Connolly Primary School

An Independent Public School

Student Services Policies & Procedures

Excellence • Learning • Innovation • Care

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Our Objective

For every child to achieve their full potential by utilising our passion for learning, diversity, educational methods and innovation to make our school the first choice for parents.

Student Services—Roles & Responsibilities

	Identification	Intervention	Monitoring
Teachers	• Complete SAER transition from previous year. • Meet with parents to discuss student needs and goals by Week 5 Term 1. • Complete specialist SAER Spreadsheet. • Identify SAER using appropriate strategies and referral form. • Monitor all students, and refer any social, behavioural or academic concerns to the leadership team.	• Modify educational programmes to meet needs of students. • Follow the documentation process (to be completed by Week 5 each term) • Use appropriate programmes and strategies to target SAER outcomes. • Implement strategies suggested by outside agencies (where appropriate). • Inform specialist staff of all plans that need to be implemented. • Seek advise from Student Services Leadership team.	• Monitor all students, and refer any social, behavioural or academic concerns to the Student Services team. • Monitor existing SAER cases to determine need for further intervention. • Maintain records of IEPs and IBPs on Reporting to Parents:SEN. • Report progress to parents and admin. • Review action plans & make recommendations • Attend case conferences.
Associate Principal (Student Services)	• Allocate time for appropriate handovers to ensure strategies can be implemented. • Communicate Student Services Policies and Procedures to staff and parents. • Liaise with parents and outside agencies regarding diagnoses. • Manage Disability Resourcing applications, budget and allocation of resourcing accordingly. • Manage EA timetables and support structures.	• Organise and coordinate case conference to determine action plans • Meet with teachers when support is requested. • Liaise with Department of Education for support • Ensure appropriate Professional learning for staff. • Liaise with appropriate outside agencies. • Coordinate allocation of resources inc Education Assistants • Liaise with parents as required.	• Review cases to keep parents informed. • Keep Master Files up to date • Transfer information following student movement. • Assist in writing plans • Monitor the implementation of plans • Ensure plans are signed by parents and kept on file. • Keep SAER register up to date • Contribute to collation of whole school data.
Student Services Team	• Ongoing consultation with School Leadership • Assist school in the identification of students. • Manage referral process • Provide support and information.	• Collaborate with teachers and parents to address concerns. • Meet formally each term to discuss new referrals and current interventions. • Participate in case conferences • Support staff as required.	• Ongoing record management in accordance with DoE guidelines. • Review and modify Student Services policies and Procedures. • Review files and documentation to determine resources required.
Parents	• Communicate concerns to the school. • Discuss concerns with teachers and student services team. • Inform school of relevant information.	• Attend case conferences • Participate in action planning. • Implement strategies suggested at home (where appropriate)	• Provide outside agencies' reports. • Maintain contact with teachers to determine progress • Attend review meetings.

Strategies for Identification		Appropriate Documentation
• Systemic Assessments inc. On-Line Interview (PP-Yr2), NAPLAN • School Assessment inc KAT, RAT, Off-Years NAPLAN testing • Class-Based Assessments		• Needs Summaries • Individual Education Plans (IEP) • Group Education Plans (GEP) • Individual Behaviour Management Plans (IBP) • Action Plans

Students at Educational Risk (SAER)

Rationale

Every child has a right to receive an educational program that addresses their individual needs and assists them in fulfilling their potential.

A student at educational risk is any student who is not performing to their academic, emotional, social or behavioural potential. This includes children performing below the expected norm as well as those requiring extension. Student with a diagnosis of a Disability, or are identified as Gifted and Talent also are deemed at educational risk.

This policy statement recognises that addressing the needs of students at educational risk is a collaborative process characterised by a sense of shared responsibility by the student, the parent, the teacher and the school executive.

Identification Processes
Students at educational risk will be identified through the following processes:

- All students in Kindergarten will have an entrance interview at the commencement of the year to gather information on students.

- All Pre-Primary children will complete On Line Interview in Term 1 and phonemic awareness screening at the conclusion of the year.

- Year 1 OLI in Term 1

- The Management Information System will be used to gather student performance data on all areas of the curriculum, including socio-emotional development together with teacher assessments, and teacher judgements will identify students at risk of not reaching their academic potential to implement a case management process.

- All Teachers can complete a referral form at any time throughout the year to access support from the Student Services Leadership Team. Completed forms are to be placed in the Associate Principals' Office. The Student Services Leadership team meet twice a term to review the referral forms and decide on appropriate support or action.

- Students at risk may be referred to outside agencies or to the School Psychologist to assist identification processes.

- Class list of students requiring differentiation will be given to staff at start of the school year, along with any students' red SAER files.

