Moorine Rock Primary School

STUDENTS AT EDUCATIONAL RISK POLICY

Last Reviewed 2012
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Students at Educational Risk (SAER) are those students who are not achieving the major learning outcomes of our school and who may be at risk of not developing the knowledge, skills and values necessary to achieve their individual potential.

Students at Education Risk may be characterised as students:

- Who are at risk of not achieving the outcomes described in the Curriculum Framework
- Whose achievement level, rate of progress or behaviours differs noticeably from past performances and/or that of his/her peers
- Who are under-performing
- Who are not engaged in their schooling
- Below the National Minimum Standard identified in NAPLAN results

Moorine Rock Primary School aims to:

a. establish and implement procedures for the identification of students at educational risk through the use of standardised testing and teacher judgements;

b. develop and implement appropriate educational programs for individuals and groups of students at educational risk through the use of targeted educational plans for individual students; and

c. be accountable for the educational progress of individuals and groups of students at educational risk through the monitoring and evaluation of these targeted plans.
RESPONSIBILITIES

At Moorine Rock Primary School it is our goal to provide for students at educational risk and our priority is to make sure each level of the school system is taking responsibility for its contribution to improving outcomes of the individual child.

- **Teachers are responsible for:**
  - developing and delivering a quality curriculum, which is responsive to the individual needs of students at educational risk;
  - using performance data and intended educational outcomes as the key elements of planning for students at educational risk;
  - planning educational programs through consultation with the parents or caregivers, students and relevant professionals;
  - reporting on the educational progress of students to the principal, parents or caregivers, and students themselves; and
  - communicating to the principal, their own professional development requirements to assist in meeting the needs of students at educational risk.

- **Principals are responsible for:**
  - ensuring the implementation of the Students at Educational Risk policy and procedures;
  - establishing processes for the identification of students at educational risk;
  - establishing a communication process with parents of students at educational risk which is open and based on mutual respect; and
  - reporting to the community and the Director Schools on the educational outcomes of students considered to be at educational risk.

- **Students are responsible for:**
  - actively participating in the educational process within the school community; and
  - behaving in a manner which is accepted by the school.

- **Director Schools are responsible for:**
  - monitoring the implementation of the Students at Educational Risk policy and procedures;
  - providing a support service to schools to assist with whole-school planning and implementation of programs; and
  - monitoring and reporting on the performance of schools in improving outcomes for students at educational risk.

- **Central Office is responsible for:**
  - establishing standards for the provision of support to students at educational risk;
  - monitoring and reviewing the implementation of the Students at Educational Risk policy;
  - demonstrating leadership through policy development and strategic planning in the area of students at educational risk; and
  - facilitating interagency cooperation in the provision of services to students at educational risk.
Essential Components for Effective Planning

At Moorine Rock Primary School, the essential components for effective planning for students at educational risk include:

IDENTIFICATION

Moorine Rock Primary School has a clearly defined process for the early identification of students at educational risk.

Monitoring student progress on a regular basis will identify those students whose participation, educational outcomes or rate of progress differs noticeably from past performance or whose performance is a concern to the teacher and/or parents and caregivers. Identification of students at educational risk must commence in the kindergarten year and continue throughout the primary years.

Indicators

- Students identified to be below a D grade on their reports
- Students identified as being At or Below National Minimum Standard in NAPLAN testing in Years 3, 5 or 7.
- Individual Education Plans [IEP] are maintained and reviewed regularly on students identified as at educational risk.
- Prompt transfer of student records to new teachers and schools occurs to facilitate continuity of the educational program.

Strategies

Screening may consist of:

- Early childhood checklists and auditory analysis testing
- Other professionals [psychology, occupational and speech therapy reports]
- Standardised testing across the school (as identified in the CAR Policy)
- Literacy & Numeracy Nets
- NAPLAN (Years 3, 5 and 7)
- On-Entry Assessment (P-1)
- Non-Academic Areas
  - anecdotal records
  - attitudinal surveys
  - Attendance Data**
  - Behaviour Records
  - Physical Health

**Attendance Data

Attendance data of 20 or more ½ days for the Semester will be reported to the Student Services team at Northam District Office as the students will be deemed to be at risk due to lack of attendance to school and further action may be required. If the attendances do not improve the Student Attendance Officer will be informed for further advise & action
CURRICULUM

At Moorine Rock Primary School an appropriate curriculum is developed and delivered that is responsive to the individual needs of students at educational risk, in line with the inclusive teaching and learning principles in the Curriculum Framework. This includes all the planned experiences provided by the school to facilitate student learning and development. It includes teaching and learning programs and approaches, student activities, and the ways teachers and classes are organised.

