



Supporting Students at Academic Risk Information for Parents

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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 within an individual support plan.

Identification of Students at Risk

The school identifies students at risk in a number of different ways:

On Entry Identification Data

Often students starting at the school already have an existing documented plan for health and wellbeing issues or may already be identified as part of the *Nationally Consistent Collection of Data on School Students with Disability* (NCCD). Students in the care of the Department of Communities should also generally 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 their teaching and learning programs.

On Entry Assessment

On-entry assessments are provided for students identified from information collected prior to enrolment into Year 7 or on initial enrolment at the school. These are generally students flagged with difficulties with literacy or those 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. The information is used by classroom teachers to make curriculum adjustments where required or develop individual education plans to support student learning.

Data Collected During Schooling

Performance data and intended educational outcomes collected during a student's time at school are also key elements for planning. School records are monitored to identify students at risk as a result of poor attendance, low achievement or severe behaviour issues.

AD HOC Identification

Students can often be identified on an ad hoc basis as having an imputed disability which is an undiagnosed disability that someone believes is there with reasonable evidence to support this.

Referral and Management of Students at Risk

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 Meetings so that appropriated strategies can be implemented for the student. 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 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. A Confidential Pastoral Care Memo is communicated to all classroom teachers highlighting future actions required. The Case Manager ensures the required actions are completed as outlined in the action plan.

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**.

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

RESET cards are provided to students to support mental and physical health concerns. They are generally provided to student who need to leave the classroom to access support for chronic health conditions or students who require a safe location to prevent peak escalation and teach self-regulation. Students are provided with time to recover outside of the classroom in the Student Services Centre. The issue of the RESET card is based on medical diagnostic evidence and students are carefully monitored to ensure that the card is used for the purpose provided with the card removed if it is used inappropriately or overused.

Planning for Students at Risks

Individual documented plans are made available to support students with identified needs. The plans are provided where students require a curriculum adjustment as a result of identified learning needs. This 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 become a support document for teachers to assist with planning, monitoring, assessing and evaluating teaching and learning programs that are personalised for students. The plans are developed collaboratively by school staff, parents/carers and other relevant professionals with individual adjustments and modifications to curriculum as required. The plans are made available to the classroom teacher prior to the student commencing in the classroom and are concluded when significant positive changes have been demonstrated through improved outcomes, without incident, over an appropriate period of time.

Individual Plans for Students at Risk

Behaviour Plan

A behaviour plan is prepared for students with significant behavioural needs who require an individualised management program. The 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 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.

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.

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 plans 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 teachers, parents, education assistants, school support staff and students. The actioning of the educational plan remains the responsibility of the classroom teacher.

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. The plan ascertains foreseeable circumstances where a student may be at risk of harm and outlines strategies to reduce this risk.

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. It includes reasonable adjustments where needed to assist the student to participate in the school's learning programs or courses on the same basis as students without disability.