



Students at Educational Risk Policy

Attendance, Participation, Engagement and Retention

Definition

The Department of Education recognises the scope and nature of the challenges faced by students at educational risk, their parents and teachers. Students at educational risk are defined as:

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

This definition is supported by the following descriptors:

Those students:

- who are at risk of not achieving the major learning outcomes whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of his/her peers who are not performing
- who are not participating in their schooling

Identification

Students whose participation, educational outcomes or rate of progress, differs noticeably from past performance or whose performance is a concern to the teacher/parent/student are potentially students at Educational Risk.

Curriculum

All students can learn through establishing the students present educational level, the curriculum can be used to build on strengths and to address areas of weakness.

Planning for Improvement

Planning for improvement is an ongoing process. Meeting the needs of students at educational risk is a whole school responsibility, reflected in school planning. Performance and non-performance data such as attendance, participation and behaviour are important factors.

Collaboration

All key stakeholders must be included, the students, parents, care-givers, external agencies and the school. When each stakeholder is empowered, a partnership can be formed between home and school enabling an effective transfer of information to take place.

Outside agencies (Bunbury Regional Education Office, Health Department, Department Child Protection, Police, Juvenile Justice, South West Aboriginal Medical Services and South West Mental Health services) may be able to provide information and support when addressing the needs of SAER.

The Learning Environment

We've aimed to create an environment which is welcoming to students, their families and professional colleagues. The environment offers support, effective teaching and learning in a whole school approach.

Departmental policy states that parents be provided with accurate and relevant information about their child's achievement and progress. The school will 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 that of his/her peers.

Schools have procedures established to report on progress and achievements for students at educational risk. These may include Individual Education Plans, Behaviour Management Plans, Risk Management Plans, Health Plans, etc...

Effective reporting requires a broad range of formal and informal, oral and written communication strategies.

Professional Development

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

School planning and Performance Management will guide the selection of relevant professional development including writing Individual and Group Development Plans, Behaviour Management Plans and Risk Management Plans.

Attendance, Participation, Engagement and Retention

Djidi Djidi Aboriginal School provides inclusive programs that promote a supportive, safe and secure environment with the provision of educational programs that encourage;

- Regular attendance
- Active participation
- Improved retention rates
- Improved educational outcomes

Attendance

Generally student attendance is good at Djidi Djidi Aboriginal School. Parents, Carers and other community members usually notify teachers when a student(s) are unable to attend school.

Parents/Guardians will be contacted for those students who have been absent from school without leave or explanation. Parents contacted via phone, SMS, letter or home visitation where necessary. If a student has been identified as being truant then a formal meeting will be arranged with parents/guardians.

Students who experience low attendance at school without leave or valid explanation will not be eligible to attend extra-curricular school excursions, camps, fun days, sporting carnivals, reward days, special activities, etc...

It is expected that all children from the age of four (enrolled in Kindergarten and Preprimary, including Aboriginal 3 ½ year old program) to year 7 are to attend school at Djidi Djidi Aboriginal School. Children are expected to arrive at school on time (prior to 8.35 but no earlier than 8.00) and are not to leave the school grounds unless requested by the parents to the Classroom Teacher and only under extraordinary circumstances.

Parents are responsible to inform the teacher or administration the reason why their child(ren) were unable to attend school. This can be received in writing, verbal, email, or SMS. Information will be processed accordingly.

Djidi Djidi Aboriginal School has established a variety of programs to assist in promoting student attendance. Some of these include;

- *Provision of emergency Breakfast and Lunch*
- *School Uniform Pool*
- *'Crunch and Sip' Nutritional Program*
- *Highly efficient liaison network between the school (admin, teachers, Student Services Co-ordinator, AIEO, teacher assistants) and families*
- *Reward Days (acknowledging appropriate behaviours including regular attendance)*
- *Highly motivating and rewarding classroom programs, safe and welcoming classroom environments, accompanied with the support, resources and strategies which cater for the diverse needs of our students.*
- *Cultural Language & Dance Program*
- *Sporting, Music and Choir Programs*
- *School Art and Cultural Programs*
- *School Aquaponic/Garden Kitchen Program*
- *'You Can Do It', Social Emotional Program*
- *Access to School Chaplaincy Program*

Students Leaving School Site

Any student who is collected by their parents/guardian during the school day must attend the office to complete a Leave Pass, providing a copy to their child's teacher. Alternatively, the office will phone through to the classroom teacher to inform them that the child is being collected. No child can be released from class without authorization/acknowledgement from the administration.

