

Students at Educational Risk Policy 2016

Aims

- A. To ensure all students develop the knowledge, skills and confidence to achieve their individual potential
- B. To identify all students at educational risk
- C. To address the needs of a student at educational risk in a timely, collaborative and personal manner
- D. To involve families in processes to identify and assist students at educational risk

Definitions

- A. **Student at educational risk** - those students who may be at risk of not achieving major learning outcomes of schooling to levels which enable them to achieve their potential.
- B. **Risk Factors** - Risk factors impact on individual and groups of students at educational risk. Irregular school attendance, apart from being an indicator of other forms of risk, is a critical factor that can impact on student engagement, educational achievement and social integration within the school community. Other risk factors may include, but are not limited to: socio economic status, family structures, medical/biological/genetic/cognitive factors, environmental factors (school, family and community), cultural and linguistic diversity (CaLD), and geographic location.
- C. **Documented Plan** - An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms, including:
 - Individual Education Plans (IEP);
 - Group Education Plans or Response to Intervention Plan (RTI)
 - Collaborative Action Plan (CAP);
 - Risk Management Plans (RMP).

Principles

- A. Principals and teaching staff will develop and implement clearly defined strategic plans and processes, using a range of evidence-based procedures that enable the early identification of students who may be at educational risk.
- B. The collection and analysis of quality data will be utilised to identify students at risk, to track progress and to evaluate targeted intervention programs.
- C. Cumulative records of all documented plans, across years of schooling, will be stored confidentially for each student in handover files

- D.** Information will be communicated to parents regularly to ensure they are aware of student progress
- E.** An interagency and collaborative approach will be implemented where support from outside agencies will be sought
- F.** Records of all professional reports and communication will be stored confidentially in student handover files
- G.** Clear procedures for handover to new staff will be defined within this policy
- H.** Professional development will be provided to ensure that staff possess the knowledge and skills to identify at risk students, track progress, make curriculum adjustments and review intervention strategies.

Responsibilities

A. Council

1. Monitoring and revising this policy as needed

B. Coordinator

1. Manage allocated resources to address the diverse needs of all students at risk.
2. Support and monitor class teachers in fulfilling the responsibilities of this policy.
3. Ensure that teaching staff provide necessary teaching and learning adjustments
4. Ensure accurate and detailed records are kept of communication with families, Allied Health Professionals and student progress
5. Lodge Nationally Consistent Data Collection within reporting timeframes
6. Source relevant Professional Development
7. Collect data to assist Whole School Planning sessions
8. Provide opportunities for teaching teams to meet and plan collaboratively and relief for teaching staff to meet with professionals.
9. Encourage communication of issues pertaining to students at educational risk to all teaching staff to ensure collaborative approach to intervention
10. Provide sufficient induction to new staff to ensure they are supported to identify students at educational risk and track progress and they have all materials required to develop documented plans
11. Coordinate appointments and maintain relationships with Allied Health Professionals such as Educational Psychologists.
12. Communicate all information relayed via Allied Health Professionals to teaching staff
13. Support families of children who are at risk and refer them to professional agencies where necessary
14. Develop reporting methods that accurately describes student progress

C. Class Teachers

1. Address the needs of students in their class at educational risk, according to the principles of this policy.
2. Conduct regular monitoring of student progress.
3. Develop reliable and valid procedures to profile and identify students at educational risk.
4. Develop Documented plans for every student identified as "at risk"
5. Participate in Professional Development and professional reading
6. Deliver systematic, targeted intervention and monitor for progress; adjust teaching programs based on formative and summative assessment
7. Collaborate with and report progress to parents
8. Set goals with students
9. Prepare timely reports for parents, colleagues and administrators
10. Collate records for student handover files
11. Support teaching staff, volunteers, relief staff to accommodate students at risk
12. Monitor and adjust the learning environment and strategies to meet the needs of individual students.

D. Support Staff

1. Support class teachers in developing a plan for students at educational risk, contribute own knowledge and observations, and be aware of students in the school who are at risk.

E. Families

1. Provide all relevant information to the school about their child
2. Be involved in strategies for assisting their child to learn and be engaged at school
3. Attend quarterly review meetings

Related Legislation

- A. School Education Act 1999
- B. School Education Regulations 2000
- C. School Curriculum and Standards Authority Act (WA) 1997
- D. Disability Discrimination Act 1992
- E. Disability Standards for Education 2005
- F. Equal Opportunity Act (WA) 1985

Related Kerry Street Documentation

- A. Values and Philosophy

B. Policies including:

1. Behaviour Guidance Policy
2. Attendance, Illness and Truancy Policy
3. Curriculum Planning and Review of Student Learning
4. Curriculum Policy
5. Exemption from Particular Classes Policy
6. Homework Policy
7. Reporting to Parents Policy
8. Non-discrimination Policy
9. Child Protection Policy

Contact Person

Enquires relating to this policy should be directed to the School Coordinator or the Council President.

