Sheoak Grove Primary School
Shine Grow Connect

STUDENTS AT EDUCATIONAL RISK POLICY

SHEOAK GROVE PRIMARY SCHOOL

THE SHEOAK VISION

At Sheoak Grove Primary School we will build an environment that provides an engaged, empowered and connected school community that inspires our students to believe and achieve. Our pursuit of academic excellence and sustainable learning forms a foundation of personal and collective well-being and a focus on rigorous and explicit teaching and learning practice. Our commitment to inclusivity and belonging ensures a cohesive, collaborative and safe community where everyone is challenged and supported to be their best every day.

POLICY STATEMENT

Through the implementation of this Students at Educational Risk (SAER) Policy, our school is committed to:

- implementing a uniform approach which is consultative and collaborative;
- ensuring all students are supported to engage in the curriculum and meet their full potential, and
- ensuring our SAER processes are supported by the efficient and effective use of school resources.

DEFINITION

Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian curriculum. (Reference: Students at Educational Risk Policy, WA Department of Education, 2015)

IDENTIFICATION

Students who are identified 'at risk' may not be achieving to their potential for a variety of reasons, and the possibility of being at risk may present at different stages throughout their school life.

Students may be identified at risk if:

- their achievement level, rate of progress or behaviour differs noticeably from past performance and/ or that of his/her peers;
- they are not engaged in their schooling;
- their performance is at risk due to poor rates of attendance;
- they are underperforming (including gifted and talented); their social and emotional state is impacting on their learning;
- their behaviour is hindering their capacity to learn;
- they have a diagnosed disability, and
- they are EAL/D, (English as an Additional Language or Dialect).

A variety of methods are used to identify students at educational risk. These include:

- SAER Class Grids (Apendix 1)
- data and records;
- professional judgements;
- observations, and
- relevant information from parents/carers and outside agencies

A TIERED APPROACH

A tiered approach enable schools to meet diverse student needs. Through this approach, staff collaborate to unlock the learning potential of every student.

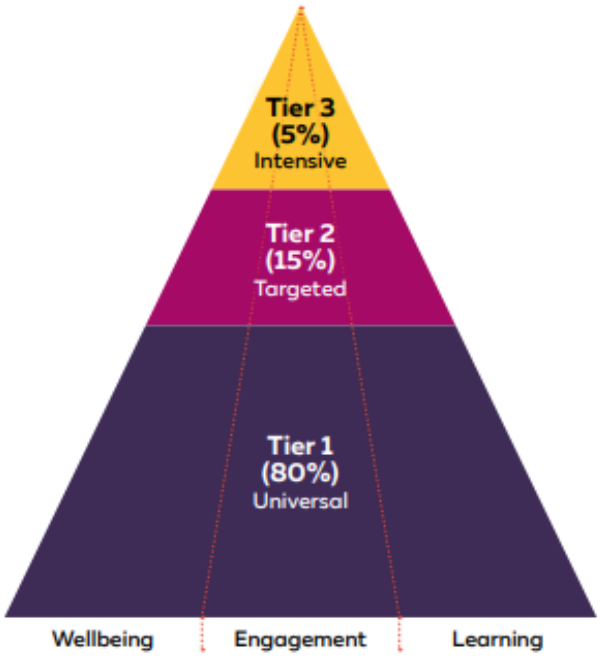
Whole-school tiered models of support provide evidence-based, culturally responsive interventions that amplify and increase in intensity in response to levels of student need.

Over time students may require different tiers of support. When the need for further support is identified, new knowledge, understandings and skills are developed. This approach provides students with the support they need to progress their learning.

Tier 1 – Universal teaching and learning involves the whole class. All students have opportunities to learn alongside their peers, with common learning intentions and expectations of success. Reasonable adjustments, including scaffolding and guidance, are made as required.