Student Attendance Action

Teacher: Responsibilities

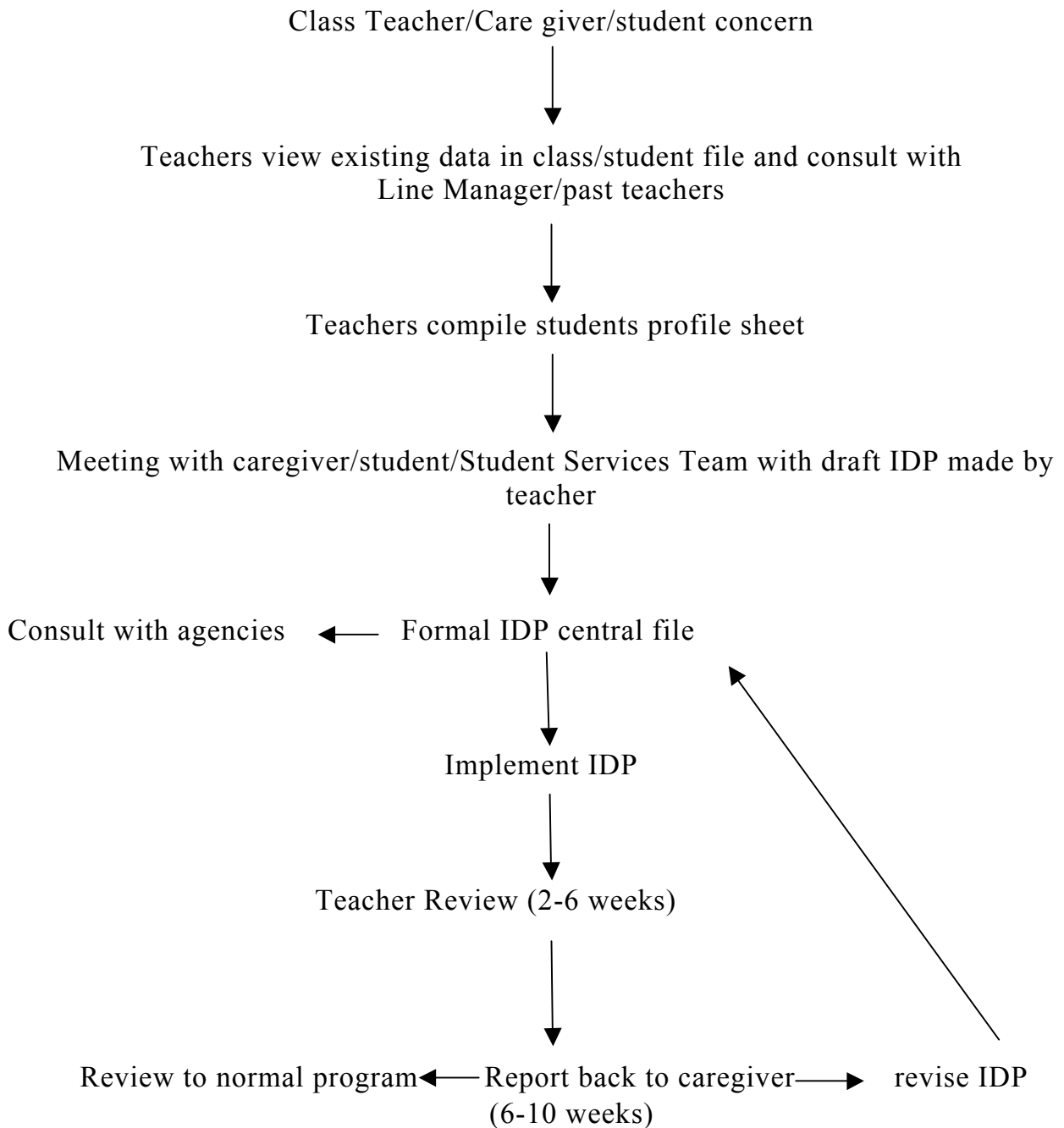
- Electronic Attendance Roll to be taken every day before 9.00am and at 13.00.
- Every student who enters the school will be enrolled for legal reasons and State tracking of students.
- Attendance reviewed, (ie; numbers of enrolments and departures, lates, absentees) each Friday by Deputy Principal.
- Students with unexplained absences and continuous ‘lates’ will have parents contacted either via phone, SMS or letter (standard) requesting reason for absence. If poor attendance is ongoing or no reason is provided then a formal letter for a final reason of absence and a request for a parent – Principal interview will be forwarded. If there continues to be no response or minimal action taken, the student will be forwarded to the Bunbury Regional Education Office’s Attendance Officer for formal action.
- Children not attending for three weeks without any reason or whereabouts will be transferred to *Where-Abouts-Unknown* central tracking system.

Teacher Action: Absentees

- Children who are absent on that day have their name and absence details electronically recorded accordingly
- Once a note or verbal reason provided, these are documented/placed in the class “Absence” file and then noted electronically and attendance details updated.
- Teacher’s are encouraged to contact children’s parents/carers if they first have any concerns with Lates and/or Absences, then addressing these concerns to Admin.

Individual Development

Students Special Needs Process



A GUIDE TO ATTENDANCE INTERVENTIONS

ATTENDANCE PROCEDURE

STUDENT ABSENT from school without adequate explanation.

