Doncaster Gardens Primary School
Students at Educational Risk Policy

Philosophical Basis:
At Doncaster Gardens Primary School we provide an inclusive, safe and stimulating learning environment that endeavours to meet the needs of all students in our care. We employ procedures for the identification of students at educational risk and provide appropriate educational programs for these children, including gifted and talented students, wherever possible. Students at Educational Risk are children who are in danger of not reaching their potential or who are not achieving the major learning outcomes at an appropriate rate. It also includes students whose progress or behaviour differs noticeably from past performances or from that of their peers. Students at Educational Risk are children who are under performing or who are not engaged in their schooling.

Guidelines:
Signs that a student may be at risk include:
• Significant changes in behaviour and performance
• Anxious or unhappy appearance
• Not attending or fully participating in school
• Not getting along with teachers and/or friends
• Noticeable changes in achievement level or rate of progress, or marked difference from peers
• Continual low performance – tagged at below benchmark

The four key factors for achieving successful outcomes for students at educational risk are:
• Identification
• Consultation and planning
• Data collection and analysis
• Roles and responsibilities

Implementation:
Identification:
• Identification is ongoing in all years
• Students are identified as being ‘at risk’ in the following areas: emotional, behavioural, social and academic
• Identification is made from system and school based assessment tools, teacher and parent observations and feedback
• People involved in the assessment of an ‘at risk’ student are teachers, parents, guidance officers, and specialist assessment made through referrals or consultations with other professionals, eg doctors, speech pathologists, occupational therapists

Consultation and Planning:
• Individual Learning Plans (ILPs), including behaviour plans must be developed and regularly updated for students who need significant modification to the classroom program (for both learning difficulties and extension).
• Intervention strategies are planned according to student needs and individual goals. These goals must be measurable, manageable, monitored and modified if necessary.
• Teachers collaborate with parents to discuss the ILPs, and to ensure that students, parents and teachers work together. Parents will be invited to meet with the teacher to review the student’s ILPs at least three times per year.
• The Principal will be informed of any concerns.

Data Collection and Analysis
• The teacher will collect quality data from a range of sources according to the grade level assessment schedule.
• Anecdotal records will be kept where appropriate.
• Data obtained will assist the teacher to develop a student profile on any student deemed to be at risk, and an ILP to address the student’s area/s of need.
• Individual student profiles are confidential, and can only be accessed by the class teacher, Principal, Assistant Principal, guidance officer or speech pathologist. They will be stored in a secure cabinet.
• Records maintained by teachers must include all relevant information including school history, assessment records, observations, work samples and previous intervention details.
• At the end of each year the teacher will pass on the student files and collaborate with the next year’s teacher.

Roles and Responsibilities
• The Principal is ultimately responsible for the provision of a high quality education for each student in the school.
• The Assistant Principal has responsibility for overseeing the management of students on the Program for Students with a Disability (PSD) and for students at risk, including gifted and talented students.
• Class teachers are responsible for carrying out assessments and for analysing assessment results, and for developing student profiles and ILPs for the students in their classes.
• Parents are responsible for providing the school with as much background information and insight into their child’s area/s of need as possible, and for working together with the school to address these needs.
• The school guidance officer is responsible for conducting psychological assessments where indicated, and for making recommendations to the school as to any interventions. The guidance officer will also advise the teacher as to the introduction or modification of teaching and learning strategies.
• The speech pathologist has responsibility for conducting language assessments where indicated, and making recommendations to the school as to any interventions. The speech pathologist will also advise the teacher as to the introduction or modification of teaching and learning strategies.

Evaluation:
• This policy will be reviewed every three years as part of the policy review cycle.