Tier 2 – Targeted support takes place when students have knowledge or skill gaps that prevent them from responding to quality Tier 1 teaching and learning. It involves smaller group settings with students receiving additional targeted support to achieve common goals.

Tier 3 – Intensive support involves the delivery of one-on-one instruction for students requiring greater individualisation and intensification.



Approximately 5% of our students may require Tier 3 support systems. Tier 3 support systems are for students with complex needs who require individualised, intensive support.

Approximately 15% of our students require Tier 2 support systems, which involves amplifying support for students with content and/or skill gaps, misconceptions or difficulties that are evident during Tier 1 teaching and learning. Evidence-based, targeted interventions are delivered in small group settings to support the achievement of common goals.

The needs of approximately 80% of our students are typically met by an inclusive and welcoming learning environment with universal support systems. Positive behaviour expectations and consistent, highly effective teaching and learning practice meet the needs of our students.

MONITORING AND REVIEW

Teachers are accountable for the progress and achievement of all students. Students at risk require documentation of the interventions that have been implemented through the use of documented plans.

“Documented plan is the umbrella term describing a range of ways of catering for the identified education needs of an individual student and/or a small group of students with similar education needs.” WA Department of Education Director General’s Statement (2017).

Documented plans include Group Education Plans, Individual Education Plans (Appendix 2), Behaviour Management Plans (Appendix 3), Risk Management Plans (Appendix 4), Attendance Plans (Appendix 5), Transition Plan, Escalation Profiles and Individual Health Care Plans.

DOCUMENTED PLANS

Documented plans are required for students who:

- are identified as requiring substantial or extensive adjustments through the Nationally Consistent Collection of Data (NCCD) on School Students with a Disability
- receive an Individual Disability Allocation. This refers to students who have a diagnosed disability i.e. autism spectrum disorder, deaf and hard of hearing, global development delay, intellectual disability, physical disability, severe medical health condition, severe mental disorder and/or vision impairment.
- are in the At Risk-Severe attendance category
- are in the care of the CEO of the Department of Communities
- have chronic, long term or significant health care conditions
- have complex and challenging behaviours
- present a risk of harm to themselves or others.

Documented plans are not required for students:

- identified as having their learning needs met within quality differentiated teaching practice or requiring supplementary adjustments through the NCCD process
- with D or E grades, unless there are other supports or educational adjustments required
- whose academic, personal, social and wellbeing needs are being met through regular school and classroom programs.

School staff develop a plan:

- to document personalised adjustments and modifications to curriculum,
- to support individual students with identified needs
- in consultation with the student and their parent or carer.

All documented plans should:

- be student centred;
- build on the current knowledge and skills of the students;
- focus on strengths and educational needs;
- be realistic, practical and give consideration to teacher workload;
- be recorded on the templates provided in the appendices of this policy;
- be discussed with parents/carers and adjusted to incorporate parent feedback; be signed by parents/carers, and
- be collaboratively reviewed with the student (where appropriate), relevant staff and parents/carers. GEPs (or SEN plans) for students in Tier 2 should be reviewed at least once per semester. IEPs (or SEN plans) for students in Tier 3 should be reviewed every 5 to 7 weeks.

F**iling of documented plans:**

- an electronic copy of all plans should be stored in the student's electronic SAER file on the school's shared drive.
- a hard copy of the documented plan, that has been signed by the parents/carers and annotated by staff, to be filed in the student's central file.

Students in Tiers 2 and 3 should have reference of their documented plans in their Semester 1 and 2 formal reports, in addition to their SEN Report.

Note: It is also acceptable for teachers to develop plans for students through Reporting to Parents – SEN planning and provide a printed copy for parents to sign. The signed copy should be included in the student's SAER file.

RECORD KEEPING AND TRANSITION PROCEDURES

Student Summary Sheets

At the end of each year, student summary sheets (Appendix 6) are completed for all students by the class teacher, with input from specialist teachers. Student summary sheets are saved on the Shared Drive. At the beginning of each year, these summary sheets are distributed to class teachers and specialist teachers.

