



## Student Wellbeing: Information for Parents

The Department of Education identifies, responds to and supports the diverse needs of students to enable them to engage with the content and standards in the Western Australian Curriculum and schools develop and implement processes to identify, provide for, monitor and report on student who may be at educational risk.

A student at risk is one experiencing significant school based issues such as low attendance or behavioural, social or emotional difficulties which impact on their engagement at school and their capacity to learn. The School complies with the Department of Education requirements in the *Student at Educational Risk in Public School Policy and Procedures* to meet the needs of all students by putting into place procedures that make sure all students can access and participate in education on the same basis as other students. The school uses early identification measures to assess student needs and documents specific adjustments required to assist student engagement in learning in an individual support plan.

### Identification of Students at Risk

As part of the focus on student wellness, the school identifies students at risk in a number of different ways:

- Students starting at the school may have an existing documented plan for health and wellbeing issues or may already be identified as part of the *Nationally Consistent collected of Data on School Students with Disability* (NCCD). Students in the care of the Department of Communities should have an existing documented education plan. On entry identification data is provided to classroom teachers to support the education outcomes for these students by making the required curriculum adjustments as part of the teaching and learning programs.
- On-entry assessments are provided to students identified for testing from information collected prior to enrolment into Year 7 or on initial enrolment at the school for students with difficulties with literacy or those flagged with a diagnosed learning disability. The testing ascertains the level of intervention and support that a student requires. The assessment results are provided to classroom teachers with suggested intervention strategies to assist students to achieve improved academic outcomes. This information is used to make curriculum adjustments where required or develop individual education plans to support student learning.
- Other identification data is collected on students during their schooling using performance data and intended educational outcomes as the key elements for planning. School records are monitored to identify students at risk as a result of poor attendance, low achievement and students with severe behaviour issues.
- Students are also often identified on a needs basis with an imputed disability which is an undiagnosed disability that someone believes another person has and there is reasonable evidence to support this.

### Wellness Referral and Management Process

A staff member who has a concern about a student arising from teacher observation or from discussion with a parent will initially discuss the concern with the Head of Learning Area (HOLA). If further action is required, the staff member refers the student for support to the appropriate Year Coordinator or the relevant Program Coordinator. The request is discussed at the Student Services Team Meeting and appropriated strategies implemented for the student.

The Student Services Teams meet each fortnight to discuss student issues and concerns and identify any students considered to be at risk as part of the SAER referral process. The Team meeting will determine actions required and whether there needs to be input of other than the Year Coordinator as case manager, i.e. school support staff or referral to an outside agency. Student identified for case management include those with chronic attendance, ongoing behaviour issues, non-compliance with school dress and health and other wellbeing concerns that may put them at educational risk.

Case Managers (usually the Year Coordinator) are allocated according to the level of student difficulty and need. The Case Manager, in collaboration with parents, teachers and support staff, is responsible for planning for improvement. This may require a documented plan for students who require specific intervention and curriculum adjustment, or documented actions and monitoring. The Case Manager ensures the required actions are completed as outlined in the action plan, documents the progress and reports back to the Student Services Team meeting. Completed paperwork is regarded as **confidential** and kept in a secure location. A *Confidential Pastoral Care Memo* is communicated to all classroom teachers highlighting future actions required.

As part of the referral process, students who present with significant school based need in the areas of learning, mental health, behaviour, attendance or engagement may be referred to the **School Psychologist**. Due to the requirements of informed consent, students must be prioritised through a referral process *prior* to the School Psychologist taking action to support students. The only exception is if a student is at imminent risk of self-harm or experiencing suicidal ideation and requires an immediate assessment – the overriding safety concern allows for a single risk assessment and referral session and parent contact ensues.

Where there is a significant concern relating to engagement in the curriculum and participation in the learning process, the **Program Coordinator Engagement and Transition** may be required to work as part of the Student Services team to facilitate outcomes for students.

## RESET Cards

Students identified as in need of wellness support are generally provided with a REST Card. The issue of the RESET card is based on medical or diagnostic evidence. The card identifies students who:

- require a safe location to give them time to recover from their anxiety outside of the classroom to save embarrassment in front of their peers
- need to leave the classroom to access first aid for chronic health conditions
- require a safe location to self-regulate and calm down to prevent peak escalation
- regularly exhibit distress and need to access immediate student services support

## Wellness Planning for Students at Risks

Individual documented plans will be provided to support students with identified needs. The plans will be provided to support individual students who require a curriculum adjustment as a result of identified learning needs. This will include those students who:

- are identified as requiring substantial or extensive adjustments through the *Nationally consistent Collection of Data (NCCD) on School Students with a Disability*
- who receive an *Individual Disability Allocation*
- have ongoing absences
- are in the *care of the CEO of the Department of Communities*
- have chronic, long term or significant *health care conditions*
- have complex and challenging behaviours
- present a risk of harm to themselves or others

Documented plans will become a support document for teachers to assist with planning, monitoring, assessing and evaluation of teaching and learning programs that are personalised for students. The plans will be developed collaboratively by school staff, parents/carers and other relevant professionals and will document personalised adjustments and modifications to curriculum as required.

