

STUDENTS AT EDUCATIONAL RISK POLICY AND PROCEDURES

Definition

'A Student at Educational Risk' is any student who may be at risk of not achieving the major learning outcomes of schooling to levels which enable them to achieve their potential.

Rationale

In order to facilitate the successful achievement of expected outcomes for all students, Hillarys Primary School has established and implemented procedures for the identification, tracking, monitoring and intervention for students at educational risk.

Purpose

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

Procedures

1. **Identification** – HPS has clearly defined processes for the early identification of Students at Educational Risk
 - a. Achievement below the benchmarks in NAPLAN or On-entry assessments.
 - b. Achievement below the benchmarks in standardised Literacy, Numeracy, Spelling and Writing assessments.
 - c. Lack of consistency in achievement from year to year.
 - d. Teacher or parental concerns raised as per SAER guidelines.
 - e. Achievement in the top 15% in NAPLAN.
 - f. Achievement of stanine 9 in standardized testing.
 - g. Other agencies.
2. **Provision** – HPS uses performance data from various sources, DoE planning resources, school planning targets and National and WA curriculum outcomes as the key elements in the development of planning for Students at Educational Risk. Quality and differentiated curriculum is developed and delivered in a learning environment responsive to the needs of students at educational risk.
3. **Monitoring, Assessment and Reporting** – HPS collects and provides key stakeholders with meaningful information to assist planning to improve learning outcomes and report on the progress of Students at Educational Risk.
 - a. Review of student performance in school based Literacy and Numeracy assessments, NAPLAN, On-entry assessments (PP – Yr 1) , RAT (K – Yr 1), KAT Comp (K) and other base line data, PEAC, PAT (ACER) assessments Foundations to Year 6.
 - b. SEN and SENAT IEP's and Reporting where required
 - c. Teacher observations
 - d. Parent conferencing
 - e. Student Services case management
 - f. Outside agency reporting
 - g. Absentee tracking
 - h. Medical and Health issues
 - i. Social, emotional factors
 - j. Annual Transition process in place