Students at Educational Risk Grid

At the initial performance management meeting with teaching staff, the relevant class Students at Educational Risk Grid is completed. The grid is then reviewed and updated as appropriate throughout the year, and formally at each performance management meeting.

One Page Student Profiles

A one-page student profile, especially one focused on Students at Educational Risk (SAER) in Western Australia, is a concise document summarizing key information about a student's learning needs and how to best support them. It's used by teachers and other educational professionals to gain a quick understanding of a student's strengths, challenges, and preferences, facilitating personalized learning and support.

Key Components of a SAER One-Page Student Profile:

- Basic Information: Name, age, class, and other identifying details.
- Strengths and Interests: What the student excels at and enjoys, both academically and personally.
- Learning Needs: Areas where the student requires additional support or modifications, including specific learning difficulties or social-emotional needs.
- Support Strategies: Practical suggestions for teachers on how to best support the student, including classroom strategies, communication methods, and potential interventions.
- Communication Preferences: How the student prefers to communicate with teachers and other adults.
- Other relevant information: This might include family background, cultural considerations, or any other factors that could impact the student's learning.
- Examples of SAER profiles: These can include Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs), Individual Transition Plans (ITPs), and Risk Management Plans (RMPs), according to the WA Department of Education.

School Psychologist Files

- The School Psychologist is responsible for record keeping for students who have accessed the School Psychology Service.
- These files are confidential and are managed in accordance with the parameters of the School Psychology Service.
- School staff do not have access to School Psychologist files.

Handover of SAER Information

- Teachers are expected to view files early in first term in order to review all relevant information and data provided for the ‘at risk’ students and seek clarification from the SAER Deputy and previous teachers (if available).
- A SAER Handover session will be scheduled for the first staff meeting in Term 1.

ROLES AND RESPONSIBILITIES

'Implementation of the policy is the responsibility of the principal and teaching staff. Compliance is the responsibility of line managers.' (WA Department of Education Students at Educational Risk Policy, 2015.)

The school community must take responsibility and actively and collaboratively contribute to improving outcomes for all students at educational risk.

Teachers

- Work with parents/carers to support their child/ren through ongoing communication.
- Work collaboratively with others when they are involved, eg: school psychologist, SSEND visiting teachers.
- Work collaboratively with Students Services Deputy to complete Disability Resourcing applications when required.
- Actively seek further personal professional learning through a variety of avenues to improve knowledge of SAER with support of Line Manager as part of Performance Development.
- Ongoing and active implementation of the SAER policy.
- Review the relevant SAER Class Grid and all documented plans.
- Familiarise yourselves with the relevant Student Summary Sheets.
- Gather further information from previous teachers, allied professionals, Student Services Deputy and parents/carers.
- Review and implement teaching and learning adjustments for identified students in Tier 1
- Communicate with Student Services Deputy and colleagues to discuss possible strategies and adjustments for students at risk.
- Use performance data, diagnostic assessment and intended educational outcomes to develop Documented Plans (eg: GEP, IEP) for students in Tiers 2 and 3.
- Liaise with Student Services Deputy about 'newly identified' SAER students and complete a Request for Assistance form.
- Work with Student Services Deputy to refer students to external agencies when required. Securing early intervention is essential. The Child Development Service Referral Forms and Checklists are stored in the SAER folder in the Connect library. It is important that staff remember that we are not trained to diagnose students (eg: with dyslexia, giftedness, autism etc.) Additionally, staff should not direct parents to a particular clinician or specialist, eg: speech therapist, occupational therapist etc.
- Collaborate with external agencies and complete any documentation they require.
- Work collaboratively with specialist teachers and allied professionals to implement strategies outlined in documented plans.
-

Line Managers

- Monitor and ensure each staff member's implementation and compliance of the SAER policy for all students included on the appropriate Class SAER Grid through Performance Management processes.
- Assist individual staff to improve their knowledge of catering for students at risk through Performance Management processes, eg: professional reading, professional learning opportunities.