- Utilise NAPLAN data, along with teacher assessments and teacher judgement, to identify students for Case Management Process.

Case Conferences

A key aspect of our *Students at Educational Risk (SAER)* processes is the use of *Case Conferences*.

Case Conferences are formal meetings attended by the classroom teacher, administration, parents and additional specialists (as required).

These meetings provide opportunities for dialogue between the school and families, ensuring that the implementation and review of Individual Education Plans is a collaborative effort.

These will be organised throughout the year, and be coordinated by the Associate Principal (Student Services).

Students at Educational Risk (SAER)

Intervention Processes
The school will offer a range of intervention options to support students at educational risk:

- Curriculum modification to existing classroom programs.

- The use of Needs Summary, Individual Education Plans, Group Education Plans, Individual Behaviour Management Plans, Case Management Plans and Action Plans for students at educational risk.

- Case management process will exist for targeted students not achieving full academic potential.

- Plans should include specific, measurable short term goals, clear implementation timelines and a process to review the progress of the student(s) towards achieving their goals. Each plan is to be reviewed termly.

- These plans are to be signed by the Associate Principal (Student Services) and a copy provided to the parent and a copy in the red folders.

- Withdrawal programs for students at educational risk funded through the staffing profile. The Student Services Leadership Team will provide advice to the Principal regarding such programmes.

- Teachers are required to follow the ***Documentation Process***.

Monitoring Processes
The school will use the following procedures to monitor students at risk:

- All completed documentation is stored electronically by the Associate Principal (Student Services) as per Documentation Process.

- The implementation of the documentation will be monitored by the Associate Principals.

- One team meeting per term dedicated to Student Services.

- At the conclusion of the year, teachers should include a recommendation statement in the documentation.

- When a student is deemed not at risk, the SAER file is returned to the Associate Principal (Student Services) with a note of register and date proforma, and to be placed on the child's master record.

- A master list of students identified as SAER is provided to the staff at the commencement of the school year.

- At the end-of-year, the transition of students with specific disabilities or learning difficulties is conducted by the Associate Principals, with the current and new teachers.

- Handover process at end-of-year or at the start of the new school year. Previous teacher of SAER student to meet with the new teacher.

Special Educational Needs (SEN)

Definition

Students with special educational needs are defined as being those students with a diagnosed disability. This is defined by the Disability Discrimination Act 1992 as:

- total or partial loss of the person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

Procedures

The identification, intervention and monitoring procedures outlined in the *Students At Educational Risk (SAER)* policy, will apply to students with special educational needs.

The Student Services Leadership Team, led by the Associate Principal (Student Services), will manage and monitor the SEN students.

The allocation of education assistants is to be flexible to cater for individual student needs.

Case Conferences will be held at least once each semester, and include the classroom teacher, education assistant (if applicable), Associate Principal (Student Services), parents, and any involved additional stakeholders.

Teachers will use *Reporting to Parents:SEN* to manage individual education plans, and to report against personalised outcomes (as appropriate).

Disability Resourcing

Applications for *Disability Resourcing* funding will be completed by the Associate Principal (Student Services), and will be in accordance with Department of Education protocols.

Disability Resourcing funding will primarily be used to appoint education assistants to support the educational needs of students.

In addition, some funding will be allocated to ensure adequate support for high need areas, or situations including:

- Transitioning Programmes
- Swimming Lessons
- Excursions
- Camp

> **Key Understandings about Disability Resourcing**
>
> *In Western Australia, Disability Resourcing funds only the top 3% of highest need students.*
>
> *Being diagnosed with a disability does NOT automatically mean a school will receive Disability Resourcing funding to assist in meeting the educational needs of the student.*

Gifted & Talented

Rationale

It is important that students with exceptional potential are supported during their schooling, and that the abilities of gifted and talented students are accepted, valued and fostered by teachers, parents, peers and the wider community.

For varied reasons, many gifted and talented students are at risk of not achieving to their full potential. Connolly Primary School aims to provide support for gifted and talented students to achieve their best possible learning outcomes.

Procedures

Identification

The identification of gifted and talented students should begin during the early years of schooling. At Connolly PS, teachers will:

> **Identification Processes Should...**
>
> *Be Inclusive*
>
> *Be Flexible and Continuous*
>
> *Utilise Information From Multiple Sources*
>
> *Identify Student Strengths*
>
> *Direct Teaching & Learning*

- **Gather Information**

  This can be done through a number of means including standardised testing, observations by teachers/parents, anecdotal records/interviews, and IQ testing.

- **Collaborate**

  Collaboration with colleagues, the Student Services Leadership Team, parents and/or outside agencies.

