Students At Educational Risk Policy

Students At Educational Risk

Students whose academic, social and/or emotional attributes are a barrier to engaging with the content and standards described in the Western Australian Curriculum are considered to be at educational risk. Our policy is consistent with the policy and procedures of the Department of Education.

Policy

Our school identifies, responds to and supports the diverse needs of all students to enable their engagement with the content and standards defined in the Western Australian Curriculum.
We will develop and implement processes to identify, provide for, monitor and report on students who may be at educational risk.

Responsibility for Implementation and Compliance

Implementation of the policy is the responsibility of the Principal, Associate Principal, teachers and support staff (as relevant). Compliance monitoring is the responsibility of line managers.

Identification

The school has procedures in place to enable the early identification of students who may be at educational risk.

Provision

The Principal, Associate Principal and Student Services team will:

- develop plans, processes and strategies for delivering a curriculum that maximises opportunities for students at risk;
- use approaches that increase protective factors and reduce risk factors influencing the educational, social and/or emotional development of students at risk;
- allocate available resources and engage appropriate agencies to support individuals and groups of students at risk;
- support teachers to make the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk;
- enable teachers and support staff to engage in professional learning so that they are able to identify and address the specific needs of their students;
- encourage teachers to consult with relevant school-based and external stakeholders when planning for students at risk; and
- confirm that these provisions are met.

Monitoring and Reporting

School staff will 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. Parents will be provided with ongoing, accurate and relevant information about their child's progress. Relevant data may include:

- attendance and behaviour data;
- anecdotal data from families;
- reports and records from classroom teachers;
- educational, health or welfare assessments completed by in-school or Department support services (and external support services where these have been provided to the school with the student and their parents' consent), School Psychology Service reports; and/or
- academic achievement data, such as NAPLAN results.