Parents/Carers

- Be involved in the creation and implementation of documented plans and related strategies.
- Attend and actively participate in meetings and case conferences as requested by classroom teachers or the Student Services Deputy.
- Maintain positive and effective communication with the school.
- Provide documentation when outside agencies are involved. Students

ROLES AND RESPONSIBILITIES

Principal

- Develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students at risk
- Allocate available resources and engage appropriate agencies to support individuals and groups of students at risk
- Confirm that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk
- Confirm that teaching and relevant support staff engage in professional learning so that they are able to identify and address the specific needs of their students
- Encourage teachers to consult with relevant school-based and external stakeholders when planning for students at risk.

Student Services Deputy Principal

- Lead the ongoing implementation and review of the SAER policy and report to, and collaborate with, the Principal.
- Support and work collaboratively with teachers and parents/carers, and School Psychologist to support students at risk, eg: identifying students, developing documented plans, identifying appropriate strategies and resources.
- Promptly action SAER Referrals received from teachers.
- Lead case conferences to discuss, review and adjust documented plans.
- Arrange for students at risk to receive additional support and resources when available and as appropriate, eg: support teachers, allied professionals, SSEND visiting teachers.
- Provide teachers and parents/carers with information regarding support that may be available from other outside agencies and support services.
- Support teachers through individual mentoring, phase of learning groups, arranging professional learning and providing relevant information from websites, publications and learning resources.
- Manage Disability Resourcing applications.
- Use school SAER records to complete Nationally Consistent Collection of Data (NCCD) requirements.
- Update SAER records and electronic files.
- Lead fortnightly SAER meetings involving the School Psychologist.
- Purchase and/or borrow items as needed to support students with a disability or students at educational risk
- Manage and deploy timetables of Special Needs Allied Professionals

School Psychologist

- Actively participate in the fortnightly SAER meetings.
- Liaise with Student Services Deputy regarding SAER referrals.
- Participate in case conferences, as required.
- With informed consent, complete observations of SAER students to determine student needs.
- Work collaboratively with staff and parents/carers to report on observations and suggest suitable strategies and interventions.
- Liaise with outside agencies to gather information that will support teachers in their planning for individual students.
- Share knowledge and current research.
- Complete psychometric assessments (when requested by the SAER Deputy).
- Where deemed relevant and permissible, provide information regarding students, to the teacher.

Allied Professionals

- Facilitate targeted individual and small group intervention sessions.
- Monitor progress of students and report back to teachers.
- Ongoing and active implementation of the SAER policy.
- Familiarise yourselves with the relevant SAER Class Grid and documented plans.
- Familiarise yourselves with the relevant Student Summary Sheets.

Students

- Actively participate in the educational process within the school community.
- Reflect on their educational goals and commit to a positive mindset for growth.

THE STUDENT SERVICES FLOWCHART

Sheoak Grove Primary School
Shine Grow Connect

STUDENT SERVICES FLOWCHART

EARLY IDENTIFICATION AND RESPONSE

A student is identified at educational risk by teacher/s, parent/s and/or other agency. Factors may include: behavioural, emotional, social, academic, attendance and/or developmental concerns.

The teacher:
1. Records the concern.
2. Reviews previous records in the student's file and OSI data.
3. Collects data: (Assessments/observations.

TIER 1: Quality differentiated teaching practice

-Classroom level intervention and adjustments.
-Explicit teacher and classroom differentiation.
-CMS and PBS language is explicitly taught and implemented
-Consider parent/teacher meeting: Discuss concerns and obtain additional information.
-Teacher submits referral to CDS (if appropriate)
-Teacher submits a Student Services Request to access the Wellbeing Officer.
-Deputies to support as required.

Progress made?