- **Report and Recommend**

  Analyse of testing, and the development of Individual Education Plans.

Intervention

Strategies for intervention will vary based on the individual needs of identified students. At Connolly PS, these may include:

- Differentiated curriculum developed following the *Maker Model*.

- Participation in Extra-Curricular Activities

- Participation in Department of Education programmes such as the *Early Years Extension* (EYE) and *Primary Extension and Challenge* (PEAC) programmes.

- Curriculum Acceleration.

> **The Maker Model of Differentiated Curriculum**
>
> *The Maker Model suggests curriculum needs to be differentiated in terms of:*
>
> *Learning Environment*
>
> *Content Taught*
>
> *Working Processes Utilised*
>
> *Product To Be Produced By The Student*

Monitoring

Monitoring will be in-line with the school's *Students At Educational Risk (SAER)* policy and procedures.

Case Conferences will be held as required, and include the classroom teacher, education assistant (if applicable), Associate Principal (Student Services), parents, and any involved additional stakeholders.

Attendance

Rationale

Connolly Primary School is committed to providing a safe and supportive school community, based on the premise that every student has the right to learn and every teacher has the right to teach. The likelihood of success in learning is strongly linked to regular attendance and engagement in the educational programs. Students with poor attendance risk poor academic achievement, a greater likelihood of not completing schooling and a greater risk of social disadvantage.

Parents have a legislative responsibility to inform the school if their child is absent and of the reason for this absence. Connolly Primary School monitors and manages student attendance in order to maximise the opportunities of all students to learn. The School will work in partnership with the parents and guardians of students at attendance risk to ensure a positive outcome is reached for all.

Guidelines

In accordance with the Department of Education's Student Attendance Procedures, the Principal will:

- Maintain accurate attendance records;
- Respond to Department of Education requests for reporting and disclosure of attendance data;
- Address student absence;
- Develop plans for students with persistent absence and;
- Retain all relevant documentation.

Procedures

Daily Tracking

Classroom teachers will maintain records of the lesson attendance using *Integris*. Records will be updated before 8:45am & 1:00pm daily.

Should teachers be unable to input the data, they will alert the school officer prior to 9.30am.

Relief teachers will be given printed attendance sheets to be completed and returned to the office prior to 8:45am & 1:00pm for the school officer to input.

The school sends out an automated SMS alert at 10:00am & 2:45pm for unexplained absences.

Parents are able to contact the school provide an explanation for student absences via SMS, phone, email or the school smartphone app. The school officer will update Integris, including a note.

> **Students Arriving Late**
>
> At Connolly PS, a student is deemed to be late if they arrive after **8.45am**.
>
> Students arriving late **MUST** arrive through the Front Office.
>
> The school officer will provide a late notice for the classroom teacher, and will update *Integris* records.

Teachers are not to change the codes inputted into Integris by the school officer.

Administration input future absences as required.

Attendance

Monitoring Student Attendance

Should a student return to school without explanation for an absence, the classroom teacher will send home an **Absentee Note** to be completed and returned by the parent/caregiver.

The classroom teacher will update Integris upon the return of this note, including the explanation provided.

School administration will forward letters twice a term for unexplained absences and repeated late arrivals that will be generated through the lesson attendance module of Integris as a follow-up to daily SMS alerts and teacher follow up. (Week 4 and 8)

Student attendance and late rates will be reviewed and an **Attendance Report** will be sent home for each student at the end of each term

100% Attendance certificates will be handed out each term to those students who achieve this
rate of attendance.

All students identified as having an attendance rate below 90% will be considered for further action.

Attendance & Students At Educational Risk

The Department of Education classify student attendance rates based on the following scale:

Greater than 90%	Regular
Between 80-89%	Indicated Risk
Between 60-79%	Moderate Risk
Less than 60%	Severe Risk

Recording Student Absences
Authorised

Reasonable Cause (R)
When the principal has deemed the reason as acceptable.

Cultural Absence (C)
Due to cultural or religious events. The duration of the absence should be agreed prior to the absence.

Notified as Sick (N)
Due to illness. A medical certificate may be requested.

Vacation (V)
Negotiated with and approved by the principal prior to the absence.

Suspended (S)
Automatically recorded when a student is formally suspended.

Unauthorised

Absence - Cause Not Established (U)
When a child is absent, and waiting for an explanation. Further follow-up is required.

Unauthorised Vacation (K)
Vacation when not approved by the principal.

Unacceptable Reason (X)
When the principal deems the reasons as not meeting the requirements of the School Education Act 1999.

Truant (T)
When a student has truanted.

