



COOLBINIA PRIMARY SCHOOL - *Inspiring Growth*

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Personalised Learning Policy

Policy Statement

Students at Educational Risk (SAER) are defined as *'students whose academic, social, cultural and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum'*.

Coolbinia Primary School identifies, responds to and supports the diverse needs of all students so that they are able to engage with the content and standards defined in the Western Australian Curriculum. This includes but is not limited to; gifted and talented students, students with learning difficulties, students with disabilities, at risk indigenous students, EAL/D students and Department of Child Protection (DCP) students. Irregular school attendance is also a risk factor that can impact on student engagement, educational achievement and social integration within the school community.

Coolbinia Primary School Staff will:

- Develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximizes opportunities for all Students at Educational Risk (SAER).
- Provide the necessary teaching and learning adjustments to address the diverse needs of all SAER.
- Consult with relevant school-based and external stakeholders when planning for SAER.

For a variety of reasons, many students are at risk of not achieving educational success. Coolbinia Primary School aims to ensure:

- Early identification and intervention for SAER.
- Educational programs or strategies are developed for individuals and groups of students at risk.
- Personalised Learning Plans* are put into place where appropriate.
- Monitoring of attendance to identify SAER.
- Accountability processes are in place to demonstrate that the needs of identified students are being met.

Procedures

Teachers will follow the 'Coolbinia Primary Assessment Schedule' and use a variety of information to identify SAER which may include:

Hand-over information from previous teacher and Learning Support Coordinator, formal reports, NAPLAN testing, On-Entry testing, ACER/PAT testing, work samples, observation and checklists,

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Talented and Gifted Students (TAGS) parent/teacher identification checklist, PEAC testing, SIS lesson attendance/behavior entries and Personalised Learning Plans*.

Teachers concerned about students are required to follow the procedures outlined in the 'requesting support' guidelines.

At the end of the year, the Personalised Learning Plans* (complete with highlighting and teacher monitoring and review comments) are placed in the student's individual file. A formal handover/teacher conference will be conducted prior to the conclusion of each school year, to ensure a smooth transition and program continuity for SAER students.

Responsibilities of the Classroom Teacher:

- Concern identified by teacher or parent.
- Document concerns in individual student file.
- Learning Support Coordinator notified (informal).
- Follow 'requesting support' procedures (formal).
- Seek support through Learning Support Coordinator for developing Personalised Learning Plans*.
- Develop Personalised Learning Plans* following Coolbinia Primary 'Personalised Learning Plans' flowchart. Maximum of three SMART (Specific, Measurable, Achievable, Realistic, Time bound) goals to be used per plan.
- Consult parents/care givers in the development of the Personalised Learning Plans* and obtain parent consent and signature. Hand signed plans to the Learning Support Coordinator.
- Record requests for parent meetings on Student Activity in Integris. If you are unable to contact a parent, inform the Student Services Team (SST).
- Implement Personalised Learning Plans*.
- Monitor progress and assess effectiveness of intervention strategies.
- Inform parents of progress at review meeting.
- If required, complete the 'requesting support' form seeking a referral to the school psychologist and organise case conference with teacher, school psychologist, Learning Support Coordinator and parents.
- Review of Personalised Learning Plans* is required every five weeks.
- Identified students are discussed during teacher Performance Management meetings.

Student Services Team

The Coolbinia Primary School Student Services Team (SST) consists of the Associate Principal, Learning Support Coordinator and the School Psychologist.

Responsibilities of the Learning Support Coordinator (LSC):

- Work collaboratively with the class teacher and parents to support students who may need further intervention as determined through data analysis, paraprofessionals (speech therapist, psychologists etc.) observation and during in-class support.
- Provide in-class support to SAER students if required and provide advice and research to teachers on instructional strategies to meet the needs of students at educational risk.
- Work collaboratively with the class teacher and parents to develop Personalised Learning Plans*

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for those students at educational risk.

- Provide information on support for teachers and parents which may be available from other service providers.
- Coordinate and negotiate with school psychologist and outside agencies to support SAER e.g. School of Special Educational Needs Disability (SEND)
- Work collaboratively with school psychologist.
- Regularly report progress of the identified students to the Principal.

Responsibilities of the School Psychologist

- Collaborate with the Learning Support Coordinator regarding SAER.
- Liaise with staff to improve student learning outcomes
- Liaise with parents to discuss relevant concerns
- Provide information regarding appropriate monitoring tools
- Provide resources for the whole school and assist in the development, monitoring and review of Documented Plans*.
- Provide workshops and professional learning to staff.