Breaches of this Policy

Any breach of this policy may result in disciplinary action up to and including termination.

Attachments

- A. Procedures for Intervention
- B. Individual Educational Plan Template
- C. Collaborative Action Plan Example

Authorisation and Review

- A. This policy was authorised by the Kerry Street Council on January 2005
- B. The specific procedures described in this policy are being trialed and will be reviewed in term 4, 2005
- C. Policy reviewed by meeting of staff and council on 13/1/06
- D. Reviewed in Aug 2012
- E. This policy was reviewed September 2012
- F. Reviewed and Authorised by council February 16th 2015
- G. Reviewed 16-09-2016
- H. To be reviewed Dec 2019

Helen Sugars Duff

Students at Educational Risk Policy 2016 - Attachment A

Procedures for Intervention

- A.** Discussion with parents about student needs, on enrolment application and as concern develops; ongoing regular contact with the family is expected.
- B.** Any previous assessments available will be reviewed.
- C.** Discussion with staff members, particularly the Coordinator, will be ongoing, for support, mentoring and to create a cooperative approach within the school.
- D.** Access to outside agencies for information, advice or recommendations, and professional development is recommended. This includes previous schools if relevant.
- E.** Assessment will be made of the student's progress. Suggested methods include: Sutherland Phonological Awareness Test, Letters and Sounds Screening Tools, PM Benchmarks, Informal Prose Inventory, Australian Spelling Test, Curriculum Achievement Standards, Standardised Tests, Maths Assessment Interviews, SENA testing, Miscue Analysis, Literacy Net, NAPLAN data, anecdotal records and teacher observations and checklists.
- F.** A Documented Plan will be developed for Student's at Educational Risk.
- G.** Response to Intervention proformas will be developed for planning for Groups.
- H.** Planning proformas are supplied to staff in the Staff Induction Manual and in the Shared Teacher drive
- I.** Regular monitoring and recording of incidents, development, assessments, and profiles will occur, with all records kept in the student's confidential handover file. These records will remain the property of the school and will be utilized as handover documentation between teaching staff and for parent/teacher meetings.
- J.** Quarterly reviews of the Student's progress towards Goals and Targets recorded in the Documented Plans will be documented and reported to parents.
- K.** Within two weeks of the commencement of each term, a case conference will be held with Student's parents to review Plans and to set new goals and targets. Education Assistants and relevant Allied Health Professionals will be invited to attend where appropriate.
- L.** Students will be involved in the Goal Setting and Review process.

Students at Educational Risk Policy 2016 - Attachment B

Individual Educational Plan Template

Written by (Teachers Name)



Individual Education Plan

Student Profile

Name:

Start Date of IEP: _____

Date of Birth:

Year:

Class Teacher:

Support:

Student's Strengths and Needs

Areas of Strength	Areas of Need

Assessment Data

Date	Professional	Observation / Assessment	Comment
Summary of Level of Performance			

People involved

Name	Role	Signature and Date	Review Signature and Date	Review Signature and Date

Term X, 201X. (Student Name)

Written by (Teachers Name)

Background Profile

	<u>Siblings / Family</u>
	<u>Interests / Hobbies</u>
	<u>Attendance</u>
	<u>Health</u>
	<u>Co-ordination</u>
	<u>Behaviour</u>
	<u>Interactions</u>
	<u>Self - Esteem</u>
	<u>Attendance to tasks</u>

Services checklist

- Sight Tested
 - Hearing Tested
 - Referrals?
-

Term X, 201X. (Student Name)

Written by (Teachers Name)

Learning Profile

Language Skills

	<u>Oral Language/ Communication Skills</u>
	<u>Comprehension</u>
	<u>Phonological Skills</u>
	<u>Reading Fluency</u>
	<u>Spelling</u>
	<u>Penmanship</u>
	<u>Task related Writing</u>
	<u>Creative Writing</u>

Term X, 201X. (Student Name)

Written by (Teachers Name)
Mathematics Profile

	<u>Place Value</u>
	<u>Mental Arithmetic</u>
	<u>Algebra</u>
	<u>Addition and Subtraction of whole numbers</u>
	<u>Multiplication and Division of whole numbers</u>
	<u>Problem Solving</u>
	<u>Tables Memorisation</u>

Term X, 201X. (Student Name)



Individual Education Plan – Name

Long Term Outcome	Short Term Target/s	Time Frame	Curriculum Adjustments	When / Where / Who	Assessment	Evaluation
			•			
			•			
			•			

Term x, 201x: (Student Name)

Written by Teacher's name

			.			
			.			

Additional Comments:

Parent Date and Sign _____

Teacher Sign and Date _____

Review Date _____

Term x, 201x: (Student Name)



Collaborative Action Plan

Student:

Date:

<u>Skill</u> <i>See Assessment of lagging skills and unsolved problems</i>	<u>Unsolved Problem</u>	<u>Needs</u> <i>See NVC documents: Needs and Feelings Inventory</i>	<u>Limits</u>	<u>Strategies</u>