Vacations During Term

While family time is very valuable, it is important to stress that taking children out of school for family holidays reduces the amount of time available for learning and is detrimental to their education.

Prior to taking children on vacation during the school term, parents **MUST** meet with the Principal, or submit a written request.

It is at the Principal's discretion as to whether there are reasonable grounds for authorising the absence. The Principal will notify the parents in writing should the decision be made not to approve an in-term vacation.

Parents should also refer to the *Homework and Vacations During Term* section of the school's Homework policy (within the *School Operations Policies and Procedures* document).
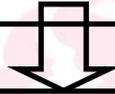
Attendance

The school follow the outlined process of intervention when a student is identified to be at risk due to absences.
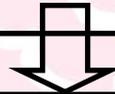
Level 1

- After three consecutive unexplained absences, the classroom teacher will make contact with the parents, either by phone or email using **Attendance Letter A** to seek explanation.
- Should the teacher not be able to make contact with the parent, or the student continues to be absent, the teacher is to refer the student to the Student Services Team via the referral process.
- Teacher to document and monitor attendance

Level 2
Continued Unexplained or Ongoing Absence

- Student Services Team will document and monitor student attendance, and make contact with the parent to gain explanation of absence.
- When the student's attendance falls below 80% - **Attendance Letter B** to be sent.

Level 3
Persistent Absences

- If unable to contact parents, the school will refer to the Students whose Whereabouts are unknown (SWU) Guidelines and Procedures.
- Admin send **Attendance Letter C** requesting an attendance meeting to identify issues and to develop and implement an action plan.
- Admin continues to document and monitor student attendance.

Level 4
Persistent Absences

- Review meeting is held to evaluate attendance goals and strategies.
- Should parents not attend, or attendance does not improve, Admin to send **Attendance Letter D**
- Principal to form an attendance panel for parents to attend.

Level 5
Persistent Absences

- Principal to establish that all practicable steps to restore attendance have been taken.
- Principal requests that the Director General of Education issue a certificate pursuant to Section 42(2).
- The matter is referred to the Department of Education's Legal Services for consideration of prosecution.

Pastoral Care

Rationale

Connolly Primary School is committed to providing a safe and supportive school community, based on the premise that every student has the right to learn and every teacher has the right to teach. The development of each student's social and emotional well-being is as important as academic learning and physical health when considering the pre-requisites for a motivated and positive learner.

It is also important that staff should experience a positive professional environment in which they feel valued and supported. The care and support of staff is critical to ensure a flow on effect to the students within our school.

Our Commitment To Pastoral Care

At Connolly Primary School, we are committed to:

- Taking a proactive approach towards pastoral care, with a focus on prevention and intervention.

- Ensuring the following strategies and programmes are in place to promote and support the social and emotional well-being of *students*:

  ⇒ School Chaplaincy
  ⇒ School Values
  ⇒ Friendly Schools Plus
  ⇒ Buddy Classes
  ⇒ Upstander & Harmony Awards
  ⇒ Student Leadership

- Running parent information workshops throughout the year, to assist parents in engaging in, and supporting, their children's education and emotional well-being.

- Providing staff with access to on-going professional development in creating a safe and supportive school environment

- Ensuring the following strategies are in place to promote and support social and emotional well-being of *staff*:

  ⇒ School Chaplaincy
  ⇒ Well-being/team-building as part of each Staff Development Day
  ⇒ Staff Stars
  ⇒ Staff Care Packs
  ⇒ How Are You Flying?
  ⇒ Social Committee Events
  ⇒ Shared Lunch

Leadership of Pastoral Care

The Student Services Leadership Team will be responsible for providing leadership of the pastoral care strategies and programmes within our school.

Pastoral Care in the Curriculum

In addition to the specific pastoral care strategies and programmes, our school will address the pastoral care needs of our students through the following curriculum areas:

Health & Physical Education
Communicating & Interacting For Health & Well-Being

Humanities & Social Sciences
Civics & Citizenship

Documentation Process

Teacher opens documentation in the
Shared Drive / All Staff / All Staff IEP-GEP-Needs Summaries Master
to desired location for adjusting.

↓

Teacher finalises documentation;
seeking Associate Principal's advice as required.

↓

Teacher saves final copy into the appropriate class folder
Shared Drive / All Staff / All Staff IEP GEP Review

↓

Associate Principal checks documentation, suggests amendments
(if required) and emails recommendations to the teacher.

↓

Associate Principal saves to the
student's Master File

↓

Associate Principal signs and distributes to pigeon holes
for teachers and parents to sign (by beginning of Week 6).

↓

Teacher to notify parents for discussion and signing of documentation.

↓

Teacher to store hard copy (with signatures) in the student's red SAER file.