The documented is made available to all classroom teachers together with a *Confidential Pastoral Care Memo* which supports the plan, prior to the student commencing in the classroom. The plan is concluded when significant positive changes have been demonstrated through improved outcomes, without incident, over an appropriate period of time.

## **Wellness Plans for Students at Risk**

### **Behaviour Plan**

A behaviour plan is prepared for students with significant behavioural needs who require an individualised management program or who are subject to an exclusion order. The behaviour plan is designed to assist students who require additional support, adjustment and strategies due to inappropriate, challenging or disruptive behaviour. The plan addresses the inappropriate behaviours and outlines the strategies required to improve them. It identifies the underlying causes of the student's problem behaviours and provides clearly stated expectations and planned support to assist the student's wellbeing needs. The triggers and cues preceding the unwanted behaviour are identified and addressed. Guidance on how to respond to a student's challenging behaviour helps to provide boundaries, consistency and consequences for the student rather than focusing on punishment.

The behaviour plan is prepared by the Year Coordinator in conjunction with the student, parent/carer, teacher and other appropriate support staff where the student has been identified by a number of teachers or Learning Areas as displaying behaviours inappropriate with school expectations and these behaviours are disrupting the learning of other students and putting the student at risk of not achieving their academic potential. The strategies or interventions listed in the plan are incorporated by the classroom teacher into the individual classroom management plan to provide a consistent approach by all teachers and learning areas to what is required and the consequences applied if the requirements are not met. The behaviour plan is concluded when significant positive change through improved behaviour has been demonstrated without incident over an appropriate period of time.

### **Attendance Plan**

An attendance plan is prepared for students whose attendance requires an individualised approach. It documents the reasons for absences, identifies issues concerning the absences and develops attendance improvement strategies. The purpose of the plan should be to adapt and change patterns of absence, rather than punish and, thereby, further alienate a disengaged student. A pattern of persistent absence places a student at educational risk and may itself be an indicator of other risks to the student's wellbeing.

If a student's attendance falls below an acceptable level, if patterns of absences change, if students refuse to attend school or if students are frequently absent due to physical or mental illness, the school must intervene immediately to develop and implement strategies to restore satisfactory student attendance. The attendance plan is monitored by the Year Coordinator and concluded when significant positive change has been demonstrated over an appropriate period of time, through improved attendance established.

### **Education Plan**

An education plan documents teaching and learning adjustments required for a student to access and participate in education on the same basis as other students. The education plan is effectively the classroom support required to enable equitable learning opportunities for an individual student or a group of students. Education plan are initially developed by the classroom teacher from the information provided in the on-entry assessment analysis. The classroom teacher indicates in their teaching program how the curriculum will be modified or adjusted or other accommodations that will be made to allow the student better access or enable demonstration of achievement.

Where ongoing progress and achievement or other factors indicate a student is at risk of not achieving their potential, an education plan may be developed and managed by the Year Coordinator with the consultation of a range of stakeholders including teachers, parents, education assistants, school support staff and students. The actioning of the educational plan remains the responsibility of the classroom teacher.

The education plan is concluded when significant positive change has been demonstrated over an appropriate period of time through the demonstration of improved academic engagement and achievement.

### **Documented Education Plan**

A documented education plan is provided for a student in the care of the Department of Communities. These students often have unique educational needs which require planning and support. Every child in care, therefore, has a *Documented Education Plan* which outlines the agreed strategies to be undertaken in order to meet the educational needs of the student.

### **Risk Management Plan**

A risk management plan is provided where there is concern a student may be at significant risk of suicidal behaviour or non-suicidal injury to support the safety of the student. The nominated person at the school to be informed when there is a concern is the Year Coordinator in the Student Services Centre. The Year Coordinator will ascertain the severity of the disclosure. If the disclosure indicates imminent risk assessment by staff with *Gatekeeper Suicide Prevention* training is immediately considered. The information gained in the risk assessment will determine the actions required to support the student immediately as well as in the longer term and provides information for inclusion in the risk management plan.

The plan ascertains foreseeable circumstances where a student may be at risk of harm and outlines strategies to reduce this risk. Following the strategies in the plan supports a coordinated approach to improving safety and promoting recovery. If a student is currently on a risk management plan, the critical incident management strategies in the plan will be followed.

In less complex cases, staff can be informed of concerns using the *Confidential Risk Management Memo* which notifies teachers of additional monitoring requirements for a student. It is a general management strategy used if there is no imminent risk or changes in risk and is often an interim implementation while a more comprehensive risk management plan is developed.

### **Disability and Learning Support Plan**

A disability and learning support plan is provided to students with disability to ensure they are able to access and participate in education on the same basis as students without a disability. This includes providing reasonable adjustments where needed, in consultation with the student and their parent or carer.

Adjustments assist the student to participate on the same basis as students without disability in the school's learning programs or courses and to use or access the school's facilities and services. For some students, differentiation of the curriculum is required to cater for individual learning needs.