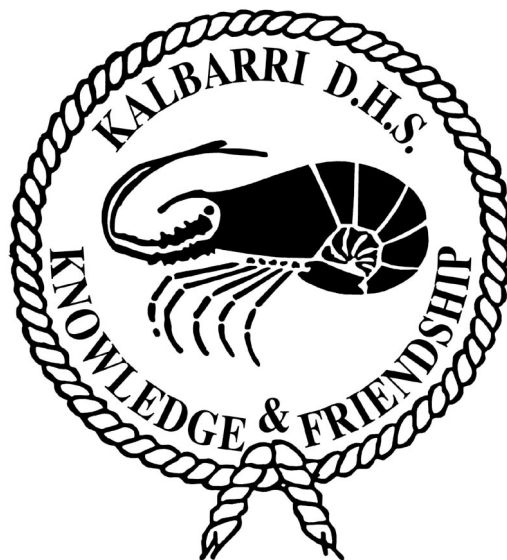


KALBARRI DISTRICT HIGH SCHOOL



STUDENTS AT EDUCATIONAL RISK POLICY

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RATIONALE

To identify and meet the needs of Students at Educational Risk.

DEFINITION

“Those students who may be at risk of not achieving the major learning outcomes of schooling to levels which enable them to achieve their potential.”

Those students:

- ❖ Who are at risk of not achieving the major learning outcomes
- ❖ Whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of his/her peers
- ❖ Who are under-performing
- ❖ Who are not engaged in their schooling

STATEMENT OF PURPOSE

1. To identify students at risk early in their education and throughout their schooling, monitoring and assessing continually. This includes those students achieving at levels appropriate to their chronological age, yet still not achieving to their potential.
2. Key stakeholders collaborate to develop educational plans for Students at Educational Risk.
3. Appropriate curriculum is developed and delivered in response to the individual or group needs of Students at Educational Risk.
4. To provide a learning environment which includes support mechanisms to assist ‘at risk’ students.
5. To report to parents accurate and relevant information about their child’s achievement and progress.
6. To maintain a co-ordinated whole school approach to addressing the needs of SAER.

ROLES AND RESPONSIBILITIES FOR PERSONNEL INVOLVED IN SAER

Responsibility

Responsibility for SAER falls on many staff: ultimately, the administration (Principal and Deputies) have final responsibility for ensuring this area is appropriately covered.

It is the responsibility of the individual teacher to ensure that students in their class/es have their individual needs met. For primary teachers, they are responsible for the development & implementation of IEP’s & GEP’s for students in their class. For secondary teachers, it is primarily the responsibility of each teacher for each subject area. Planning in 2006 will allow a whole school approach to develop.

In 2006 the management of Students at Educational Risk will be dealt with at two Levels

- A) Management Team.
- B) Learning Community Team.

Management Team

Deputy Primary, Deputy Secondary, School Psychologist, GIR, LSC, SEAR Teacher

The Management teams responsibility will lie in three areas:

1. Administration: Involves setting processes, Documentation, Professional support, Professional development, information sharing and liaison with agencies.
2. Identification: Involves Data gathering, record keeping, data analysis, liaison with agencies and liaison with Staff.
3. Review: Involves all processes (including documentation), IEPs, IBPs, strategies, structure and involvement of other agencies.
4. Build capacity in staff.

This group will meet at the start of the year and at the end of each term.

Learning Community Team

Primary or Secondary Deputy, SAER coordinator, LSC, EA (Depending on student needs and year level)

The LCT responsibility will lie in two areas:

1. Development of IEPs and IBPs: Involves developing the individual strategies and structure for an identified at risk student.
2. Implementation of IEPs and IBPs: Involves communication between all stakeholders to work effectively towards common goals and provide support mechanisms for staff.

SAER Coordinators

Trent Sherborne (LSC) K – 6: main role is to coordinate and liaise with staff regarding visits from support staff (i.e. Centre for Inclusive Schooling) and assist and oversee IEP / IBP development.

Cameron Todd 7-12: main role is to coordinate and oversee IEP / IBP development.

Trent Patterson K – 6: main role is to coordinate and oversee IEP / IBP development.

IEP's, GEP's and IBP's

These are the teacher's responsibility and staff are to ensure that these are completed and the correct processes followed for Primary and Secondary:

1. Primary this is relatively easy as one teacher has responsibility for students over most of their learning experiences. The SAER IEP, IBP and GEP plans work well in this context (i.e. developed in consultation with parents and LCT, with a copy filed and passed onto next year's teacher).

2. Secondary it is much more problematic due to the wide number of teachers. In reality, responsibility for planning for SAER falls mainly on the individual teachers. The format and process should be followed by all teachers involved to create a whole school approach to planning. They should be developed in consultation with parents and the LCT.

Educational Assistance

If an EA or EA (Special Needs) is provided, it is the responsibility of the teacher to have developed the modified program for the assistant.

Staff who have students with a disability who have access to an EA or EA (Special Needs) should be aware that they must have up-to-date IEP's (and, if needed, risk management plans and behaviour management plans) for these children. These are essential before applications for assistant time can be made and must be passed on to Alan, who is responsible for ensuring inclusion and adequate provision for students with disabilities across the school.

Our EA's are often very experienced and have a wealth of knowledge in their areas. They are happy to share this knowledge

Allied Health

Identification of students with needs for Allied Health intervention (eg OT, Physio or Speech Therapy) and psychologist involvement can come from any staff member. Referrals can be discussed with Luke, Jamie or Alan, and will then be processed by Alan.

Talented and Gifted

Gifted students are supported by both their class teachers and through programs such as our TAG's programs.

TIMELINE FOR STUDENTS AT EDUCATIONAL RISK

Term 1 Identification	Management team	<ul style="list-style-type: none"> • Collect data using a range of assessment tools and Student records. (Literacy net, baseline data, tests conducted in previous year). • Review of policy. • Highlight students at risk and liaise with <ul style="list-style-type: none"> ○ Parents (inform parents of their role) ○ Student Services (Psychologist) ○ Health professionals (Speech Therapist, OT etc.) ○ Other teachers ○ SAER coordinator and/or GiR teacher
	Learning Community Team	<ul style="list-style-type: none"> • Follow implementation guidelines and processes. • Student Observation. • Whole class profile. • Developed IEP & begin implementation.
	Administration	<ul style="list-style-type: none"> • Teacher to keep working copies of IEP's. • Photocopy of IEP to parents / carers. • Once the IEP is finished it is to be filed in student file in Primary or Secondary Deputies office. • Copies signed by Parents to Office/Deputy. • Teachers notate on photocopies and update on new.
Term 2 Ongoing	Management team	<ul style="list-style-type: none"> • New IEP's • Review of current IEP's. • Review of PD. • Review process.
	Learning Community Team	<ul style="list-style-type: none"> • Maintain IEP as required. • Constantly review based on the needs of the student. • Modify existing plan or develop a new plan as required. • Ensure parents are informed & receive a copy of any new plans.
Term 3 Ongoing	As term 2	As term 2
Term 4	Management team	<ul style="list-style-type: none"> • Assessment and collection of data. • Compare to Term 1. • Update student SAER record/make recommendations • Process evaluation. • Data for end year handover.
	Learning Community Team	<ul style="list-style-type: none"> • Final parent interview. • Handover.