



SOUTH PADBURY  
PRIMARY SCHOOL  
Pursuit of Knowledge and Friendship

# SOUTH PADBURY PRIMARY SCHOOL

## STUDENTS AT EDUCATIONAL RISK POLICY



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### Rationale

South Padbury Primary School endeavours to meet the individual needs of all students in order that they have the opportunity to attain their potential through a curriculum that is consistent with the principles of teaching, learning and assessment in the Curriculum Framework.

### Definitions

We define Student at Educational Risk (SAER) to be any student who requires extra support to achieve to his/her full potential.

Case Management Plan – Curriculum Differentiation

Individual Education Plan (IEP) – Students requiring broader interagency support.

### Identification and monitoring

Identification of students at educational risk will commence in the Kindergarten year and continue throughout the primary years at South Padbury Primary School. Teachers use a variety of tools and resources to identify and monitor students at educational risk.

At South Padbury Primary School these may include:

- Teacher observations and anecdotal records
- Teacher class records
- Work samples
- Information from parents/caregivers
- Whole school MIS data collection information
- Phonological Awareness testing
- On Entry testing
- NAPLAN data for Years 3 and 5
- First Steps Literacy
- First Steps Numeracy
- First Steps Maps of Development
- EAL/EAD Maps of Development
- Standardised tests
- School psychologist reports and testing
- Attendance records
- BMIS information
- External support agency and therapists' reports.

### Whole school strategies

A whole school SAER database will be maintained by the SAER coordinator. Collaborative DOTT time will enable teachers to share ideas and resources for students at risk. SAER information will be used when class lists for the following year are being planned. These students will be highlighted on the class lists. Time will be allocated during the last School Development days each year for 'Handover' of all Disabilities Resourcing students to take place. Transition of students with autism will occur during Term 4 of each year. A student contact card will be inserted into each student's record file and maintained by classroom teachers.



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These must be updated during or immediately following parent contact, including phone conversations. Students with an IEP, BMP, CMP or EAL/EAD profile can be easily identified by the teacher through the use of a folder which can be found in the student's file.

### **Class strategies**

Teachers will use a variety of strategies for students at educational risk, including:

- Develop a class profile of SAER. To be completed and an electronic and hard copy to be forwarded to SAER coordinator by end of Week 3, Term 1.
- Develop a plan for each SAER. Any student who is allocated a D or E for student achievement will be on a CMP. IEP for students with more complex needs.
- Ensure meetings are held with the parents/caregivers of students who have been placed on IEP's/IBP's. Initially, these will occur by Week 8 of Term 1.
- Plans will be regularly updated and signed as needed. Ongoing feedback will be given to parents/caregivers, as required.
- IEP'S for students requiring interagency support
- Individual and Group CMP's for curriculum differentiation
- Individual Behaviour Plans □ Teachers and Special Needs Assistants will meet with parents/caregivers and complete a 'Learner Profile' for students with Autism Spectrum Disorders (ASD's). This will take place before end of Week 3, Term 1.
- Teachers are to make a copy of the Learner Profile and matrix for specialist teachers. A copy of the Learner Profile is also to be placed in the classroom relief folder.
- Teachers and Special Needs Assistants will meet with parents/caregivers and complete a 'Learner Profile' for all Disabilities Resourcing students. This will take place before end of Week 3, Term 1.
- Present an inclusive curriculum that reflects and utilises community needs, values and expectations.
- Educational planning programs reflect the level of the student's development
- Provide opportunities for students to set goals, self-reflect, negotiate the curriculum, self-assess, work collaboratively, integrate learning areas, use technology and solve problems.
- Collaboration with parents/caregivers and other agencies
- Liaison with the school psychologist
- Liaison with other agencies, as appropriate
- Ensure classroom extension is provided through learning centres, peer tutoring, challenge centres, talent search activities, competitions, mentors, TAGS groups.
- Peer mediation
- Buddy classes
- Early intervention strategies
- Instructional strategies including cooperative learning strategies, graphic organisers and multiple intelligences.

### **Evaluation and assessment**

The progress and educational outcomes of SAER will be carefully monitored using the following strategies:

- Review and tracking procedures
- South Padbury's reporting and assessment policy
- SAER hand-over and information sessions with teachers at the beginning of each year, time will be allocated during the first School Development Days
- PEAC feedback
- NAPLAN Testing as indicated in the schools MIS cycle



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- Observation and anecdotal records
- Psychology records, assessments and case conference notes
- Modified programs are to be revised in an ongoing manner throughout the term
- Evidence to support learning programs will be collected by the classroom teacher in an ongoing manner
- Planning for future action will be based on the analysis of the effectiveness of the program/s
- Collaborative staff/admin discussions at performance management meetings will review programs and student progress.

### Reporting student progress

When reporting to parents the school will;

- Report to parents informally using a variety of methods, such as information sessions, discussions, interviews, conferences and communication books.
- Provide written reports - twice a year reporting to parents which reflects the intent of the Department's Curriculum, Assessment and Reporting Policy.
- Moderation and common assessment tasks - twice a year in Literacy and Numeracy. Tasks will be moderated against expected standards within teaching teams.
- Pre-Primary and Kindergarten reports will be sent home twice a year.
- National Assessment Program Literacy and Numeracy (NAPLAN) Tests results for students in years 3 and 5 will be given to parents.

### Professional Development

In providing quality staff to teach Students at Educational Risk the school will;

- Make provision for relevant staff to undergo professional learning related to enhancing the outcomes and education of SAER
- Ensure that thorough handover sessions are provided for teachers who have SAER in their classes. Learner profiles must be completed for ASD and Disabilities Resourcing students in consultation with all stake holders (class teacher, parent, teacher assistant etc.) The teacher will participate in a structured handover organised by the SAER coordinator.
- Access the school's psychologist and other outside agencies when required to provide further assistance for staff.
- Deploy Education Assistants through the Disabilities Resourcing Program to ensure that the needs of SAER are equitably addressed and adequately resourced.

### Interagency and collaborative approach

- Teachers, parents/caregivers, relevant professional and the student are key stakeholders and, where appropriate, should be involved collaboratively in planning and decision making to achieve improved outcomes for students at risk.
- When an IEP is devised by the classroom teacher, a parent/teacher interview will take place to inform parents of the goals of the IEP, develop any further goals deemed appropriate and establish shared responsibilities.
- The SAER Coordinator will be responsible for the implementation, monitoring and review of the school's SAER Policy.



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