



**Lathlain**  
Primary School

# **STUDENTS at EDUCATIONAL RISK**

## **POLICY & PROCEDURES**

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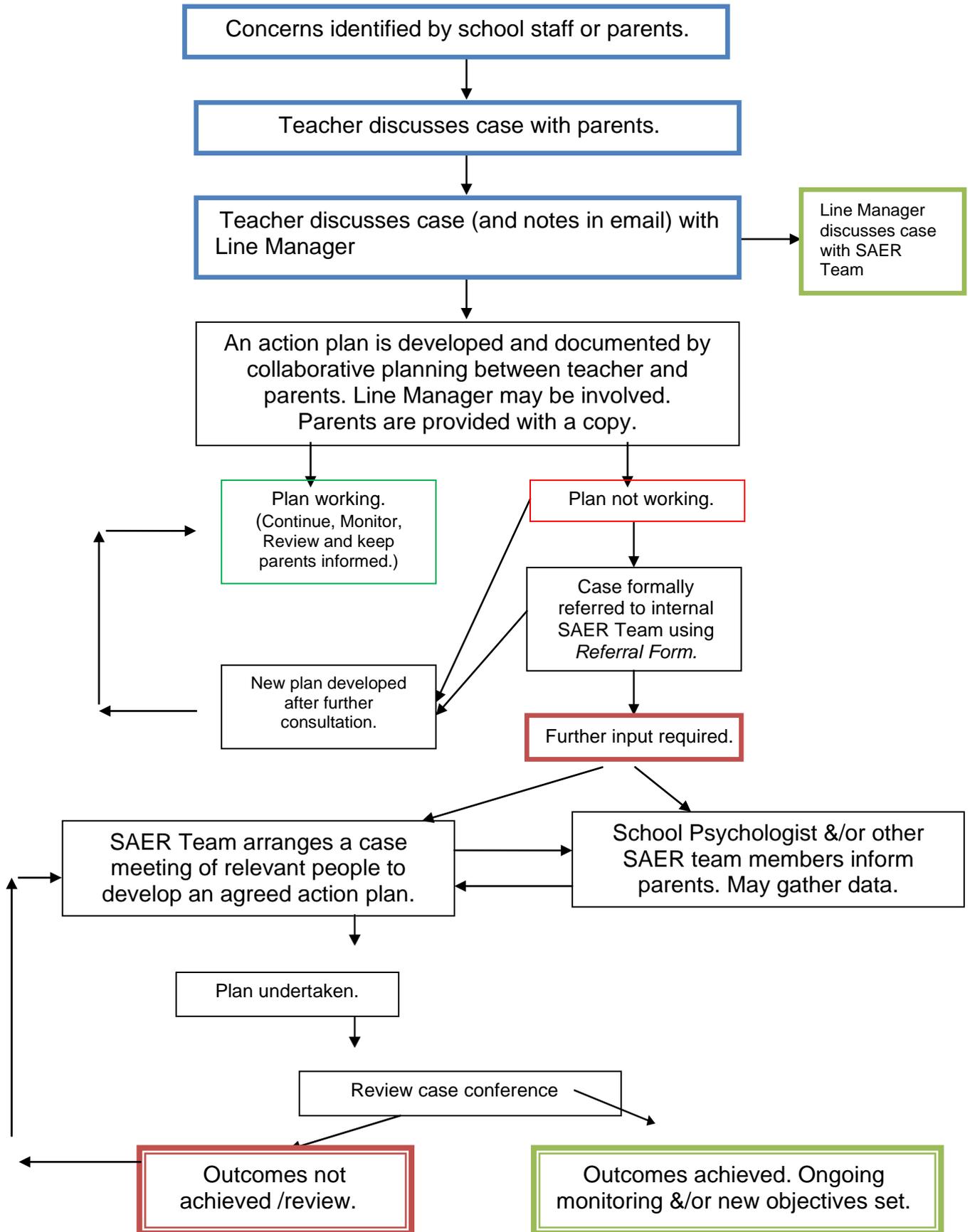
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### ABBREVIATIONS:

- |      |   |
|------|---|
| SAER | Students at Educational Risk                |
| EALD | English as an Additional Language / Dialect |

# 1. CASE MANAGEMENT PROCEDURE FOR STUDENTS AT EDUCATIONAL RISK



## 2. POLICY STATEMENT

Lathlain Primary School will provide an inclusive, safe and stimulating learning environment for students to achieve their potential.

