

## **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.
  - Achievement below the benchmark in the Whole School Literacy and/or Numeracy Assessments, NAPLAN, Kindy Screeners, On-entry Assessments
  - Teacher or parental concerns raised as per the SAER guidelines
  - The need to communicate information regarding a disability or medical condition
  - Other agencies
  - Students with an E Grade in English or Maths, with a disability, on the EALD Progress maps or with significant challenges with socialising, managing behaviour or attendance should have a case management plan.
  - Students identified as gifted and talented via a combination of teacher judgement and internal student data or via an external assessment.
2. Provision – CPS uses performance data and intended educational outcomes as the key elements of planning for Students at Educational Risk.
  - Case Management Plan
    - The students at Educational Risk Profile should be completed annually
    - The Students at Education Risk Record of on Intervention Should be completed annually
    - Meeting records sheets should be maintained including noting when records (emails) are placed on the child's record file or notes placed in Integris
    - Case Management Plans should have specific mastery goals and strategies to be reviewed in Week Eight of each term with an Associate Principal
  - Case Conference with School Psychologist
  - Positive Partnership Matrix

- In class assistance
  - Modified programs
  - Specialist Withdrawal Programs
  - Student Needs Summary
  - SSEN Planning via Reporting to Parents
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.
- Review of Case Management Plans or Positive Partnership Matrix
  - Review of student performance in Whole School Literacy and/or Numeracy Assessments and NAPLAN Assessments
  - Teacher observations
  - Parent conferencing
  - Other agency reports
  - Written reports
  - 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, interventions and Lexile and STARS Comprehension results.
5. Annual Handover Process - Staff will meet with colleagues to conduct a handover process during the school development days at the commencement of the school year. The following information will be provided to staff during the process;
- **Kindy** - Verbal Summary for each child / Letter-Sound Checklist / Case Management Plans - with evidence of achievement / Progress Maps
  - **Pre-Primary** - Verbal Summary for each child / Letter-Sound / Case Management Plans - with evidence of achievement / Progress Maps
  - **Year One** - Verbal Summary for each child / Letter-Sound Checklist / Final PM Benchmark Assessment / Case Management Plans - with evidence of achievement / Progress Maps
  - **Year Two** - Verbal Summary for each child / Case Management Plans - with evidence of achievement / Progress Maps
  - **Year Three** - Verbal Summary for each child / Case Management Plans - with evidence of achievement / Progress Maps
  - **Years Four to Six** - Verbal Summary for each child / 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.

Updated Class Profiles will be given to teachers at the beginning of the year by Admin.

Teachers will be responsible for updating these at the conclusion of the year. Class profiles will include English and Maths grades, STARS levels (Years Three to Six), CARS results (Pre-Primary to Year Two) and Lexile scores (Years Three to Six).

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.

Any students removed from Case Management Plans will be marked as Monitored on the Class Profile and relevant information filed in their Student File at the office.

### **Special Needs Students Transition Process**

All PLC's in consultation with executive will determine which students require a formal transition and what level of transition will occur.

These transition levels are:

#### *Level 1*

A social story outlining who the year level teachers are, the classrooms and any other applicable areas.

A general tour of the year level areas including all classrooms and play areas.

#### *Level 2*

As per level 1 plus an invitation sent out on Friday the 27<sup>th</sup> January by relevant Associate Principal outlining the student's teacher and class with an invitation for a 5 minute meet and greet on the afternoon of Mon 30<sup>th</sup> or Tues 31<sup>st</sup> January.

#### *Level 3*

As per level 1 and 2 plus finding out who their teacher is in Week 10 of Term 4. A personalised social story if applicable.

### **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 develop and implement a CMP with reference to recommendations from previous years teachers.
	6-8	CMP	New CMPs developed for all identified SAER children, both existing and new students. Copies to Line Manager and saved on shared. Teachers to meet with parents to discuss and sign new CMP.
2	6-8	CMP Reviews	CMP reviewed for all identified SAER students. New students added as required. Copies to Line Manager, parents and saved on shared.
3	6-8	CMP Reviews	CMP reviewed for all identified SAER students. New students added as required. Copies to Line Manager, parents and saved on shared.
4	6-8	CMP Reviews	CMP Reviewed and recommendations created for the next teacher to consider the following year when developing a CMP.
	9 & 10		

## Currambine Primary School Students at Educational Risk Action Plan