Monitor, review and document progress. If student responds to intervention, continue to review and implement documented plans.

If there is little no response to intervention, progress to next tier.

TIER 2: Supplementary targeted support

-Write and implement documented plan/s (IEP,SEN,IBP, Attendance Plan).
-Teacher completes a Student Services Request and informs parent. All relevant information is attached the request,
-Student services team meet and devise collaborative approach.

If relevant:
Request for assistance is submitted to the Schools of Special Educational Need.
Request for involvement of the School Psychology Services is made.

TIER 2: Supplementary targeted support

-A case conference is scheduled.
-Teacher/s provides evidence from QDTP.
-Documented plans are developed and signed by parents.
-Teacher/s submit a referral to CDS (if appropriate).
-Ongoing feedback to and from parents/carers.
-A collaborative approach is implemented to devise strategies (year level/cohort planning).

Progress made?

If student makes sufficient progress, transition student to lower tier.
If limited progress continues, consider additional intervention planning (i.e access regional support, LSP, RED or external agencies.

External agency request for Psychometric Assessment

Refer directly to student services to manage request and discuss with School Pychologist and Principal.

TIER 3: Substantial intensive targeted support. Concerns persist despite targeted intervention.

Student services team determine appropriate actions based on level of need.

Escalation and/or Risk Management Plan (if appropriate).

TIER 3: Substantial intensive targeted support. Concerns persist despite targeted intervention.

Student services Deputy Principal organises case conference with parents, School Psychologist and external agencies (if appropriate).

Referrals to CDS, CAHS and other agencies (if appropriate).

Regular case conference held to discuss progress.

School Psychologist Involvement

Case managed by student services Deputy Principal and School Psychologist.

Indivual assessment or intervention pursued.

External agencies referred.

Consultation with staff

Emergency and critical incident requiring immediate response.

Significant violence towards staff and/or students	→ Refer directly to admin (Violence in schools)	Follow "School response and planning guidelines". Gatekeeper Assessment undertaken by trained staff. School Psychologist notified.		Develop action plan. RMP or Safety Plan developed. Student services request submitted.
Community incident	→ Refer directly to admin			
Disclosure of child abuse	→ Refer directly to admin Mandatory report-See Principal			
Suicidal ideation NSSI	→ Keep student safe. Inform admin or nominated staff member (If RMP is in place)			

BEHAVIOUR, ENGAGEMENT, ATTENDANCE AND SOCIAL AND EMOTIONAL CONCERNS

SAER referrals can also be made when there are concerns for a student in the areas of behaviour, engagement and attendance or social and emotional issues. Teachers are required to follow the process through Tier 1 to ensure that strategies have been put in place in the classroom. Consultation may be had at any time with the SAER Deputy. Informal consultation with the School Psychologist and Chaplain may also be appropriate in some circumstances. A formal SAER referral is actioned by the Student Services Deputy and a course of action can be planned using the steps in the SAER Flow Chart to develop Transition (ITP), Attendance, Behaviour (BMP)and Engagement plans.

A Health Care Plan may be required for a student with a chronic, long term or significant health care condition (including mental health). These plans will likely include goals and strategies for attendance, transition and engagement.

Please note - if there are serious concerns regarding a student's emotional well-being, safety or a student exhibits extremely challenging behaviour, staff must immediately consult the SAER Deputy or the Principal to ensure the referral to the School Psychologist is prioritised and immediate actions are taken.

It is imperative that staff follow the procedures outlined in the School Response to Student Suicidal Behaviour and Non-Suicidal Self-Injury Flow Chart (on Shared Drive and in the Connect Library). A Risk Management Plan (RMP) will be developed in collaboration with relevant staff if required.

Child protection issues must be immediately reported to the Principal.

INVOLVEMENT OF THE SCHOOL PSYCHOLOGIST

Sheoak Grove Primary School has access to a school psychologist (currently three days per week).The School Psychologist supports our school to effectively cater for the needs of our students.