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](#)
- receives an [Individual Disability Allocation](#)
- has ongoing absences
- 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](#)
- presents 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

Students at educational risk may be characterised as students:

- Who are at risk of not achieving the major learning outcomes
- Whose achievement level, rate of progress, behaviour or social and emotional wellbeing differs noticeably from past performances and/or that of their peers
- Who are under performing (those below C grade)
- Who are not engaged in their schooling
- Who require an accelerated learning program

### IDENTIFICATION

Lathlain Primary School has clearly defined processes for the early identification, prevention and intervention of students at educational risk.

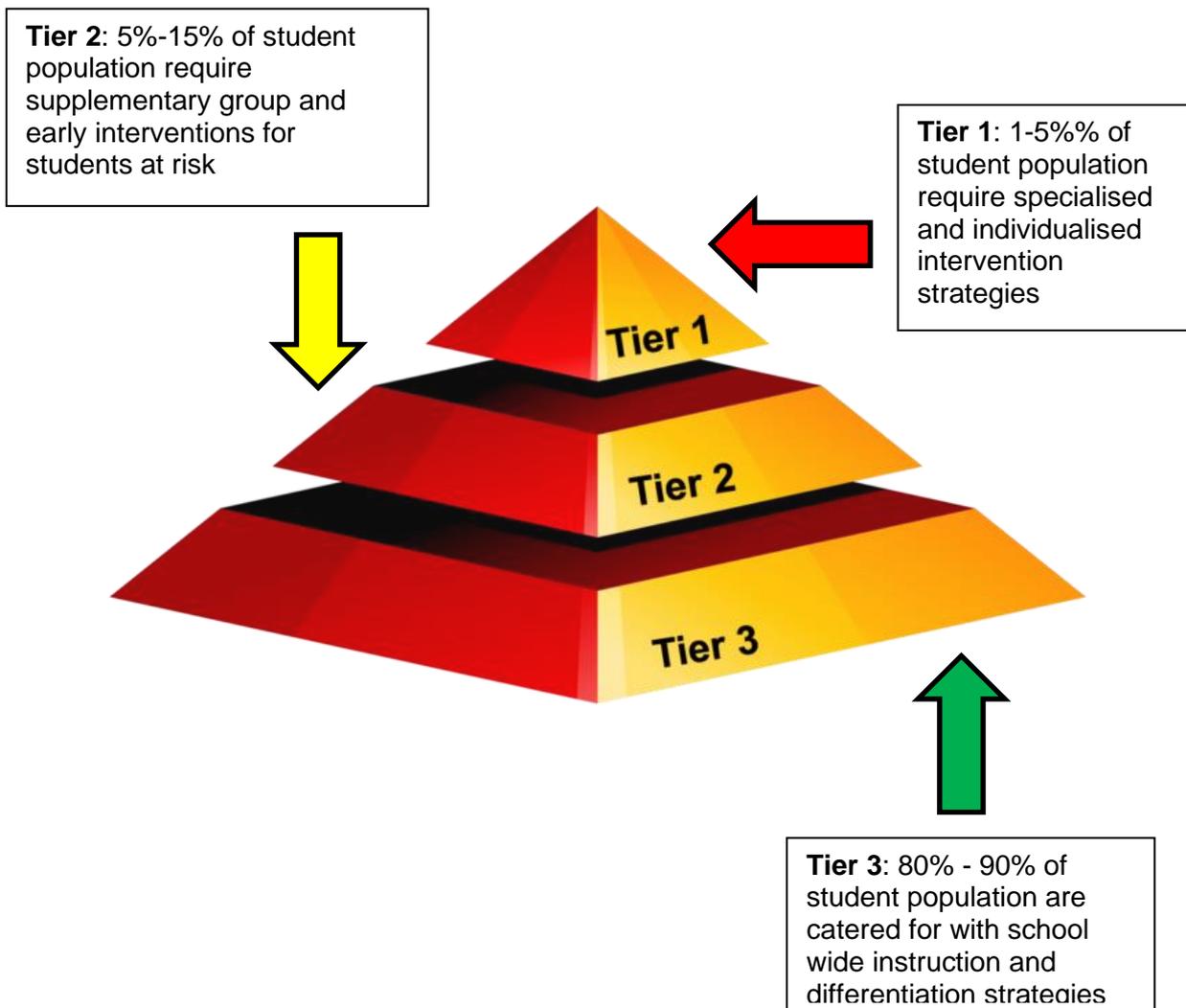
Whole School Strategies

- Kindy KAT assessment, articulation assessment, entry screening with school nurse
- Pre-Primary Literacy and Numeracy On-entry assessment data
- National Assessment Program Literacy and Numeracy (NAPLAN) data, Years 3 and 5 and alternate testing for Years 1, 2, 4 and 6 ie PAT Adaptive.
- PAT tests – Year 1-6
- PEAC Testing Year 4
- Whole School Reporting and Assessment
- EAL/D Progress Maps

Identification will also involve;

- Teacher Observations
- Anecdotal records
- Student work samples
- Collaboration with parents
- School Psychologist
- Attendance data
- BMIS Tracking Sheets
- Review of previous years records
- Health Care Plans
- External agencies
- Transition from year to year

### 3. Students at Educational Risk (SAER) Tiered Approach



**4. Process at Lathlain Primary** based on academic, behavioural, social, emotional & attendance needs. The items are to be implemented

<b>Links to Lathlain PS Business Plan</b>	<ul style="list-style-type: none"> <li>• <i>Providing every student with pathways to be successful learners.</i></li> <li>• <i>Strengthening the social and emotional wellbeing of all.</i></li> <li>• <i>Using evidence to drive all decision making.</i></li> </ul>	<b>Tier Level</b>	<b>Strategies – determined by individual needs</b>
