



EDUCATION SUPPORT POLICY AND PROCEDURE

CMMS-ST-PRO 0-05

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2.1	2023	Rename policy to Education Support Policy. Amend details of IEP and LAP.	Samantha Leyton

1 Background

- 1.1 Casa Mia Montessori School is committed to establishing and upholding school practices which support students at educational risk to develop skills towards achieving outcomes.
- 1.2 Students at educational risk are: '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'. Students at Educational Risk Policy 2001' Department of Education and Training
- 1.3 Students at educational risk may be recognised by the following features:
- Are at risk of not achieving the outcomes described in the Western Australian Curriculum Framework
 - Are at risk of not achieving the outcomes described in the Casa Mia Montessori Curriculum
 - Whose achievement level, rate of progress or behaviour differs, is noticeably different from past performances and/or that of his/her peers
 - Are under performing
 - Do not engage in their schooling
- 1.4 The following factors may contribute to the student being at risk:

Family

- family stress
- socio economic skills
- parenting style/skills
- substance abuse
- abuse/neglect
- parent mental health

Community

- values
- infrastructure/support
- school ownership
- status
- ethnicity

Education

- speech and language
- literacy
- behaviour
- successful experiences
- peer group
- learning environment
- connectedness with the school

- curriculum
- gender
- intellectual disability
- disability other than intellectual
- truancy
- intellectual superiority

Individual Mental Health

- stress
- behaviour
- diagnosed mental illness
- temperament
- loss of control
- resiliency
- level of self esteem

2 **Procedure:**

Addressing the needs of a student at education risk is an ongoing process and must be commenced and reviewed at several levels of the system with each level taking responsibility for its contribution to improving outcomes.

Responsibilities:

- *Parents are responsible for:*
 - ✓ Informing the school of their concerns and relevant information which may influence their child's ability to learn
 - ✓ Communicating regularly with the school
 - ✓ Supporting the school in the education of their child
- *Teachers are responsible for:*
 - ✓ Identifying students whose development is of concern
 - ✓ Communicating the concerns with the parents, colleagues and principal
 - ✓ Developing and delivering a quality curriculum, which is responsive to the individual needs of students at educational risk.
 - ✓ Using performance data and intended educational outcomes as the key elements of planning for students at educational risk.
 - ✓ Planning educational programs through consultation with the parents or caregivers, students and relevant professionals.
 - ✓ Reporting on the educational progress of the students to the students, principal, parents or caregivers and
 - ✓ Communicating to the principal, their own professional development requirements to assist in meeting the needs of students at educational risk.
- *The Principal is responsible for:*
 - ✓ Ensuring the implementation of the Education Support procedures
 - ✓ Establishing processes for the identification of students requiring

- ✓ Establishing a communication process with parents of students at educational risk which is open and based on mutual respect.
 - ✓ Establishing standards for the provision of support to students at educational risk.
 - ✓ Monitoring and reviewing the implementation of the Education Support Policy
 - ✓ Demonstrate leadership through policy development and strategic planning in the area of students at educational risk
- *Students are responsible for:*
 - ✓ Actively participating in the educational process with the school community
 - ✓ Behaving in a manner which is expected and accepted by the school.

3 Essential Components for Effective Planning

The following seven areas are considered essential components for effective planning for students at educational risk.

3.1 Identification

The school has clearly defined processes for the early identification of students at educational risk

- Parents provide information about the child and family circumstances at enrolment.
- Teachers maintain observational notes on the child's progress and records participation, educational outcomes or rate of progress which differs noticeably from past performance or of performance that is a concern to the teacher and/or parents and caregivers.
- Internal testing at transition points to identify students that are not achieving age appropriate outcomes.
- Annual standardised testing in numeracy and literacy
- National standardised testing at Year 3 and Year 5.
- Observational records by the staff of the child's behaviour in the various educational arenas.
- The development of a child profile in the student files. These records include all diagnostic test results, dated work samples, parent/caregivers' data, NAPLAN results etc. A record sheet is in the front of the file indicating all information stored in the file.
- Teachers maintain records of the student's progress through the constructivist curriculum
- Diagnostic testing as indicated in the Assessment Policy
- The Teacher and Principal analyse data and identify areas of concern
- The Teacher prepares a Student at Educational Risk report that is updated each semester with information of actions and decisions taken in that period.

3.2 Curriculum

Casa Mia Montessori School delivers the Montessori curriculum which is adapted to the individual needs of the students at educational risk. For students who do not respond to the Montessori Curriculum an alternative approach is used to support the students in achieving the outcomes.

- Teachers plan experiences to facilitate the student's learning and development guided by the Montessori curriculum
- Teachers adhere to the school values of inclusive education and cultural diversity by organising and running each class and the school as a community.
- Teachers recognise and respond to the factors that impair learning for the student at risk

- Teachers recognise and respond to the behaviours of students at risk which may impact on the other children in the class

3.3 *Planning for support*

Casa Mia Montessori School staff use performance data and observations as the key elements of planning for students at educational risk.