Parents and teachers can not directly refer to the School Psychologist . Parents need to discuss their concerns and/or request for referral with their child's class teacher. If deemed appropriate, teachers will then complete a referral form and forward it to the Student Services Deputy.

Before the Deputy will refer to the School Psychologist, the class teacher has to demonstrate that they have already attempted to resolve the issue/concern. All referrals will be discussed by the SAER Team who will determine the appropriate actions.

Should the SAER team determine that a student will be referred to the School Psychologist, the Student Services Deputy will organise a case conference for the parents/carers, the class teacher and the School Psychologist to gain informed consent and to develop an action plan based on negotiated outcomes and strategies.

However, if there are serious concerns regarding a student's emotional well-being, safety or a student exhibits extremely challenging behaviour, staff must immediately consult the Student Services Deputy or the Principal to ensure the referral to the School Psychologist is prioritised and immediate actions are taken.

Child protection issues must be immediately reported to the Principal. A Risk Management Plan (RMP) will be developed in collaboration with relevant staff if required.

SCHOOL OF SPECIAL EDUCATIONAL NEEDS:DISABILITY

Principals and Deputy Principals can request support for students with disability from the School of Special Educational Needs: Disability (SSEN:D).

SSEN:D builds the capacity of Western Australian public schools to ensure students with disability (diagnosed or imputed) are able to access the curriculum on the same basis as their peers. SSEN:D promotes inclusive learning environments through research and evidence based practice.

SSEN:D also provides access to online learning resources that promote inclusive learning environments.

Before we can submit a request, we need to consider if we have:

- documented evidence of reasonable adjustments for the student
- implemented 6 months of evidence-based practice, for students with a diagnosed specific learning disorder (SLD)
- conducted baseline assessment, where suitable
- consulted with relevant stakeholders such as the school psychologist, educators, the student's parents and allied health professionals
- accessed relevant resources

SCHOOL OF SPECIAL EDUCATIONAL NEEDS:BEHAVIOUR AND ENGAGEMENT

Principals and Deputy Principals can request support for students with complex behaviour and engagement needs from the School of Special Educational Needs: Behaviour and Engagement (SSEN:BE).

Schools can access support that builds their skills, knowledge, and capacity to support students with complex behaviour and engagement needs.

The support that schools can receive is:

- prioritised in line with tiers of support
- tailored to the school's needs, and the needs of the student and their family
- contextualised to the school and region
- provided in collaboration with other Statewide Services business areas, the education regional office and agency partners, as required.

Support for students could be provided through:

- consultation and planning services at the school
- professional learning for the school

The professional learning that SSEN:BE can provide schools include:

- trauma informed practice in education
- managing and responding to challenging behaviours
- cycles of individual behaviour support planning
- classroom management strategies (CMS)
- positive behaviour support (WA PBS)
- other professional learning, negotiated and developed to meet your specific needs.

SUICIDAL BEHAVIOUR AND NON-SUICIDAL SELF-INJURY (NSS)

Many children and young people will navigate their school years with few concerns regarding their own mental health and wellbeing. However, some children and young people will have experiences that may affect them and cause serious emotional or psychological distress and exposure to trauma and cumulative harm. Without support, these factors can lead to an increase in the risk of mental health problems and, in some cases, suicidal behaviour or non-suicidal self-injury (NSS).

At Sheoak Grove Primary School we encourage understanding of mental health issues amongst students and staff, promoting help seeking options with caring adults and working in collaboration with external services, families and communities, to support students care and protection whilst at school.

We are guided by the Department of Education and use 'The School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self Injury (NSSI)', following the flowchart outlined in the guidelines (Appendix 8). This flowchart is supported by our School Psychologist and nominated Gatekeeper Suicide Prevention trained staff at the school.

