



3.2.3 Students at Educational Risk (Whole School)

The purpose of this Policy is to help optimise accommodations for students needing interventional support.

South Coast Baptist College is committed to:

1. establishing and implementing procedures to identify students at educational risk;
2. developing and implementing appropriate educational programs for individuals and groups of students at educational risk; and
3. being accountable for the educational progress of individuals and groups of students at educational risk.

Student “At Risk” for Failure

- These students may be characterised as those who are at risk of not achieving the standards described in the West Australian Curriculum. Students rate of progress or behaviour differs notably from their past performances. Those students who are not engaging in school.

Procedures

In providing for students at educational risk each level of the system must take responsibility for contributing 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;
- 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, support staff and relevant professionals;
- Reporting on the educational progress of students to the principal, Learning Support Co-ordinator, parents or caregivers, and students themselves; and
- Communicating to the Head of School required professional development to assist in meeting the needs of students at educational risk.

Learning Support Coordinator/relevant Deputy Head are responsible for:

- Ensuring the implementation of the Students at Education 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.
- Reporting to the relevant Head of School on the educational outcomes of students considered to be at educational risk.

Parents are responsible for:

- Ensuring that appropriate outside professional assessment is considered and implemented if required.
- Ensuring that the relevant Learning Support Coordinator/relevant Deputy Head and classroom teachers are advised of any previous assessments and that copies of the documents and updates are provided to the College.
- Being actively involved in the communication process with the Learning Support Coordinator/relevant Deputy Head and relevant teaching staff.

Essential Components for Effective Planning

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

Identification

Primary: Students are identified as being 'at risk' if they have shown significant academic and developmental delays in one or more areas. This has been determined by class teacher observation and confirmation of possible learning delays or difficulties from the School Psychologist, Learning Support Coordinator/relevant Deputy Head, Community Health Nurse or assessments from other professionals (e.g. Paediatrician, Speech Pathologist and Occupational Therapist). Parents are also asked to complete a family history form that details anything that may impact on a child's performance.

Students at risk will also be identified using a range of evidence based procedures and data, such as NAPLAN, Progressive Achievement Testing, On-Entry Testing, class assessments, classwork and observations.

In Secondary classes students are identified from a variety of contexts; NAPLAN, Progressive Achievement Testing (PAT), Acer testing, class assessments, class work and teacher observations.

Once a student has been identified as presenting with significant academic risks, a case conference will be organised by the College Learning Support Coordinator/relevant Deputy Head with parents, classroom teachers and other professional support personnel to ensure that an educational framework is implemented (further assessment / Curriculum Adjustment Plan) to support the student to meet educational goals and curriculum.

Planning for Improvement

Once students have been identified as being "at risk" for academic failure, their performance data and outcomes are used as the key elements of planning an appropriate educational program. Planning is implemented through consultation with the Learning Support Co-ordinator/relevant Deputy Head, classroom teacher, parents and other professionals.

- Collaboration - Staff at South Coast Baptist College work collaboratively 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 the student, the parent and the school work together. A partnership can be formed between home and school, ensuring that learning is supported in both contexts. This may require the assistance of outside agencies to provide information and support as needed.
- The Learning Environment - South Coast Baptist College is committed to creating a learning environment that is responsive to and supports the needs of students at educational risk by creating a school environment which is welcoming, encouraging, and offers support and effective teaching and learning for all students.

We aim to provide:

- A positive and shared vision for all students and staff.
- A differentiated approach based on student needs.
- Quality service and support for students at educational risk.
- A shared philosophy about the learning environment and teaching practices.

Reporting - Parents are provided with accurate and relevant information about their child's achievement and progress. Teachers 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. Modified reports based on SCSA 'Ruby' are used when required.

CAP Reports

- In the Primary School years - Students with diagnosed learning difficulties and disabilities are discussed and reviewed with the Deputy Heads of School.
- Professional Development - Appropriate Professional Development for staff is considered an important factor in assisting them to support students at educational risk.

Effective Professional Development provision includes:

- The use of School Planning and Performance Management data to inform staff Professional Development;
- Access to professional development support for staff
- Mutual collaboration to meet the needs of students at educational risk.

Policy Summary

The Students at Educational Risk Policy was constructed as a collaborative process with the College Learning Support Coordinator and the Deputy Heads of Primary and/or Secondary.

The following considerations were discussed and implemented:

- The Disability Discrimination Act.
- Discussion regarding what academic, developmental delays, social and emotional circumstances that may place a student at academic risk.
- Structures to identify students at Educational Risk: Assessments/NAPLAN, teacher observations.
- Process to follow once a student at academic risk has been identified.
- Discussion regarding specialist involvement and assessments; i.e. cognitive assessments; speech assessments etc.
- Who should be involved in the process.

- Case management process discussed and which staff member oversees the case management process.
- Progress of students currently accessing the Reading Intervention Program in Primary; and the Essential English Intervention Programme in Secondary.

Reviewed: 26/06/2021

Next Review Date: Term 2, 2023