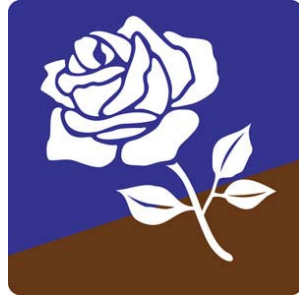


Rosalie Primary School



**STUDENTS AT EDUCATIONAL RISK
POLICY**

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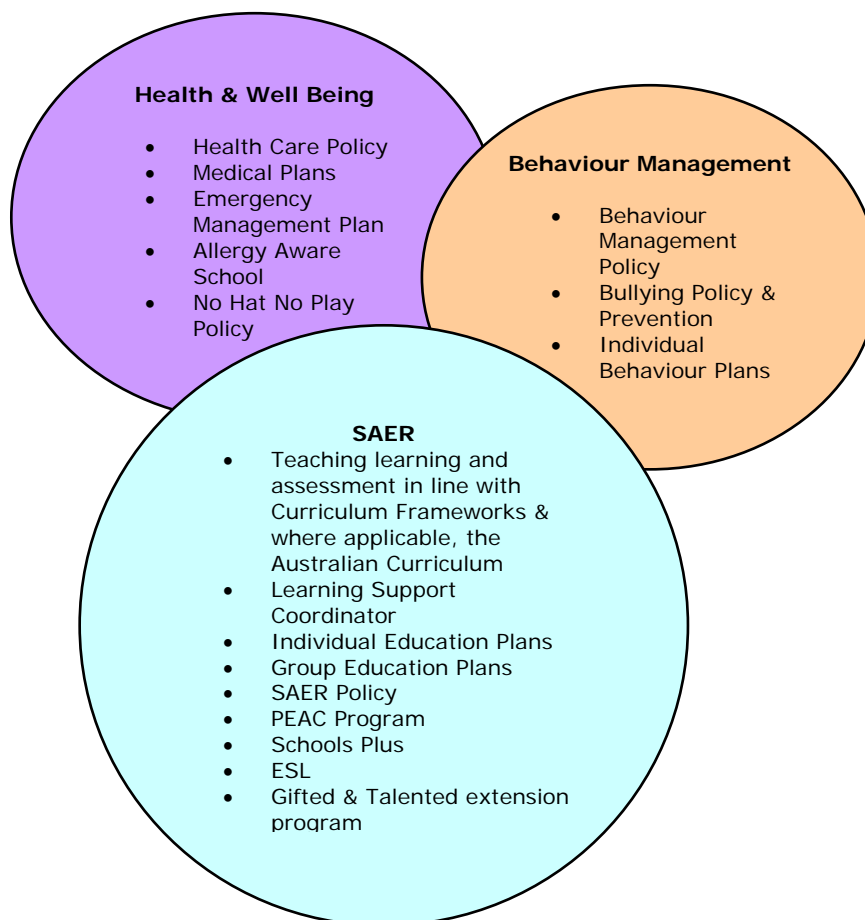
DEFINITIONS

ECE	Early Childhood Education
ESL	English as Second Language
GEP	Group Education Plan
IEP	Individual Education Plan
LSC	Learning Support Co-ordinator
MSE	Monitoring Standards in Education
NAPLAN	National Assessment Programme Literacy and Numeracy
PEAC	Primary Extension and Challenge
SAER	Students at Educational Risk
SIS	School Information System

Policy Statement

At Rosalie Primary School we provide an inclusive, safe and stimulating learning environment that endeavours to meet the needs of the children in our care. We employ procedures for the identification of students at educational risk and provide appropriate educational programs for these children, including gifted and talented students, wherever possible. We are accountable for the educational progress of these students and committed to keeping their parents fully informed of their progress.

Students at Educational Risk are children who are in danger of not reaching their potential or who are not achieving the major learning outcomes at an appropriate rate. It also includes children whose progress or behaviour differs noticeably from past performances or from that of their peers. Students at Educational Risk are children who are under performing or who are not engaged in their schooling.



Key Elements:

- Encouragement of collaborative efforts amongst families, communities, teachers and other professional staff
- Development of procedures and guidelines for teachers to assist in identification and intervention
- Strengthen accountability processes to demonstrate that the needs of identified students are being met
- Dissemination of good practice and support for the extension of good models

ROLES AND RESPONSIBILITIES

For a variety of reasons many students are at risk of not achieving educational success. At Rosalie we aim to meet the needs of all our students.