APPENDICES

Appendix 1 – SAER CLASS GRID
Appendix 2 –Individual Education Plan
Appendix 3 –Behaviour Management Plan
Appendix 4 –Risk Management Plan
Appendix 5-Attendance Plan
Appendix 6- Student Summary Sheet
Appendix 7-One Page Student Profile
Appendix 8: School response to student suicidal behaviour and non suicidal self injury

SAER Class Grid

Room: **Teacher:**

Date: **Line Manager:**

IEP/GEP/SEN Plan	**Disability Resourcing**	
AT Risk Attendance	**Individual Behaviour Education Plan**	**School Psychology Services**
Toilet Plan/Medical Plans/Other Plans	**Personal and Social Capabilities Concerns**	**Child Development Services**
Hearing/Eyesight	**School Nurse**	**Department of Communities**
Academic concerns	**Potentially Talented and Gifted** *Identification and support of these students will be through the Shine Enrichment Program.*	**Therapy Services**
Student Services Referral Required		

APPENDIX 1: SAER CLASS GRID

APPENDIX 2: INDIVIDUAL EDUCATION PLAN

SHEOAK GROVE PRIMARY SCHOOL

Documented Plan
Semester 1 2025

Student	D.O.B:	Gender:
Teacher(s):	Year Group:	Start Date:

Profile/Background

English
Strategies
Reading and Viewing
Goals • **Strategy** .
Review/Comment

REVIEW	
Review Date:	
Notes:	

SIGNATORIES		
Parent/Caregiver		Date:
Teacher		Date:
Principal		Date:
Other		Date:

APPENDIX 3: BEHAVIOUR MANAGEMENT PLAN

SHEOAK GROVE PRIMARY SCHOOL

Individual Behaviour Support Plan- Prevent, Teach, Respond
Semester 1 2024

Student:	D.O.B:	Gender:
Teacher(s):	Year Group:	Start Date:

Profile/Background

Prevent	Teach	Respond
Strategies to prevent unproductive behaviour.	**Strategies to teach replacement and desired behaviours and skills to support**	**Strategies to respond to replacement, desired and unproductive behaviours.**
Eliminate or neutralise settings:	Replacement Behaviour"	Strategies to respond to replacement behaviours:
Eliminate or modify known triggers:	Long term desired behaviour and approximations:	
Prompt the student to use the replacement behaviour:	Desired behaviour:	Strategies to respond to desired behaviour:
Develop and deepen student/staff relationships:		
Address known/imputed diagnosis and individual characteristics:	Skills to be taught to assist student demonstrating desired behaviour:	Strategies to respond if the unproductive behaviour continues:
Utilise effective classroom practice;		

APPENDIX 4: RISK MANAGEMENT PLAN

Risk Management Plan

Confidential: to be shared with relevant staff only	
Student:	School: Sheoak Grove Primary School
DOB:	Class:
Principal:	Teacher:
Parents/carers:	
Nominated staff member/s	
Teacher Name:	
Special Needs Allied Professional:	
Deputy Principal:	
Guardian contact details	
Situation/Environment	
•	
Risk identified	**School-based strategies to reduce risk**
	PREVENTATIVE **RESPONSIVE**
SIGNATURES: Record of endorsement _____ (Parents/Guardian) _____ (Principal) _____ (Deputy Principal/s) _____ (Teacher/s) Date:	

In cases where Parents/carer consent is not provided or is difficult to obtain, a RMP can be implemented in order to improve student safety and wellbeing. This should be documented in school records.

