



Greenmount Primary School
Learning Side By Side



STUDENTS AT EDUCATIONAL RISK POLICY



Rationale

Students come to school with a variety of educational needs. It is recognised that a range of influences impact on student learning, including environmental, physical and social factors. In recognising these influences and identifying the specific needs of students, GPS staff will develop, implement and monitor programs to support those students identified 'at educational risk' achieve their potential.

Definition

Students identified as being 'at educational risk' may be those students:

- ✓ Who have an identified disability of 'special need'
- ✓ Whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of peers
- ✓ Who are underperforming
- ✓ Who are not engaged in their schooling

Policy

Through the SAER process students at GPS will be identified, supported and monitored. In this way learning programs will cater for those 'at risk' students and promote each student's potential.

Greenmount Primary School staff:

- Will implement defined procedures for the identification of students at educational risk
- Will develop with key 'stakeholders' appropriate educational, behavioural or social skill programs for individuals and groups of students at risk
- Will be accountable for the educational progress of individuals and groups of students at risk

Identification

GPS has clearly defined processes for the early identification of students at educational risk from K to Year 6. Monitoring student progress on a regular basis will identify those students whose performance is a concern.

Information is gathered from:

- Screening of Communication Skills (KAT) Kindy
- On Entry Assessment PP – Year 1
- NAPLAN—Year 3/Year 5
- In School cyclic assessment
- PEAC assessment
- Professional judgement by teachers
- Relevant reports from psychologists, outside agencies
- SEN Plans
- Parent interviews/concerns

Individual Educational Program

An identified student whose profile indicates a significant delay in development, or is in the care of CPFS, will have an SEN Plan as required by the Department of Education. This plan will be designed in consultation with the classroom teacher, parent/carer, SAER coordinator and where appropriate, School Psychologist or outside agencies.

Procedure

1. Identify student at risk
2. Collect Data
3. Submit *Student Services Referral Form*—Coordinator determines actions

Copies of all plans are placed in Central Student files

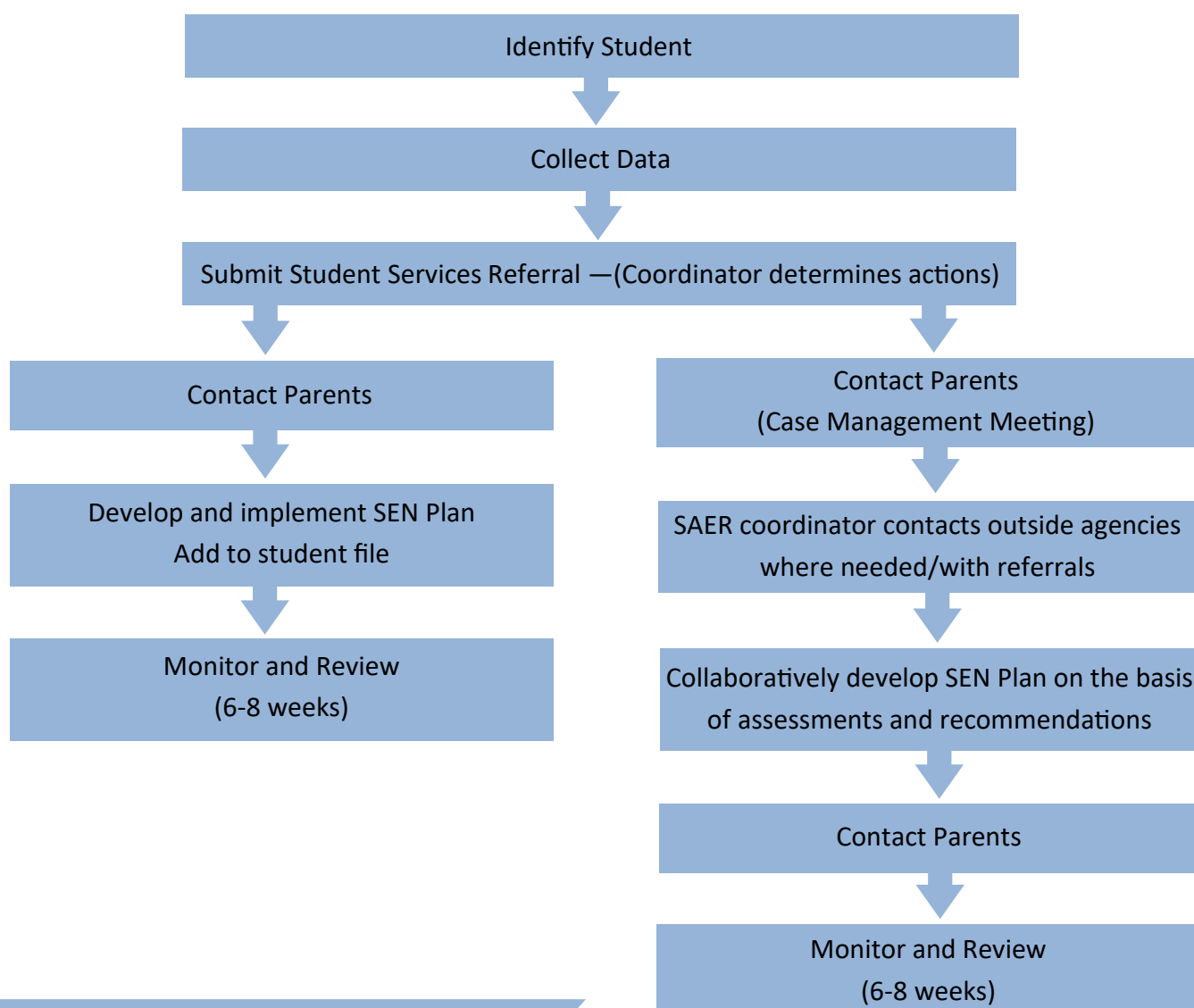
All students with an IEP will also be identified electronically in Integris and entered on the school's data base.

Confidential reports from School Psychologist or outside agencies will be kept in secure file in Associate Principals' office.

Assessment and Reporting

Effective reporting provides key stakeholders with meaningful information and monitoring of student progress and achievement. For students achieving an 'E' grade in key learning areas on bi annual reports, information of progress and achievement will be supported through IEP documentation. The use of SEN reporting supports appropriate and meaningful information for some students with special needs.

Intervention Pathways



Responsibilities

Classroom Teachers

- Review student information available; Assessment Profile, SAER profile, RTP, SEN, colleagues
- Discuss concerns over underperformance or behaviour of student with Coordinator
- Collect data as evidence of area of need
- Discuss concerns with parents/carers and Associate Principal SAER
- Implement Individual Education or Behaviour Plan in consultation with key stakeholders
- Monitor and review student performance and progress
- Keep parents/carers informed

Associate Principal—SAER

- Liaise with parents regarding concerns
- Record teacher/parent concerns and data onto student profile
- Liaise with School Psychologist and outside agencies
- Coordinate collaborative data gathering
- Collaborate with key stakeholders and/or classroom teachers in developing SEN Plan
- Oversee documentation and recording in Case Management and Student Files
- Schools Resourcing applications

Administration

- Oversee implementation and monitoring of educational programs for students at risk
- Enable effective use of resources to facilitate intervention and support programs
- Report to school community and DoE on educational outcomes of students at educational risk
- Coordinate collaborative data gathering and reviews of student progress