Students at Educational Risk Policy

Aims

A. To support the diverse needs of all students so that they are able to engage with the Western Australian Curriculum and achieve their individual potential.

B. To identify, respond to and support all students at educational risk.

Scope and Application

This policy is available on the school website and applies to:

A. Employees

B. Parents

C. External Providers

D. Students

Definitions

A. Allied Health Professionals – external providers from non-school organisations who attend school to observe and consult with teachers and work with students individually, or in small groups to support the achievement of goals in students' documented plans, e.g., Speech Pathologist, Occupational Therapist, Psychologists.

B. Case Conferences - are an opportunity for all participants to talk about the wellbeing of a student and discuss any support needed, any issues or achievements and work collaboratively to develop a support plan based on the student's individual profile. Participants include parents and the classroom teacher. Other participants may be invited to attend, such as the Principal or other school staff, the student concerned, allied health professionals, AISWA consultants, Department of Communities case workers and coordinators.

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**:**

    i. Individual Education Plans (IEP);

    ii. Response to Intervention Plan (RTI);

    iii. Collaborative Action Plan (CAP);

    iv. Behaviour Support Plan; and

> **v.** Risk Management Plans (RMP);

D. **Protective Factors** - promote resilience and help to buffer groups and individuals against the adverse effects of stressful situations or risk factors. They refer to anything that prevents or reduces vulnerability for the development of a disorder.

E. **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.

F. **Students 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. Students at educational risk may be characterised as students:

1. who are at risk of not achieving the major learning outcomes described in the WA Curriculum;

2. whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of their peers;

3. who are under performing; and/or

4. who are not engaged in their schooling.

Specific categories of students who may be at educational risk include:

1. Students with disabilities.

2. EAL/D Students.

3. ATSI students.

4. Gifted and Talented students.

Principles

A. The School will develop and implement clearly defined strategies and processes, using a range of evidence-based procedures, that enable the early identification of students who may be at educational risk.

B. Plans, processes, and strategies will be developed and implemented that enable the delivery of a curriculum that maximises opportunities for all students at risk.

C. Meeting the needs of students at educational risk is a whole-school responsibility and all key stakeholders will be included in the planning processes for students at risk. Partnerships formed between home and school will ensure that learning is supported in both contexts.

D. Addressing the needs of students at educational risk will be undertaken in a timely, collaborative, and personal manner.

E. The school will employ a combination of promotion and prevention approaches to increase protective factors and reduce risk factors influencing the educational, social and/or emotional development of students at risk.

Responsibilities

A. Board

1. Writing and updating this policy in consultation with relevant parties.

2. Ensuring the school's planning and implementation of teaching and learning programmes meet the diverse learning needs of all students.

B. Principal

1. Support class teaching staff to develop and implement plans, processes, and strategies, that enable the delivery of a curriculum that maximises opportunities for all students at risk.

2. Support teaching staff in providing the necessary teaching and learning adjustments and resources to address the diverse needs of all students at risk.

3. Employ a combination of promotion and prevention approaches to increase protective factors and reduce risk factors influencing the educational, social and/or emotional development of students at risk.

4. Allocate available resources and engage appropriate external agencies to support individuals and groups of students at risk.

5. Ensure that teaching and relevant support staff engage in appropriate professional learning so that they are able to identify and address the specific needs of their students.

6. Ensure induction for new staff includes the school's plans, processes, and strategies for meeting the needs of students at educational risk.

7. Provide opportunities for staff to meet, plan, and develop a collaborative approach to intervention.

8. Facilitate teachers in consulting with relevant school-based and external stakeholders when planning for students at risk.

9. Support families of children who are at educational risk and provide information and links to external agencies and support services where necessary.

10. Oversee the development of a comprehensive range of assessment methods to collect quality data and information that can be used to inform the progress of students at risk.

11. Ensure reporting methods that are utilised for students at educational risk are appropriate and accurately describe student progress.

12. Oversee the Nationally Consistent Data Collection application.

13. Complete the State Inclusive Education funding application biannually.

14. Oversee the collection of data to assist Whole School Planning.

15. Ensure accurate and detailed records are kept.

16. Regularly report to the Board on how the school's planning and implementation of teaching and learning programmes meet the diverse learning needs of all students.

C. Classroom Teachers

1. Address the needs of students at educational risk according to the principles of this policy.

2. Participate in relevant professional learning and professional reading.

3. Monitor and adjust the learning environment and teaching strategies to meet the needs of individual students.

4. Work collaboratively to identify students who may need further intervention as determined through data analysis, handover, and observations.

5. Develop, implement, and review documented plans for every student identified as at risk, ensuring collaboration with the student and their family.

6. Deliver systematic, targeted intervention and monitor for progress.

7. Use a comprehensive range of assessment methods to collect quality data and information that can be used to inform the progress of students at risk and to adjust teaching programs.

8. Provide the Principal, parents, and students themselves, with ongoing, accurate, and relevant information about the student's progress.

9. Facilitate case conferences.

10. Refer students to appropriate external agencies in consultation with the Principal and parents.

11. Ensure other school staff, volunteers, and relief staff, are aware of and understand the documented plans and individual needs of students at educational risk.

12. Ensure accurate and detailed records are kept of all communication with families, and allied health professionals.

13. Collate and maintain records for student handover files.

D. All Teaching Staff

1. Address the needs of students at educational risk according to the principles of this policy.

2. Participate in relevant professional learning and professional reading.

3. Work collaboratively to identify, plan for and monitor, students at educational risk.

4. Be aware of and understand the documented plans and individual needs of students at educational risk.

5. Work with identified students at educational risk on documented plan outcomes in a support role.

E. Parents

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. Participate in meetings and collaborate with staff in planning and reviewing documented plans.

F. Students

1. Collaborate in the development of individual documented plans and goal setting.

Related Legislation

A. Disability Discrimination Act 1992 (Cth)

   B. Disability Standards for Education 2005

   C. Equal Opportunity Act 1984 (WA)

   D. School Curriculum and Standards Authority Act 1997 (WA)

   E. School Education Act 1999 (WA)

   F. School Education Regulations 2000 (WA)

Related Kerry Street Documentation

   A. Procedures and Forms including:

      1. Students at Educational Risk Procedure

      2. Students at Educational Risk Procedure Flowchart

      3. Meeting the Needs of Gifted and Talented Students

      4. Supporting Students with English as an Additional Language or Dialect

   B. Policies including:

      1. Behaviour Guidance Policy

      2. Attendance and Truancy Policy

      3. Curriculum Planning and Review of Student Learning

      4. Curriculum Policy

      5. Enrolment Policy

      6. Exemption from Particular Classes Policy

      7. Homework Policy

      8. Reporting to Parents Policy

      9. Non-Discrimination and Anti-Harassment Policy

      10. Child Safety and Wellbeing Policy

   C. KSCS Values and Philosophy

   D. Documented Plans

   E. Student files

References and Resources

   A. [Student Diversity](#) - ACARA

Contact Person

Enquiries relating to this policy should be directed to the School Principal or the Board Chair.

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 in 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

J. Reviewed May 2021

K. To be reviewed S1 2022

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).
May 2021	V.2	Policy aims, principles, responsibilities, and lists updated. Procedures developed