		<b>Tier 3 Minimal adjustments</b>	Whole school class-based instruction Scaffolding Differentiation – learning environment, processes, product, content Teacher to parent communication EAL/D specialist program PBS Matrix Sensory Box Emotional Regulation Brain Breaks Classroom Management Strategies Lathlain Primary’s Explicit teaching model Ability groupings
		<b>Tier 2 Moderate Support</b>	Referral to Line Manager – using class & school-based data (subject specific, behaviour, attendance, social & emotional) Observation by Line Manager Establishment of individualised education plan and/or individualised behaviour plan Referral to Chaplain for intervention (if applicable) Teacher, Parent & Line Manager meetings – these are to be recorded and filed into the student’s school file. Teachers liaise with Line Managers Differentiation – processes, content, environment, product (positioning, eye wear, hearing devices, groupings, chair type, scaffolding, adjusted academics, use of interests). Group work – teaching & learning adjustments TAGS – open ended tasks Education Assistant support (if appropriate) SENA assessments, minlit & multilit assessments & lessons Assistive Technology ie ipads, keyboards, laptops Evidence based strategies – chunking, visuals (timetable, reward chart, first/then.), social stories. Behaviour Tracking sheet.
<b>Tier 1 Maximum Support</b>	Referral to SAER Team – School Psychologist, Deputy Principal, Principal, Chaplain Referral to outside agencies – paediatricians, psychologists, speech Therapists, occupational therapists, social workers & hospital services (these need to be discussed with the parents & line manager).		