Indicators

- Literacy & Numeracy programs for students at educational risk are a priority and should be the main focus of all IEP’s.
- The curriculum is relevant and challenging for students at educational risk.
- Focus on individual learning needs.
- Program is inclusive and sensitive to cultural differences and values.

PLANNING FOR IMPROVEMENT

Moorine Rock Primary School meeting the needs of students at educational risk is a whole-school responsibility that is reflected in school planning. Student achievement data and other information such as attendance, participation and behaviour are important factors to be considered in the planning cycle.

Indicators

- Collection of quality data to assist in informing judgements of students at risk.
- Individualised education planning procedures are in place and programs are developed to address student needs and expected outcomes.
- Planning for improvement is based on clearly described student needs, program objectives and intended outcomes for identified students at educational risk.
- Resources are allocated in accordance with the plan for improvement.
- Systematic monitoring of student progress.

Strategies

- Implementation of individual education plans in consultation with administration and parents and review regularly.
- Remedial instruction where required.
- Small group programs implemented by classroom teachers or teacher’s assistants.
- Principal to discuss & disseminate SAER information to new teachers.
- Goal setting, student self reflection, negotiated curriculum, teacher goal setting on areas identified as having a large proportion of SAER students.
- Whole School Data Review as part of the whole-school planning process.
- Development of both operational and strategic plans to set targets and allocate monies for SAER programs.
COLLABORATION

At Moorine Rock Primary School, teachers, students, parents/caregivers and other relevant professionals are involved in collaborative planning and decision making to address the needs of students at educational risk. We believe that partnership can then be formed between home and school, ensuring that learning is supported in both contexts.

Indicators

- Establishment of our IEP Consultation Meeting and Review Meeting process with parents of students at educational risk to:
  - Identify areas of weakness
  - Identify teaching & learning strategies for improvement
  - Identify Clear and achievable Targets
  - Identify responsibilities of all parties
  - Involve other agencies (if required)
  - Outline a timeline for review
- Informal and Formal Parent Interviews, in which students are actively involved in the process can also occur at any time

THE LEARNING ENVIRONMENT

The learning environment at Moorine Rock Primary School is supportive and responsive to the needs of students at educational risk. Our school conveys an environment which is welcoming, encouraging, offers support and is an environment which promotes effective teaching and learning for all students.

Indicators

- The school provides a safe and supportive learning environment for all students
- Student-centred approach to education
- The school staff is able to articulate a philosophy about their learning environment and teaching practices.
- A range of support and services are offered to students at educational risk.
- All staff have a shared philosophy about the learning environment and teaching practices as identified through the collaborative development of operational and strategic planning.
REPORTING

Teachers at Moorine Rock Primary School are required to provide parents with accurate and relevant information about their child’s achievement and progress. The school should notify parents as soon as there is any indication that a child’s achievement level, rate of progress or behaviours differ noticeably from past performance and his/her peers.

Effective reporting requires a broad range of formal and informal, oral and written communication strategies.

Indicators

- A variety of methods are used that accurately describe student progress, which may include, semester and interim school reports, NAPLAN and WAMSE reports, classroom work samples or observations.
- Teachers report to parents on the progress students at educational risk through the monitoring and evaluation of students IEP and open and honest communication.
- The school comprehensively reports to the District Director on the learning outcomes of students.

Strategies

- SAER programs
- Student Semester Reports
- Student Work sample books and Interim Reports
- Parent teacher interviews
- Communication Diaries

PROFESSIONAL DEVELOPMENT

Appropriate professional development for staff at Moorine Rock Primary School is considered an important factor in assisting them to support students at educational risk.

Indicators

- School planning and performance management are used to identify and inform staff needs for professional development.
- Available resources and specialist expertise is utilised within the school and the wider community.
- Staff have opportunities to network and collaborate on issues regarding students at educational risk.
- Provision of collaborative planning time.
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Indicators:
- NAPLAN Data
- Diagnostic testing (Identify a tests used)
- Work samples from the term 1 class activities

TEACHER SIGNATURE:          PARENT SIGNATURE:          STUDENT SIGNATURE:

PRINCIPAL SIGNATURE:

REVIEW DATE: Week __, Term __

COMMENTS: