

KAPINARA PRIMARY SCHOOL

STUDENTS AT EDUCATIONAL RISK POLICY

RATIONALE

At Kapinara our aim is to create a learning environment that is responsive to and supports the needs of students at educational risk (SAER)

The school environment conveys messages to students, their families and to professional colleagues. These messages include how an individual is valued and the way in which an individual is expected to behave. An environment that is welcoming, encouraging and offers support is an environment which promotes effective teaching and learning for all students.

DEFINITION OF STUDENTS AT EDUCATIONAL RISK

Students at educational risk are those students not achieving their major learning outcomes, and thus their full potential. They are students whose performance or rate of progress has changed dramatically, those who are underachieving and those not participating in schooling.

Signs that a child is *at risk* may include:

- Significant changes in behaviour and performance
- Anxious or unhappy appearance
- Not attending or fully participating in school
- Not getting along with teachers and friends, and
- Noticeable changes in achievement level or rate of progress, or marked difference from peers.
- Continual low performance – tagged at below benchmark

The four key factors for achieving successful outcomes for students at educational risk are:

- IDENTIFICATION
- CONSULTATION AND PLANNING
- DATA COLLECTION AND ANALYSIS
- ROLES AND RESPONSIBILITIES

IDENTIFICATION

A student who is considered 'at risk' is one who is likely not to realise their learning potential within the school setting.

- Early identification K-1 will be a focus of the class teacher and the SAER co-ordinator.
- Children are identified as being 'at risk' in the following areas – emotional, behavioural, social and academic.
- People involved in the assessment of an 'at risk' child are teachers, parents, school psychologists, and specialised assessment made through referrals or consultations with other professionals e.g. Doctors, speech pathologists, occupational therapists
- Identification is ongoing in all years.
- Identification is made from system and school based assessment tools, teacher and parent observations and feedback.
- Classroom teachers and testing should also identify children with special needs such as English as a second language and gifted and talented children who are underachieving (ref Gifted and Talented policy).

PLANNING FOR IMPROVEMENT

- Individual education (IEP) and behaviour (IBP) plans must be developed for students who need significant modification to the classroom program (learning difficulties and extension). Proformas - Appendix 1 and Appendix 2
- Intervention strategies are planned according to student needs and individual goals. These goals must be measurable, manageable, monitored and modified if necessary.
- For students to meet expectations, they must experience success related to their goals.
- Teacher collaborates with SAER coordinator and parent to discuss the IEP/IBP to ensure that students, parents and teachers work together.
- Staff regularly monitor and evaluate the IEP. SAER meetings, case conferences and interviews to be conducted to assist collaborative planning and reviewing.

COLLABORATION

- Teachers collaborate with the SAER coordinator, teachers in the same year level, past teachers and other specialists e.g. speech pathologist, school psychologist to write the I.E.P. as needed.
- The **FORMAL** process is to firstly discuss issues with the SAER coordinator. The SAER coordinator determines if the school psychologist will be involved. However all staff have access to the school psychologist to discuss concerns about students.
- Regular collaboration meetings must occur throughout the year between teachers, parents, SAER coordinator, school psychologist and other specialists where necessary. It is the responsibility of the SAER coordinator to set and lead these meetings (Appendix 3)
- The SAER coordinator will inform the Principal of any concerns.

DATA COLLECTION AND ANALYSIS

- Teachers collect quality data and use it in the planning cycle.
- Students must have a profile completed by the class teacher before they are considered at risk.
- Individual student profiles are kept private and confidential and accessed through the SAER coordinator, Principal and school psychologist.
- All professional records are kept in confidential files
- IEP's to be maintained by classroom teachers. They are to be saved to S:\850\SAER
- Records maintained by teachers must include all relevant information, e.g. school history, assessment, structured observations, work samples and previous intervention information.
- At the end of each year teachers must hand over files and collaborate with the next year's teacher. The school will provide time for this to occur.

REPORTING

- Staff are to adhere to the school's Assessment and Reporting Policy.
- Staff are to be involved in the planning, execution and monitoring of the student's at risk progress.

- Parents of identified students are to be kept informed through agreed processes and timelines.
- All parents of identified students are to be prioritised for meeting early in term one (ref Reporting Policy)
- Parents of students whose IEP is different from the program being run in the rest of the class may select alternative reporting formats

PROFESSIONAL DEVELOPMENT

- Professional Development for teachers is carried out as required.
- New staff are made aware of the school's policy and procedures for 'at risk' students.
- Time is provided for teacher collaboration and networking.

Appendix 1 – IEP Proforma

Appendix 2 – IBP Proforma

Appendix 3 – SAER Meeting recording sheet

ENDORSEMENT

We, the undersigned, hereby certify that this document was ratified at the Kapinara School Council meeting of

_____ 8/11/12. _____

KAPINARA SCHOOL COUNCIL CHAIR

_____ *Brian Kelly* _____

NAME Brian Kelly

KAPINARA SCHOOL PRINCIPAL

_____ *Jane Rowlands* _____

NAME JANE ROWLANDS

MANAGEMENT PLAN FOR STUDENTS AT EDUCATIONAL RISK

Concerns identified by school, staff or parent.
Concerns- emotional, behavioural, social or academic.

Profile completed by class teacher—following check on Whole School Data, classroom assessments, anecdotal records, observations and collection of work samples.
Concerns discussed with SAER coordinator and any other appropriate people eg parents, previous teachers.
Appropriate testing (academic) conducted by SAER coordinator.
Case conference with teacher/s, parents and when necessary School Psychologist.
Referrals need to be signed by all parties.
An IEP/BMP plan is developed and documented by relevant stake holders and signed by parents following case conference attended by teacher, parents, school psychologist (if necessary) and SAER coordinator.
A copy placed on the 'S' drive and a hard copy in the individual students' SAER file in the locked filing cabinet in the Interview room.