APPENDIX 5: ATTENDANCE PLAN

INDIVIDUAL ATTENDANCE PLAN

STUDENT DETAILS					
Student Name:	Xx	DOB:		Year Level:	
Principal:		Deputy:		Case Manager:	
Parent/Guardian:		Start Date:		Review Date:	

ATTENDANCE DATA			
Current Attendance (Term 1)	Attendance (Year to Date)	Short Term Goal	Long Term Goal

PLAN						
Target Areas	Identified Barriers	Desired Outcomes	Strategies to Improve Attendance			Monitoring/Review
			STUDENT	PARENT	SCHOOL	
Morning Routine	*E.g. Jane finds it difficult to get out of bed in the morning as she is awake late at night on her phone.*	*Jane to have time to prepare herself for school each morning and arrive at school on time.*	*Jane to go to bed at a set time each night. Jane hands over all technology to her parents before bedtime. Her phone/laptop/iPad to be kept securely with parents overnight. Jane to use an alarm clock to wake her in the morning.*	*Parent to remove technology from Jane each night before bed. Parent to remind Jane to set her alarm each night. Parent to help Jane establish a regular morning routine and to get out of bed at the agreed time.*	*Provided information on external parenting supports to parent.*	*Attendance data will be reviewed every fortnight by SSO. If attendance falls below the short term goal, a review meeting with parents will be held.*
Transport to School						
Academic						
Behaviour						

INDIVIDUAL ATTENDANCE PLAN

PLAN						
Target Areas	Identified Barriers	Desired Outcomes	Strategies to Improve Attendance			Monitoring/Review
			STUDENT	PARENT	SCHOOL	
Social/Interpersonal						
Physical/Emotional Wellbeing						
Uniform/School Equipment						
Other						

SIGNATURES		
Parent/Guardian	Parent/Guardian	Student
Principal	Deputy Principal	School Psychologist

APPENDIX 6: STUDENT SUMMARY SHEET

Sheoak Grove PS Student Handover Summary

Student Name:		DOB:	Special Educational Needs: ☐Y ☐N
EALD: ☐Y ☐N	Medical: ☐Y ☐N	ATSI: ☐Y ☐N	CPFS: ☐Y ☐N	Culture/Religion:

Kindergarten	Date:	Teacher: M			
IEP		Eyesight		Speech Therapy	
GEP		SSEN		Occupational Therapy	
At risk attendance		Behaviour		School Chaplain	
Toilet plan		IBEP		School Psych	
Level of Adjustment		Social		School Nurse	
Hearing		Emotional		Other external agencies	

Learning Area	Below	At	Above	Assessment	Level
Writing				Letters and Sounds Phase	
Reading				Decodable Reading Set	
Number				KAT notes:	

Notes:

Pre-Primary	Date:	Teacher:			
IEP		Eyesight		Speech Therapy	
GEP		SSEN		Occupational Therapy	
At risk attendance		Behaviour		School Chaplain	
Toilet plan		IBEP		School Psych	
Level of Adjustment		Social		School Nurse	
Hearing		Emotional		Other external agencies	

Learning Area	Below	At	Above	Assessment	Level
Writing				Letters and Sounds Phase	
Reading					
Number				Decodable Reader Set	
On Entry Testing (OLNA)					

Notes:

Year 1	Date:	Teacher:			
IEP		Eyesight		Speech Therapy	
GEP		SSEN		Occupational Therapy	
At risk attendance		Behaviour		School Chaplain	
Toilet plan		IBEP		School Psych	
Level of Adjustment		Social		School Nurse	
Hearing		Emotional		Other external agencies	

Learning Area	Below	At	Above	Assessment	Level
Writing				Decodable Readers Set	
Reading				Letters and Sounds Phase	
Number				Words Their Way Stage	

Notes:

One Page Profile

Name:

About me

I like...

I don't like...

My strengths

I am working on

How to support me

APPENDIX 7:ONE PAGE STUDENT PROFILE

APPENDIX 8:SCHOOL RESPONSE TO STUDENT SUICIDAL BEHAVIOUR AND NON SUICIDAL SELF INJURY

Appendix 3 – School response to student suicidal behaviour and non-suicidal self-injury quick reference

This flowchart is a quick reference guide to be used in conjunction with Section One and Section Two of the Guidelines. Access Appendix 3 and 6 for consultation contacts for school staff and parent/carer and student support.

SAMPLE

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