

# Students At Educational Risk Policy 2014

## **Rationale**

Use a range of external and internal agencies to develop strategies to provide support for identified students who are experiencing difficulties in learning.

## **Outcome**

To maximise student learning (Department Policy).

## **Process**

1. Students are identified at risk due to
  - a) poor achievement
  - b) poor attendance
  - c) medical issues
  - d) learning difficulties
  - e) behaviour issues
  - f) Talented and Gifted Students (TAGS)

These students are identified, monitored and reviewed through the school planning process. Assessment data such as NAPLAN results, Diana Rigg PLD, On-Entry, SOCs (Screen of Oral Communication Skills), CARS and STARS, PM Benchmarks, CAMS and STAMS, One Minute Maths Test, SA Spelling Test and the Waddington Reading Test will be used.

2. Relevant Individual Education Plans, Group Education Plans, Behaviour Management Plans, Risk Management Plans are developed for the student(s) with Educational Assistance, Students At Educational Risk (SAER) Coordinator, OT, School Psychologist, AIEO, SBAO as required and STAR (Specific, Timely, Achievable/Accountable, Relevant/Realistic) Targets.
3. Parents are fully involved in the process and are given a plan to sign.
4. The Plan is reviewed at the stated interval and the student(s) progress reassessed.
5. Appropriate plans are developed and the cycle continues if the targets are not met. If targets are met, the student may no longer require a plan.

## **Responsibilities**

### **The Principal or his / her representative shall:**

- Ensure that SAER are identified, monitored and reviewed through the school development planning process. Ensure that records move with the student to progressive grades and to other schools to allow for continuity of educational programs and update school data annually (sample files).
- Monitor the effectiveness of intervention programs.
- Liaise with teachers, parents, school psychologists and other professionals to improve learning outcomes for SAER.
- Provide support and PD for all staff, based on the identified needs of SAER.
- Coordinate case conferences as needed/necessary.
- Ensure that the student has a file in the filing cabinet for signed plans. Colour co-ordinate for ILNPP (Improving Literacy and Numeracy National Partnership) to indicate different plans.
- All plans to be saved in the 's' drive under student file path.

### **SAER/LSC (Learning Support Coordinator) shall:**

- Co-ordinate services of external agencies for teachers.
- Collate relevant SAER data and up-date SAER files at the end of the year.
- Keep the SAER files until the end of the year.
- Distribute SAER info to the teachers at the beginning of the year.
- Collaborate with classroom teachers to plan IEP for identified students as requested.
- Review IEP before sending home.
- Liaise with Deputy on a regular basis.
- Assist teachers to develop Transition Plans (if necessary).

### **Classroom teachers shall:**

- Monitor and record student progress on a regular basis. This process may include: teacher observation, records, work samples, checklists, standardised tests, curriculum based assessment, timed reading and specialised assessment from other professionals.
- Notify parents as soon as there is any indication that their child's achievement levels or rate of work differs noticeably from past performance or is significantly different from his/her peers.

- Select appropriate teaching strategies to support further development.
- Integrate SAER curricular into class program.
- Place identified students on an IEP. Teachers, parents relevant professionals and, where appropriate, the students will be involved collaboratively in the implementation of the IEP.
- Place student's signed IEP in the Office Filing System.
- Liaise with LSC and Deputy Principal if they would like a child to be considered for intervention (Psychologist, Speech Therapist or Occupational Therapist).
- Regularly inform parents and teachers about child's intervention program.
- Regularly update student's file path.
- Keep IEP files for the identified students.
- Develop a transition program for their SAER student(s) for the beginning of the next year and with the High School as needed.
- Collaborate with Educational Assistant/ Aboriginal Islander Educational Officer and parents in creation of plans.
- All parent contact to be recorded in Integris.

### **Procedures**

- Each SAER student is to have an IEP file that contains
  - IEP's
  - specialist reports

### **Monitoring and Review**

This policy will be review within two years and maintained by teaching and administration staff

This policy was ratified by staff on 13/10/2014.

This policy was ratified by the School Board on 27/11/2014.

Room:

Year:

Teacher:

Implementation Date:

Review Date:

Current Ability	Target	Strategies (including frequency of strategies)	When	Who	Monitoring/ Evaluation

Evaluation Key

• Target not achieved

– Showing progress

✓ Target achieved

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

EA: \_\_\_\_\_