STUDENTS AT EDUCATIONAL RISK - PROCEDURES

OUTCOME	INDICATORS	2019 - 2020
Identification HPS has clearly defined processes for the early identification of students at educational risk.	<ul style="list-style-type: none"> HPS uses reliable and valid processes to profile and identify students at educational risk HPS is able to clearly define the processes of identification, prevention and intervention for students at educational risk HPS regularly monitors the progress of individual students at educational risk. Self assessment against NQS in Early Years Students identified for disabilities and inputted disabilities on NCCD 	NAPLAN test results Years 3, 5 Off years testing years 2, 4 & 6 Standardised testing in PAT Reading Comp, Numeracy, Spelling, Written Spelling and Grammar & Punctuation, Science PEAC results NCCD Data Teacher judgements On-entry assessment (PP) Literacy Numeracy Modules 1 & 2 Transition profiling PLD Spelling On-entry profile and assessment PP – Term 1 and Term 4 KAT and RAT (K) Whole school Database
Curriculum Quality curriculum is developed, delivered and responsive to the individual needs of students at educational risk	<ul style="list-style-type: none"> Curriculum has been aligned with the West Australian curriculum. HPS curriculum delivery inclusive and sensitive to cultural differences and values and incorporates the three Australian Curriculum Cross Curriculum HPS curriculum is relevant and challenging for students at risk School planning incorporates the expectations of the Australian curriculum: General Capabilities 	Emphasis on explicit teaching of concepts Whole School Literacy planning Australian curriculum learning area Extension maths and writing Years PP -6 Differentiated curriculum for individual students Oral – written narratives writing focus Resource development to address identified needs of students – eg texts, games, activities EALD – Resource and Teacher/EA leadership – progress maps IEP/GEP's to target specific curriculum and learning areas for individual students at risk
Planning for Improvement HPS uses performance data and intended outcomes as the key elements of planning for students at educational risk	<ul style="list-style-type: none"> HPS uses quality data analysis using valid and reliable data Teaching and learning programs respond to the needs of students Systemic monitoring of student performance Regular reviews and reporting on student learning HPS allocates resources to support students at educational risk Link all planning for students at educational risk to the accountability framework 	Allocation of teaching and non-teaching staff throughout year levels to support SAER Whole school assessment and Metacognitive planning in spelling intervention across Years 1 – 6 Explicit teaching of writing (oral to written) throughout school from K – 6 Early intervention focus on phonics skills and phonological awareness – KAT & RAT –R(K – Year 1) On Entry PP Term 1 & 4 Targeted reading strategies introduced with emphasis of the acquisition of critical literacy skills POL team focus for targeted learning areas. Student services team meet with staff each semester to discuss progress of students at risk
Collaboration HPS collaborates with key stakeholders to develop educational plans for students at educational risk	<ul style="list-style-type: none"> HPS initiates collaboration with parents and other agencies HPS has established procedures to facilitate collaboration. HPS involves parents with planning HPS actively collaborates with agencies to provide comprehensive and efficient supports for students at educational risk 	Regular Parent/teacher meetings and/or communication Student services team meeting – referral process in place Schools Plus applications Team meetings with outside agencies and school psych Admin/teacher discussions using data and observations to identify students and prepare documented plans. POL team meetings to address assessment, planning and intervention Shared year level staffing resources
Learning Environment HPS provides a learning environment that is responsive to the needs of students at educational risk	<ul style="list-style-type: none"> HPS promotes a positive and shared vision for all students and staff Uses a student centred approach Provides a nurturing and caring environment where the needs of students are addressed Pastoral Care planning underpins the provision of a safe 	Teaching strategies and pedagogy to target specific learning styles eg one-to-one, peer tutoring, student centred learning groups Sensory integration through use of outdoor play, garden environments Visual stimulus through charts, icons etc Directed play Support groupings with EA/teacher support Developmental groupings (switching) in year levels Pastoral care (initiatives especially Rainbows, mentoring, Peer mediation Extension and challenge /PEAC focus and opportunities
Reporting Key stakeholders are provided with meaningful information to assist planning to improve outcomes for students at educational risk	<ul style="list-style-type: none"> HPS uses a variety of reporting methods to accurately describe student progress. HPS provides ongoing communication of the progress of individual students to key stakeholders Student services interventions are documented and actioned 	Use of SEN IEP/GEP's to address individual and group learning needs which demonstrate evaluation and monitoring Use of Rubric assessment where applicable Use of scope and sequence for reporting SEN Individual IEP reports for identified students Common assessment tasks across year levels Ongoing discussions with SAER coordinators Transition progress at end/beginning of year
Professional Development HPS identifies and addresses the professional development requirements for teachers and EA's	<ul style="list-style-type: none"> HPS provides Professional Development to support the requirements of teaching and non-teaching staff to develop and implement programs to support students at educational risk HPS provides support and opportunities for staff to collaboratively meet the needs of students at educational risk. 	Explicit teaching PD Outside agencies – Autism, CIS, Dyslexia-speld Early Intervention leadership Seven Steps fro Writing Early years Oral Narratives PD, Narrative Writing, Persuasive writing POL team meetings to identify areas and students of concern and to set targets for further planning and intervention GDHR Professional Development ICT – staff inservice and leadership

TRANSITION PROCESS

At the end of the current year and the beginning of the new year teachers meet to discuss the needs of the students.

Beginning of New Year

Time is allocated during PD days before students begin to discuss SAER students with the new teacher.

Teachers meet with the previous year teacher and are provided with a list of SAER students in the new class.

Conditions that may affect the students' learning.

Special programs in place for students.

Progress made the previous year.

Current level of each SAER student in the new class.

Targets for each SAER student.

Any IEPs/GEPs produced during the year.

On-line assessment data from PP to Year 1 teachers

Student services records/case conferences

Health or medical conditions that may affect learning.

End of Year

Teachers leaving HPS provide Admin with all necessary data for SAER students in their class.