

Students at Educational Risk

Policy

Buangor Primary School

Policy Statement

Buangor Primary School must:

- A. establish and implement procedures for the identification of students at educational risk;
- B. develop and implement appropriate educational programs for individuals and groups of students at educational risk; and
- C. be accountable for the educational progress of individuals and groups of students at educational risk.

The major components of the strategy for managing students at educational risk are:

- encouragement of collaborative efforts amongst families, communities, schools and other professional staff;
- development of procedures and guidelines for teachers to assist in identification and intervention;
- strengthened accountability processes to demonstrate that the needs of identified students are being met; and
- dissemination of good practice and support for the extension of good practice models.

Buangor Primary School recognises the scope and nature of the challenges faced by students at educational risk, their parents and teachers. The purpose of this policy is therefore to establish school practices, which support students at educational risk to develop the understandings, skills, and confidence to achieve their individual potential.

Students at educational risk are:

“those students who may be at risk of not achieving the major learning outcomes¹ of schooling to levels which enable them to achieve their potential.”

Students at educational risk may be characterised as students:

who are at risk of not achieving the outcomes described in schools curriculum.

- whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of his/her peers
- who are under-performing
- who are not engaged in their schooling.

Procedures For Students at Educational Risk.

Buangor Primary School

Responsibilities

In providing for students at educational risk each level of the system must take responsibility for its contribution to improving outcomes.

- Teachers are responsible for:
 - developing and delivering a quality curriculum, which is responsive to the individual needs of students at educational risk;
 - development of individual learning plans that attend to the children at risk specific needs.
 - using performance data and intended educational outcomes as the key elements of planning for students at educational risk;
 - planning educational programs through consultation with the parents or caregivers, students and relevant professionals;
 - reporting on the educational progress of students to the principal, parents or caregivers, and students themselves; and
 - communicating to the principal, their own professional development requirements to assist in meeting the needs of students at educational risk.
- Principals are responsible for:
 - ensuring the implementation of the Students at Educational Risk policy and procedures;
 - establishing processes for the identification of students at educational risk;
 - establishing a communication process with parents of students at educational risk which is open and based on mutual respect; and
 - reporting to the DEECD on the educational outcomes of students considered to be at educational risk.
- Students are responsible for:
 - actively participating in the educational process within the school community; and
 - behaving in a manner which is accepted by the school.
- The Department of Education And Early Childhood Development are responsible for:
 - providing a support service to schools to assist with whole-school planning and implementation of programs; and
 - monitoring and reporting on the performance of schools in improving outcomes for students at educational risk.
 - establishing standards for the provision of support to students at educational risk; and
 - facilitating interagency cooperation in the provision of services to students at educational risk.

Essential components for effective planning

The following seven areas are considered essential components for effective planning for students at educational risk.

1. Identification

Schools must have clearly defined processes for the early identification of students at educational risk.

Monitoring student progress on a regular basis will identify those students whose participation, educational outcomes or rate of progress differs noticeably from past performance or whose performance is a concern to the teacher and/or parents and caregivers. Identification of students at educational risk must commence in the kindergarten year and continue throughout the primary and secondary school years.

Indicators of a suitable process include:

- identification, prevention and intervention processes for students at educational risk can be demonstrated;
- reliable and valid procedures to profile and identify students at educational risk are used;
- appropriate intervention programs for identified students are implemented; and
- the progress of individual students at educational risk is regularly monitored and evaluated.

2. Curriculum

Schools must develop and deliver quality curriculum, which is responsive to the individual needs of students at educational risk.

Curriculum refers to all the planned experiences provided by schools to facilitate students' learning and development. It includes teaching and learning programs and approaches, student activities, and the ways teachers and classes are organised.

Indicators of good practice include:

- the educational program is inclusive and sensitive to cultural differences and values;
- the curriculum is relevant and challenging for students at educational risk; and
- the school recognises and responds to the factors which impact on literacy and numeracy learning.

3. Planning for improvement

Schools must use performance data and outcomes as the key elements of planning for students at educational risk.

Meeting the needs of students at educational risk is a whole-school responsibility that is reflected in school planning. Student achievement data and other information such as attendance, participation and behaviour are important factors to be considered in the planning cycle.

Indicators of good planning practice include:

- collection of quality data and its use in the planning cycle;
- development of teaching-learning programs that address student needs and expected outcomes;
- systematic monitoring of student progress;
- time to review and report on student learning;
- clear links to an accountability framework in the plans for students at educational risk; and
- the allocation of resources for students at educational risk in accordance with the plan for improvement.

4. Collaboration

Schools must collaborate with key stakeholders in the development of educational plans for students at educational risk.

Meeting the needs of the student in a holistic way is a complex task. Effective education takes place when all key stakeholders are included; the student, the parent and the school. A partnership can then be formed between home and school, ensuring that learning is supported in both contexts. Schools and families may not be able to achieve this without the help of outside agencies to provide information and support.

Indicators of good collaborative practice include:

- establishment of processes to facilitate collaboration;
- involvement of parents in the planning process; and
- consultation with and involvement of parents/caregivers and other professionals and agencies.

5. The learning environment

Schools must create a learning environment that is responsive to and supports the needs of students at educational risk.

The school environment conveys messages to students, their families and to professional colleagues. These messages include how an individual is valued and the way in which an individual is expected to behave. An environment which is welcoming, encouraging and offers support is an environment which promotes effective teaching and learning for all students.

Indicators of a positive learning environment include:

- a positive and shared vision for all students and staff;
- a student-centred approach;
- quality service and support for students at educational risk; and
- a shared philosophy about the learning environment and teaching practices.

6. Reporting

Schools must establish reporting practices that provide key stakeholders with meaningful information to improve learning outcomes.

Departmental policy requires parents be provided with accurate and relevant information about their child's achievement and progress. The school should notify parents as soon as there is any indication that a child's achievement level, rate of progress or behaviours differ noticeably from past performance and his/her peers. Effective reporting requires a broad range of formal and informal, oral and written communication strategies.

Indicators of effective practices include:

- the use of a variety of reporting methods which accurately describes student progress;
- teachers reporting to parents on the progress of students at educational risk; and
- schools reporting to the DEECD on the outcomes of students at educational risk.

7. Professional development

Schools must identify and address the professional development requirements of its teachers of students at educational risk.

Appropriate professional development for staff is considered an important factor in assisting them to support students at educational risk.

Indicators of effective professional development provision include:

- the use of school planning and performance management data to inform staff professional development;
- access to professional development support for staff within the school, the district and community; and
- facilitation of support for staff to collaboratively meet the needs of students at educational risk.

This policy will be reviewed as part of the school's three year review cycle or earlier if deemed necessary.

This policy was last reviewed by school council August 2017.