			<p>School Psychologist assessments &amp; observations will be decided at a case meeting.</p> <p>Implement recommendations from agency reports</p> <p>Individualised student plans – adjustments for the playground/classroom (supervision, mobility device, use of disabled toilets)</p> <p>1-1 instruction</p> <p>Differentiation – content, environment, process, product</p> <p>Case Meetings – full team of stakeholders including therapists.</p> <p>School Report Adjustments – SEN Reporting, ABLEWA</p> <p>Inclusion of specialist consultants from the Education Department's <i>School of Special Education Needs (SSEN)</i></p> <p>Use assistive technology eg ipads, keyboards, laptops</p> <p>Evidence based strategies chunking, visuals (timetable, reward chart, first/then,), social stories.</p> <p>Individual emotional regulation plan – established and implemented</p> <p>Risk Management Plan</p>
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## 5. ROLES AND RESPONSIBILITIES FOR IDENTIFICATION AND INTERVENTION

<b>Links to Lathlain PS Business Plan</b>  <i>• Fostering family, community and agency partnerships.</i> <i>• Building the capacity of all staff, whilst strengthening support for teaching and learning excellence in all classrooms.</i>		Class Teachers	School Psychologist	Chaplain	Accelerated Learning Teacher (ALP)	EALD Teacher	Line Managers (Admin)	Specialist Teachers
		Review the previous year's student Academic files.	Collaborate with staff to improve student outcomes.	Collaboration with staff to improve the social and emotional wellbeing of staff & students.	Identify students exceeding the curriculum from school data	Consult and collaborate with teachers	Coordinate the testing schedule as listed under identification	Review the previous year's student Academic files and whole school data. Obtain up to date information from the classroom teacher.
		Review the transition notes from the previous year.	Liaise with parents & carers through case meetings. Liaise with Admin Team.	Liaise with parents & carers.	Liaise with parents to inform them of child selection	Review enrolment and visa data	Analysis of whole school data with staff.	Identify the specific understanding and behaviour to be addressed. Develop a *SMARTER documented plan. Review plan.
		Identify the specific understanding and behaviour to be addressed. Develop a *SMARTER documented plan	Assess students where appropriate.	Operate individual, small group and individual strategies to improve health and wellbeing.	Prepare a unit of work based on STEAM or Critical Thinking skills	Identify Stages 1 and 2 EAL/D students	Provide appropriate identification tools to assist teachers in identifying SAER. Assist with management processes for identification, program access and provision for talented and gifted students.	Meet, discuss and sign documented plan with parent/caregiver

	Meet, discuss and sign documented plan with parent/caregiver and student (where appropriate) Review documented plan.	Develop the school's annual service agreement.	Liaise with Admin team.	Assess students throughout the course of work	Complete EAL/D progress map.	Manage Case Management meetings schedule and referrals to School Psychologist. Work with teachers to identify and process Disability Resourcing applications and checklists.	Liaise with classroom teacher when you observe behaviours that may concern you.
	Documented plan given to Line Manager	Upskill staff with targeted professional learning.	Complete service agreement with principal.	Share/Display the students' work	Provide tools to support class teachers	Identify and coordinate DoE Support Services & interagency support for teachers. Liaise with Parents, Staff, School Psychologist, Administration and Inter-agencies as required.	
	Documented Plan to be placed in the Student Progress Records File	Record minutes of case meetings and manage student files.		Record achievement for inclusion in school data	Liaise and inform SAER team of any concerns about identified students.	Participate in and advocate during SAER Team meetings.	
	Parent meeting forms and documented plans to be filed into student files.					Observe students and provide feedback to teachers.	
	Liaise with specialist teachers and share						

	documented plans and strategies.							
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\* **S** Specific **M** Measurable **A** Achievable **R** Realistic **T** Timed **E** Evaluated **R** Reviewed

## 6. CURRICULUM

Lathlain Primary School facilitates students learning and development by:

- Providing educational programs that are inclusive and differentiated for students with special educational needs.
- Being sensitive to cultural differences and values and utilise the EAL/D Progress Maps, strategies and scaffolding for EAL/D learners will be developed cross-curricula.
- Providing curriculum that is relevant and challenging for Students at Educational Risk including Gifted and Talented.
- Recognising and responding to factors that impact on literacy and numeracy learning.

