to identify at risk students, track progress, make curriculum adjustments and review intervention strategies.
- I. A range of adjustments (for example, keyboards for students with difficulties with handwriting) may be utilised on a case by case basis to support students at educational risk.
The needs of the student will be discussed with their parents.

Responsibilities

- A. **Council**
 - 1. Monitoring and revising this policy as needed
- B. **Principal**
 - 1. Manage allocated resources to address the diverse needs of all students at risk.
 - 2. Support and monitor class teachers in fulfilling the responsibilities of this policy.
 - 3. Ensure that teaching staff provide necessary teaching and learning adjustments
 - 4. Ensure accurate and detailed records are kept of communication with families, Allied Health Professionals and student progress



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5. Lodge Nationally Consistent Data Collection within reporting timeframes
6. Source relevant Professional Development
7. Collect data to assist Whole School Planning sessions
8. Provide opportunities for teaching teams to meet and plan collaboratively and relief for teaching staff to meet with professionals.
9. Encourage communication of issues pertaining to students at educational risk to all teaching staff to ensure collaborative approach to intervention
10. Provide sufficient induction to new staff to ensure they are supported to identify students at educational risk and track progress and they have all materials required to develop documented plans
11. Coordinate appointments and maintain relationships with Allied Health Professionals such as Educational Psychologists.
12. Communicate all information relayed via Allied Health Professionals to teaching staff
13. Support families of children who are at risk and refer them to professional agencies where necessary
14. Develop reporting methods that accurately describes student progress

C. Class Teachers

1. Address the needs of students in their class at educational risk, according to the principles of this policy.
2. Conduct regular monitoring of student progress.
3. Develop reliable and valid procedures to profile and identify students at educational risk.
4. Develop Documented plans for every student identified as "at risk"
5. Participate in Professional Development and professional reading
6. Deliver systematic, targeted intervention and monitor for progress; adjust teaching programs based on formative and summative assessment
7. Collaborate with and report progress to parents
8. Set goals with students
9. Prepare timely reports for parents, colleagues and administrators
10. Collate records for student handover files
11. Support teaching staff, volunteers, relief staff to accommodate students at risk
12. Monitor and adjust the learning environment and strategies to meet the needs of individual students.



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D. Support Staff

1. Support class teachers in developing a plan for students at educational risk, contribute own knowledge and observations, and be aware of students in the school who are at risk.

E. Families

1. Provide all relevant information to the school about their child
2. Be involved in strategies for assisting their child to learn and be engaged at school
3. Attend quarterly review meetings

Related Legislation

- A. School Education Act 1999
- B. School Education Regulations 2000
- C. School Curriculum and Standards Authority Act (WA) 1997
- D. Disability Discrimination Act 1992
- E. Disability Standards for Education 2005
- F. Equal Opportunity Act (WA) 1985

Related Kerry Street Documentation

- A. Students at Educational Risk Procedures
- B. Individual Educational Plan Template
- C. Collaborative Action Plan Example
- D. Values and Philosophy
- E. Policies including:
 1. Behaviour Guidance Policy
 2. Attendance, Illness and Truancy Policy
 3. Curriculum Planning and Review of Student Learning
 4. Curriculum Policy
 5. Exemption from Particular Classes Policy
 6. Homework Policy
 7. Reporting to Parents Policy
 8. Non-discrimination Policy



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9. Child Protection Policy

Contact Person

Enquires relating to this policy should be directed to the School Principal or the Council President.

Breaches of this Policy

Any breach of this policy may result in disciplinary action up to and including termination.

Authorisation and Review

- A. This policy was authorised by the Kerry Street Council on January 2005
- B. The specific procedures described in this policy are being trialed and will be reviewed in term 4, 2005
- C. Policy reviewed by meeting of staff and council on 13/1/06
- D. Reviewed in Aug 2012
- E. This policy was reviewed September 2012
- F. Reviewed and Authorised by council February 16th 2015
- G. Reviewed 16-09-2016
- H. Reviewed and Accepted December 2017.
- I. To be reviewed November 2021

Revision History

Date	Revision	Detail
3/9/2017	v.1	Minor edits and formatting. Removal of procedures to separate document. Inclusion of principle regarding handwriting (formerly in a standalone policy – Handwriting Policy 2015).