- The staff acknowledge that students at educational risk are a whole school responsibility and the responsibility is reflected in the planning
- Student achievement data and other information such as attendance, participation, behaviour, health and family support are important factors that are considered in the planning.
- Students at Educational Risk are discussed at each staff meeting (fortnightly)
- The teacher plans, writes, implements and reviews a support programme with the support of the principal: Individual Education Plan (IEP) or Learning Action Plan (LAP)
IEP – For children working below the expected SCSA curriculum level. Children allocated an IEP will be assessed on a modified report, against their IEP learning goals.
LAP – For children who are working within SCSA Curriculum year level and require adjustments or documented strategies, this could be academic or to do with social/emotional regulation strategies.
- Records of the support programme are kept by the teacher implementing the programme and on completion of the programme in the Student's educational file.
- The process is reviewed at least every two (2) terms.
- If the outcomes have been achieved, the process is closed off.
- If the previous outcomes were not achieved or there are further outcomes to be achieved a new individual education or behaviour management plan is created.

3.4 *Collaboration*

Casa Mia Montessori School recognises a successful intervention programme for a student at educational risk required the collaboration with key stakeholders.

- The teacher gives the student explicit, direct lessons, explanations of the outcomes expected and immediate, specific feedback on the work delivered with an expectation that corrections are done immediately.
- The teacher must give feedback, in a respectful and courteous manner.
- All work done by a student must be dated. This will constitute a record of the child's work and progress.
- The teacher works closely with the children in deciding how hurdles will be overcome.
- The teacher will liaise closely with external support for help in delivering the support programme
- The teacher will involve parents in the educational process and inform the parents of the ways in which they can help and report back on a regular basis on progress ensuring that a partnership between home and school is positive.
- The teacher will report to the staff body of the concerns, the manner in which the concerns are being addressed and the support required.
- The principal will maintain the school contacts with other professionals and agencies.

- The principal or designated person will ensure a running record of students at risk are kept in the staff meeting minutes.

3.5 *The Learning Environment*

Casa Mia Montessori School is committed to creating a learning environment that is responsive to and supports the needs of students at educational risk.

- The School has a vision and mission statement
- The School upholds the Montessori Principle of education which is to start with what the child knows.
- Through in-depth knowledge of the child's abilities, personality and progress the school strives to provide quality service and support for students at educational risk
- All staff are committed to the Montessori Method of education and deliver a child focused programme
- Information on the programme is given to the parents through parent evenings and the newsletter
- The needs of SAER students will be taken into consideration when formulating class lists and enrolling new families

3.6 *Reporting*

Casa Mia Montessori School has an Assessment and Reporting policy ST5 that guides the staff in providing key stakeholders with meaningful information of the child's progress towards improve learning outcomes.

- Casa Mia Montessori staff report in several ways to the students, parents and community and this is covered in the Reporting policy and procedures.
- Data on Students at Educational Risk is also reported to the WA Government (State) and the Federal Government for the purposes of support for these students in the form of funding.
- State:
 - Only recognised diagnosed disabilities – Refer AISWA guidelines
 - In January and July
 - Through AISWA Inclusive Education
 - Specific criteria - refer AISWA guidelines

Federal

- Both diagnosed disabilities and students at educational risk identified by the School
- In August at the census
- Through Department of Education and Training
- Requires a summary of the condition and the support – Casa Mia Montessori Support Plan for children with disabilities/learning needs
- School report can be audited and evidence of a minimum of 10 weeks of intervention must be demonstrated

3.7 *Professional development*

Casa Mia Montessori School is committed to identifying and addressing the professional development requirements of its educational staff to assist them to support students at educational risk.

- Performance management data will inform staff professional development
- Access to professional development support is provided within the school and in the educational community
- Director/resses are supported to meet the needs of the students at educational risk by the Principal.
- Staff can request specific professional development based on the needs of the children in their rooms/in the school

4 **Outcomes:**

The outcomes of the procedure for students at educational risk are:

- Identification of students at educational risk
- Development of procedures and guidelines for teachers to assist in intervention
- Encouragement of partnerships between the student, school and parents
- Strengthened accountability processes to demonstrate that the needs of identified students are being addressed
- Strong support for children who are at educational risk
- Reporting to the State and Federal Governments

5 **Appendix:**

1. Student at Educational Risk Report – SAER
2. Individual Educational Plan template
3. Learning Action Plan template
4. Casa Mia Support Plan for Children with Disabilities/Learning Needs
5. Flow chart

6 **Supporting Policies:**

- 1: ST5 Assessment and Reporting Policy and Procedure
- 2: EA02 Attendance Policy and Procedure
- 3: EA01 Enrolment Policy and Procedure
- 4: LC17 Health policy and Procedures
- 5: LC30 Behaviour Management Policy and Procedures
- 6: ST6 Planning and Recording Policy and Procedure