### PLANNING FOR IMPROVEMENT

This is an ongoing process that forms an integral part of the Lathlain Primary's Business Plan. It is a whole school responsibility to meet the needs of Students at Educational Risk.

Education Department policy requires all identified Students at Educational Risk to have a documented plan, which describes educational program adaptations and/or modifications to instructions, curriculum, specific skill areas and/or assessment method(s).

Documented Plans may include:

- Individual Education Plans (IEP)
- Group Education Plan (GEP)
- Individual Behaviour Management Plan (IBMP)
- Risk Management Plan (RMP)

IEPs contain short term goals, targets and strategies that are reviewed prior to a new IEP being implemented. They are developed collaboratively between student, parent and teacher.

Supported with input from; EAL/D Teacher, Administration, and relevant professionals e.g. School Psychologist, Speech Therapist, Occupational Therapist etc.

**IEPs for Years K-6 are submitted to the Line Manager by end of week 6 during Terms 2-4. Due to NAPLAN, IEPs are due in Week 5 in Term 1.**

**Identification:** It involves gathering baseline data and identifying specific needs. Teachers will focus on specific, achievable, short term targets.

**Planning:** Teachers will select strategies and resources and will identify the support required to implement their IEP. A parent/caregiver meeting will be arranged to explain and sign the IEP.

**Response to Intervention: (RTI):** A multi-tiered approach to the early identification and support of students with behavioral and learning needs. Student progress will be monitored, measured and evaluated against short term goals.

**Review:** Short term goals are reviewed and new short - term goals and strategies identified. For ongoing IEPs a review meeting is arranged with the teacher, parent and students, new short - term goals identified and the IEP is signed by all parties.

**Finalisation:** Teachers are to notify the Line Manager if the student has demonstrated satisfactory achievement and no longer requires an IEP/ Documented Plans.

### COLLABORATION

Lathlain Primary School collaborates with key stakeholders in the development of documented plans for students at educational risk. This is accomplished by:

- Professional learning communities (PLCs) to facilitate collaboration.
- Class teacher collaborating during common DOTT time with teachers of like year groups to develop IEPs/GEPs.
- Consulting and discussing intervention strategies with parents/caregivers.
- Discussing the strategies to be implemented with the student.

- Liaising with School Psychologist and consulting with outside agencies.
- Facilitating Case Management meetings with all stakeholders.

#### **Links to Lathlain PS Business Plan**

- *Catering for individual student learning needs.*
- *Providing every student with pathways to be successful learners.*
- *Fostering family, community and agency partnerships.*

## **7. SOCIAL AND EMOTIONAL WELLBEING**

Lathlain Primary School will continue to operate an active Be You team consisting of members of the school and community to address the social and emotional wellbeing of students.

- Staff will implement the agreed recommendations of the Be You team.
- Staff will analyse student data to determine priorities.

## **LEARNING ENVIRONMENT**

Lathlain Primary School provides an environment that is welcoming, encouraging and offers support which promotes effective teaching and learning in an inclusive environment for all students.

- Implementing an effective Behaviour Management in Schools (BMiS) policy.
- Implementing a Bullying Prevention Policy linked to the BMiS Policy.
- Encouraging a student centre approach to learning.
- Developing a positive and shared vision for all students and staff.

