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 or On-entry Assessments
   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
   e. Educational Focus Form
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

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Action</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-6</td>
<td>CMP</td>
<td>Teachers to implement strategies outlined in CMP from previous years teachers.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>CMP</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>CMP Reviews</td>
<td>CMP reviewed for all identified SAER students. New students added as required. Copies emailed to Line Manager and parents.</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>CMP Reviews</td>
<td>CMP reviewed for all identified SAER students. New students added as required. Copies emailed to Line Manager and parents.</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>CMP Reviews</td>
<td>Detailed CMP created to hand over to next years teacher. Copies emailed to Line Manager and parents.</td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>Transition Handover</td>
<td>In lieu of team meetings teachers to organise a hand over of the SAER information and CMP to the following years teacher.</td>
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</table>
Concerns identified by staff or parents.

Teacher completes an Education Focus Form to monitor teacher strategies and student progress.

- **Plan working.** (Continue, monitor, review).
- **Plan not working.** Consult with colleagues and parents.

Teacher completes an Student Needs Summary outlining ongoing adjustments required.

- **Plan working.** Consult with Admin Representative and parents. Rewrite Case Management Plan to reflect new understanding of needs.

Teacher formally identifies the student through diagnostic data and constructs a Case Management Plan.

- **Plan working.** (Continue, monitor, review and keep parents informed).
- **Plan not working.** Consult with Admin Representative and complete Additional Support Form. Admin Rep to access appropriate agencies for support e.g. School Psychologist.

Admin Rep arranges a case meeting of relevant people. An action plan is developed and documented by collaborative planning between all parties.

Review case conference.

- **Outcomes not achieved—review**
- **Outcomes achieved. Ongoing monitoring &/or new outcomes set.**