GOVERNMENT OF WESTERN AUSTRALIA

Department of Education

Students at Educational Risk in Public Schools procedures

Effective date: 8 September 2026

Version: 3.0

These procedures must be read in conjunction with the Students at Educational Risk in Public Schools Policy.

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1. Policy supported

Students at Educational Risk in Public Schools Policy

2. Scope

These procedures apply to principals and teaching staff in public schools.

3. Procedures

3.1 Identification

Principals 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.

Guidance

Further information regarding evidence-based procedures for identification purposes can be found on the following Department websites:

- On Entry Assessment
- Gifted and Talented
- One Classroom (a website to assist teachers of students with disability and diverse learning needs)

3.2 Provision

Principals will:

- develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students at risk
- employ a combination of promotion and prevention approaches to increase protective

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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
- confirm that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk
- confirm that teaching and relevant support staff 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.

Guidance

Meeting the needs of students at educational risk is a whole-school responsibility. When all relevant key stakeholders are included in the planning processes for students at risk, optimal learning outcomes are more likely to be achieved. Partnerships formed between home and school should ensure that learning is supported in both contexts.

Support documented planning and case management for individual students (staff only)

Australian Curriculum (ACARA)
Student Diversity and the Australian Curriculum: advice for principals, schools and teachers. The Australian Curriculum provides flexibility for schools and teachers to 'promote personalised learning that aims to fulfil the diverse capabilities of each young Australian' (MCEETYA, 2008, p.7)

3.3 Monitoring and reporting

Principals and teaching 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
- provide parents with ongoing, accurate and relevant information about their child's progress.

Guidance

Relevant data may include:

- attendance and behaviour data
- anecdotal data from families

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- 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
- academic achievement data, such as NAPLAN.

Special Educational Needs
(SEN) Planning, Assessment and Reporting.

English as an Additional Language or Dialect (EAL/D).

Note: Under the Memorandum of Understanding: educational access and support for children in care (MOU) between the Department of Education (the Department) and the Department for Child Protection and Family Support (DCPFS), schools are required to identify children in care as being at risk and documented education plans are required. All information to be recorded on Integris.

4. Definitions

Documented plan

A documented plan records the actions in place to address the specific learning support needs of an individual student.

Personalised learning

The way in which schools tailor education to enable every student to achieve the highest standard possible. The rationale for personalised learning is to raise standards by focusing the teaching and learning program on the aptitudes and interests of students.

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.

Risk factors

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Risk factors impact on individual and groups of students who are 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 achievements 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.

Students at educational risk

Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum.

5. Related documents

Relevant legislation or authority

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005

Equal Opportunity Act 1984 (WA)

School Curriculum and Standards Authority Act 1997 (WA)

School Education Act 1999 (WA)

School Education Regulations 2000 (WA)

Related Department policies

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Curriculum, Assessment and Reporting in Public Schools policy

Employee Performance and Development policy

Enrolment in Public Schools policy

Gifted and Talented in Public Schools policy

School Improvement and Accountability in Public Schools policy

Student Attendance in Public Schools policy

Student Behaviour in Public Schools policy

Other documents

Early Years Learning Framework

Alice Springs (Mparntwe) Education Declaration

Student Diversity and the Australian Curriculum (ACARA)

Support documented planning and case management for individual students (staff only)

The School Education Act Employees' (Teachers and Administrators) General Agreement 2023

6. Contact information

Policy manager:

Director, Student Engagement and Wellbeing

Telephone: (08) 9402 6100

Policy contact officer:

Principal Consultant, Student Engagement and Wellbeing

Telephone: (08) 9402 6448

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7. History of changes

Effective date	1 January 2015
Last update date **Procedure version no.**	2.0
Notes	Major review undertaken, Student at Educational Risk Policy and Procedures endorsed by Director General on 19 September 2014.

Effective date	1 January 2015
Last update date	6 July 0206
Procedure version no.	2.1
Notes	Updated contact information D16/0522722

Effective date	1 January 2015
Last update date	3 November 2016
Procedure version no.	2.2
Notes	Updated link to Documented Plans D16/0600426.

Effective date	1 January 2015
Last update date	3 October 2018
Procedure version no.	2.3
Notes	Minor changes to include reference to Public Schools D18/0151652 and updated legislation links D18/0207680.

Effective date	1 January 2015
Last update date	11 March 2020
Procedure version no.	2.4
Notes	Minor change to contact details. D20/0131231

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Effective date	1 January 2015
Last update date	4 October 2023
Procedure version no.	2.5
Notes	Minor change to contact information D23/1582068

Effective date	1 January 2015
Last update date	12 June 2024
Procedure version no.	2.6
Notes	Minor change to Other Documents D24/0419525

Effective date	8 September 2026
Last update date	
Procedure version no.	3.0
Notes	Major review approved by the Director General on 3 August 2026 (D26/0116687). Updated definition and language of documented plan.

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8. More information

Supporting content

Policy

Students at Educational Risk in Public Schools Policy

Future policy

Students at Educational Risk in Public Schools policy and procedures effective 8 September 2026

Procedure review date

8 September 2029

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