- **Teachers** are responsible for:
 - the development and delivery of quality curriculum, which is differentiated to meet the individual student's needs
 - using performance data as indicators to inform their programs
 - reporting on the educational progress of students to the principal, parents and students themselves
 - communicating to the principal their own professional development requirements to assist them to meet the needs of students
 - informing the Learning Support Coordinator of any educational concerns they have for children in their class

- **Principals** are responsible for:
 - ensuring that the Students at Educational Risk Policy is implemented throughout the school
 - establishing identification and communication processes that are sensitive to the students' situations and built on mutual respect

- **Students** are responsible for:
 - endeavouring to learn to the best of their ability by:
 - listening to and following directions
 - showing commitment to the completion of tasks set
 - behaving in a manner which is in line with our Behaviour Management in Schools (BMIS) Policy

- **Learning Support Coordinator** is responsible for
 - the development of an inclusive culture within the school
 - consulting and collaborating with teachers to improve learning outcomes for students experiencing difficulty with learning
 - the identification and coordination of Department of Education Support Services and interagency support for teachers
 - the establishment of local and district-based cluster networks to share effective teaching and learning practices and to facilitate successful student transition processes
 - identifying, facilitating and providing appropriate professional learning opportunities for staff
 - providing and sourcing training for colleagues
 - ensuring the effective deployment of support staff
 - facilitating training for parents and volunteers
 - submitting Schools Plus applications
 - ensuring resources are used effectively
 - establishing and maintaining a useful bank of teacher resources and ensuring that they are used effectively
 - assisting teachers with the identification and assessment of students experiencing difficulty with learning
 - collecting and maintaining data and documents related to students experiencing difficulties with learning
 - liaising with the school psychologist re testing, parent conferences and help for teachers

- building and maintaining whole school data in regard to students' welfare and parent concerns
- researching to find information and suggestion for teachers with students experiencing difficulties with learning or who need extension
- keeping the school's administration team informed

PLANNING FOR SAER

Identification

Strategies include:

- Handover files at the start of each year
- Kindy and pre-primary profiling
- Whole School Data documentation and School Review
- NAPLAN & MSE testing Need to be in full when first used
- Results of pre-primary speech screening
- Work samples
- Observation & checklists
- First Cut Progress Profile for Yrs 3-7
- Primary Education and Challenge (PEAC) testing by District Psychologists.
- Observation and ongoing monitoring of performance of children identified as gifted or talented by teachers and/or parents
- SIS (In full) lesson attendance and behaviour records
- Progress in IEPs (in full)
- Diagnostic tests provided by the LSC (in full)
- Accessing documentation/feedback on performance in On Entry PP in full Screening

Curriculum

The school ensures that

- Educational programs are inclusive and differentiated to meet the needs of all children in the class
- The curriculum is relevant and challenging to children at educational risk
- The programs are sensitive to cultural differences and values

Planning for Improvement

The school

- Collects quality data and uses it in the planning cycle
- Adheres to the Assessment and Reporting Policy
- Sets targets that are relevant to students' needs
- Has priorities that address the children's needs
- Provides relevant resources for children at risk

Collaboration

The school

- Establishes processes to facilitate collaboration
- Involves parents in the planning process by inviting them to attend case conferences and signing off the IEPs
- Consults with all relevant outside agencies

The Learning Environment

The school:

- Provides a positive, welcoming environment with a student-centred Approach to learning
- Endeavours to provide quality service and support for students at educational risk
- Provides a shared philosophy about the learning environment and teaching practices

Reporting

The school

- Reviews and adheres to the school's Assessment and Reporting Policy
- Involves parents in the planning, execution and monitoring of students' at risk progress
- Uses ESL progress maps for the first 12 months or as determined for non-English speaking children

Professional Development

The school:

- Uses planning and performance management data to inform staff professional development
- Provides access to professional development support for all school staff

PROCEDURES

Classroom Teachers

- Review previous year's data to compile a class profile and set direction for SAER children
- ECE teachers complete a Literacy/Numeracy Net for each of the children at risk
- PP teachers complete the 'On Entry' testing and speech screening.
- IEPs are developed and signed off by the parents by Week 5 Term 1.
- Plan, implement and review IEP/GEPs at the beginning of each term
- File copies of all IEPs
- Make sure the LSC has information about the students at risk and can update the Whole School Data document
- Refer children to appropriate agencies in consultation with the LSC.
- Attend case conferences and action the negotiated plans.
- Inform parents of concerns and recommend outside agencies for advice.

Learning Support Coordinator

- Works collaboratively with class teachers to identify students who may be at educational risk
- Work collaboratively with the class teachers to develop IEP/GEP's for those students at risk.
- Convenes case conferences when they are requested by the teacher or the parents
- Keeps the Whole School Data document updated
- Files copies of any tests, IEPs, etc
- Provides resources to teachers with SAER children in their class
- Makes applications to Schools Plus for funding
- Organises extension program and EA (special needs) timetable
- Liaises with the School Psychologist

SCHOOL PSYCHOLOGIST

- Collaborates with staff to improve student learning outcomes
- Liaises with parents to discuss relevant concerns
- Provides expert knowledge of learning difficulties to the whole staff
- Attends case conferences.
- Makes recommendations to the class teacher and LSC on how best to help the students at risk.

MANAGEMENT PLAN FOR STUDENTS AT EDUCATIONAL RISK

Concerns Identified by School Staff or Parents

Concerns discussed with LSC and any other appropriate people e.g. previous teachers.
 Do a background check on Whole School Data and record.
 Seek advice from School Psychologist if appropriate.
 Case Conference with teachers, parents & LSC and when necessary School Psychologist. Referrals need to be signed by all parties.
 An IEP/IBP plan is developed and documented by relevant stake holders and signed by parents. Average time for a plan is 10 weeks. A copy is placed on the 'S' drive and a hard copy in the SAER file in the Assistant Principals' office.