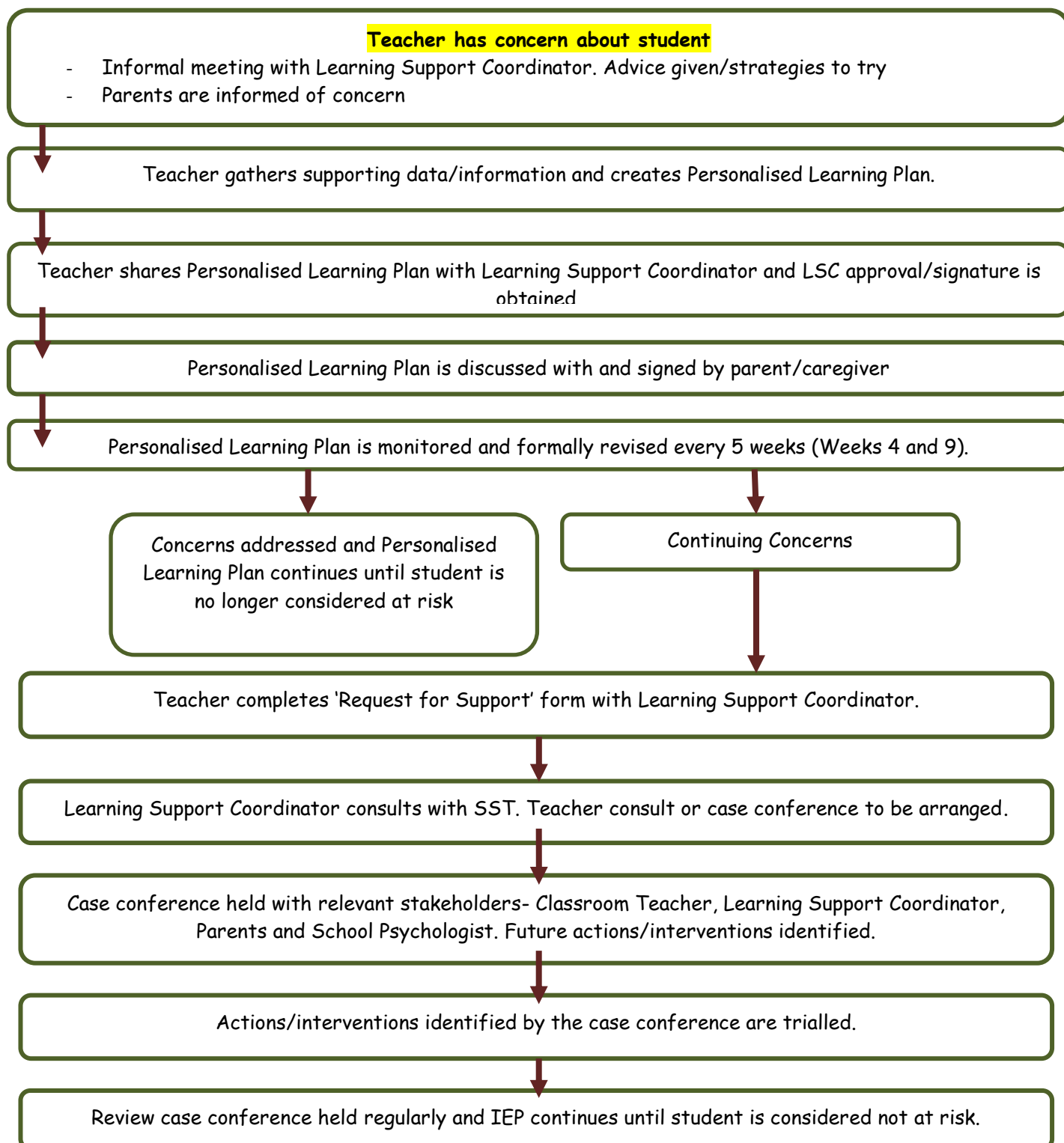
Coolbinia Primary School has the services of a school psychologist once a week. All school psychology referrals should be communicated through the Learning Support Coordinator and will require the 'Requesting Services' form to be completed. The school psychologist cannot see a child or parent without a formal referral first being completed by the teacher and a parent consent form signed. The teacher completes the necessary information on the referral form and discusses this with the Learning Support Coordinator.

When considering a child for a referral, check if the child has been referred previously. This referral form will be stored electronically in the teacher shared drive. In such cases previous records will provide valuable information for the teacher. Should a further referral be the result, a new referral form is required in order to reactivate the case.

Reviewed in 2015

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Students at Educational Risk Procedure



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