

# CURRAMBINE PRIMARY SCHOOL STUDENTS AT EDUCATIONAL RISK POLICY AND PROCEDURE

## DEFINITION

A Student at Educational Risk is any student who is not performing to their academic, emotional, social or behavioural potential.

## RATIONALE

In order to successfully educate students' at educational risk a formalised identification, tracking and monitoring process must be established and implemented across the school.

## PURPOSE

To ensure that students at risk of not achieving their potential are identified and appropriate measures are implemented.

## GUIDELINES

1. Identification – CPS has clearly identified processes for the early identification of Students at Educational Risk.
  - a. Achievement below the benchmarks in the Whole School Literacy and/or Numeracy Assessments, NAPLAN, On-entry Assessments or Reporting to Parents.
  - b. Teacher or parental concerns raised as per the SAER guidelines
  - c. The need to communicate information regarding a disability or medical condition
  - d. Other agencies
2. Provision – CPS uses performance data and intended educational outcomes as the key elements of planning for Students at Educational Risk.
  - a. Case Management Plan
  - b. In class assistance
  - c. Modified programs
  - d. Student Needs Summary
3. Monitoring and Reporting – CPS collects and provides meaningful information to assist planning to improve learning outcomes and report on the progress of Students at Educational Risk.
  - a. Review of Case Management Plans
  - b. Review of student performance in Whole School Literacy and/or Numeracy Assessments and NAPLAN Assessments
  - c. Teacher observations
  - d. Parent conferencing
  - e. Other agency reports
  - f. Written reports
  - g. Absentee tracking
4. Class Profiles– All classes will have a profile which provide information for the teacher the following year. Teachers will update the profiles with admin staff managing the transition process for the new class structure each year. The document will identify areas of concern including children on a CMP, PM Benchmark scores, NAPLAN bands and On Entry results.
5. Annual Handover Process—Staff will meet with colleagues to conduct a handover process in Week Nine at the final staff meeting of the year. The following information will be provided to staff during the process ;

**Pre Primary** Report Summary for each child / Class Profile / Letter –Sound Checklist / Sight Words Checklist / Writing sample / Maths Tracker / Case Management Plans—with evidence of achievement / Progress Maps

**Year One** Report Summary for each child / Class Profile / Letter –Sound Checklist / Sight Words Checklist / Final PM Benchmark Assessment and tracking form / Maths Tracker / Writing sample / Case Management Plans—with evidence of achievement / Progress Maps

**Year Two** Report Summary for each child / Report Summary for each child / Class Profile / Final PM Benchmark Assessment and tracking form / Writing sample / Sight Word Checklists for selected students / Case Management Plans—with evidence of achievement / Progress Maps

**Year Three** Report Summary for each child / Profile / Final PM Benchmark Assessment and tracking form / Persuasive Writing Example / Case Management Plans—with evidence of achievement / Progress Maps

**Year Four to Six** Report Summary for each child / Profile / Final PM Benchmark Assessment and tracking form / Case Management Plans—with evidence of achievement / Progress Maps

Associate Principals may identify students who require a specialised transition and manage such arrangements with the appropriate staff. This could include social stories, visiting the new teacher and class or parent meetings.

Staff will be provided with the opportunity to conduct handover discussion during the staff meeting in Week Three of the new year to further clarify student needs.

## **CONCLUSION**

This policy is to operate within the guidelines of other school policies. Meeting the needs of Students at Educational Risk is a whole school responsibility that is reflected in school planning.

# CURRAMBINE PRIMARY SCHOOL STUDENTS AT EDUCATIONAL RISK TIMELINE

Term	Week	Action	Comments
1	1-6	CMP	Teachers to implement strategies outlined in CMP from previous years teachers.
	6	CMP	New CMPs developed for all identified SAER children, both existing and new students. Copies emailed to Line Manager. Teachers to meet with parents to discuss and sign new CMP.
2	6	CMP Reviews	CMP reviewed for all identified SAER students. New students added as required. Copies emailed to Line Manager and parents.
3	6	CMP Reviews	CMP reviewed for all identified SAER students. New students added as required. Copies emailed to Line Manager and parents.
4	6	CMP Reviews	Detailed CMP created to hand over to next years teacher. Copies emailed to Line Manager and parents.
	9 & 10	Transition Handover	In lieu of team meetings teachers to organise a hand over of the SAER information and CMP to the following years teacher.

# CURRAMBINE PRIMARY SCHOOL STUDENTS AT EDUCATIONAL RISK ACTION PLAN

