



Department of  
**Education**

# **Students at Educational Risk in Public Schools Procedures**

Effective date: 1 January 2015

Version: 2.4

Accurate at the time of printing 29/07/2021.

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

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

## 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:

- [Early Childhood Operational Handbook](#) (staff only)
- [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 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; and
- 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.

Further information about providing for students at risk can be located on the following websites:

[Schools of Special Educational Needs](#)

[Documented Plans - Guidelines for implementing Documented Plans in Public Schools](#) (staff only) and Schedule I: Framework for Documented Plans: p72 [General Agreement 2011](#) (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 fulfill 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; and
- 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;
- 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.

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

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);
- Individual Behaviour Plans (IBP);
- Individual Transition Plans (ITP); and
- Risk Management Plans (RMP).

### 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**

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**

[Curriculum, Assessment and Reporting in Public Schools](#)

[Employee Performance](#)

[Enrolment in Public Schools](#)

[Gifted and Talented in Public Schools](#)

[School Improvement and Accountability in Public Schools](#)

[Student Attendance in Public Schools](#)

[Student Behaviour in Public Schools](#)

### **Other documents**

Support education planning for students (staff only)

General Agreement 2011 (staff only)

Early Childhood Operational Handbook (staff only)

Early Years Learning Framework

Melbourne Declaration on Educational Goals for Young Australians 2008

Student Diversity and the Australian Curriculum (ACARA)

The School Education Act Employees' (Teachers and Administrators) General Agreement 2011  
(staff only)

## **6. Contact information**

### **Policy manager:**

Director, Student Support Services

### **Policy contact officer:**

Principal Consultant, Disability Services and Support

T: (08) 9402 6476



## 7. History of changes

<b>Effective date</b>	1 January 2015
<b>Last update date</b> <b>Policy version no.</b> <b>Notes</b>	Major review undertaken, Student at Educational Risk Policy and Procedures endorsed by Director General on 19 September 2014.
<b>Effective date</b>	1 January 2015
<b>Last update date</b>	20 July 2020
<b>Policy version no.</b> <b>Notes</b>	Updated contact information D16/0522722
<b>Effective date</b>	1 January 2015
<b>Last update date</b>	3 November 2016
<b>Policy version no.</b> <b>Notes</b>	Updated link to Documented Plans D16/0600426.
<b>Effective date</b>	1 January 2015
<b>Last update date</b>	3 October 2018
<b>Policy version no.</b> <b>Notes</b>	Minor changes to include reference to Public Schools D18/0151652 and updated legislation links D18/0207680.
<b>Effective date</b>	1 January 2015
<b>Last update date</b>	11 March 2020
<b>Policy version no.</b> <b>Notes</b>	Minor change to contact details. D20/0131231

## 8. More information

### Supporting content

#### Policy

[Students at Educational Risk in Public Schools Policy](#)

### Procedure review date

1 January 2018

### Procedure last updated

11 March 2020

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