## **REPORTING**

Lathlain Primary School will provide key stakeholders with meaningful information to improve learning outcomes. Using a variety of reporting methods formal and informal, written and oral the school will communicate with all concerned in the following ways:

- Notifying and meeting with parents as soon as there is an indication that their child's achievement, progress, behaviour or attendance is cause for concern.
- Providing ongoing communications to parents/caregivers on student progress.
- Parents/caregivers participate and are informed of the process to develop documented plans.
- Facilitate Case Management meetings.
- Implementing whole school procedures for the management of SAER.
- Maintain SAER, EAL/D /data bases

## **PROFESSIONAL LEARNING**

Professional Development is an important factor in assisting teachers and education assistants to help students at educational risk.

Lathlain Primary School is conscious of the need to access a variety of professional development activities and resources to improve teacher and education assistant's skills, knowledge and understanding for effective intervention and includes:

- Staff consultation and an analysis of student performance data.
- Accommodates and provides support for the needs of individual teachers and education assistants.
- Utilises DOTT time to support staff in collaboratively meeting the needs of students at educational risk.
- Accessing professional development support for staff within the school, network, education region and the community.
- Allows time for teacher collaboration through professional learning communities.
- Line Manager to provide support with resources and learning strategies.
- Inform staff of professional learning opportunities, (internal TEAMS communication).
- The Students at Educational Risk Policy is to be explained to new staff members as part of our induction process.

### **Links to Lathlain PS Business Plan**

- *Fostering family, community and agency partnerships.*
- *Building the capacity of all staff, whilst strengthening support for teaching and learning excellence in all classrooms.*
- *Students have an active voice.*

# APPENDICES

- Individual Education Plan
- Group Education Plan
- Individual Behaviour Plan
- Record of Parent Meeting
- Attendance Plan

# INDIVIDUAL EDUCATION PLAN



<b>NAME:</b>		<b>YEAR</b>	<b>ROOM</b>
<b>Long term objective:</b>			
<b>Short Targeted Objective</b> (What do we need to improve?)	<b>Strategies/Support Needs</b> (What needs to happen?)	<b>Implementation</b> (Who and When?)	<b>Review</b> (What worked and where to next?)
<b>Parent signature</b>		<b>Teacher signature</b>	

# GROUP EDUCATION PLAN



<b>NAMES:</b>		<b>YEAR</b>	<b>ROOM</b>
<b>Long term objective:</b>			
<b>Short Targeted Objective</b> (What do we need to improve?)	<b>Strategies/Support Needs</b> (What needs to happen?)	<b>Implementation</b> (Who and When?)	<b>Review</b> (What worked and where to next?)
<b>Parent signature</b>		<b>Teacher signature</b>	

**BEHAVIOUR MANAGEMENT PLAN**  
 (Social Skill/Relationships - Attendance/Engagement - Behaviour)



<b>NAMES:</b>		<b>YEAR</b>	<b>ROOM</b>	
<b>Long term objective:</b>				
<b>SUCSESSES</b> (What is working well?)	<b>CONCERNS</b> (What are we worried about?)	<b>STRATEGIES/SUPPORT NEEDS</b> (What needs to happen?)	<b>IMPLEMENTATION</b> (Who and When?)	<b>REVIEW</b> (What worked and where to next?)
<b>Parent signature</b>			<b>Teacher signature</b>	

# RECORD OF PARENT MEETING



<b>STUDENT:</b>		<b>YEAR/ROOM</b>	<b>DATE</b>
<b>PARTICIPANTS</b>	<b>ISSUE</b>		
<b>DISCUSSION NOTES</b>			
	<b>ACTION</b>		

Teacher: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Identification of factors in supporting student attendance at school

**Student:** Click or tap here to enter text.

**DOB:** Click or tap to enter a date.

**School:** Click or tap here to enter text.

**Year:** Choose an item.

	Information	Current or planned action	By whom, and date
<p><b>Pattern of absences:</b></p> <ul style="list-style-type: none"> <li>▪ When did the absences start?</li> <li>▪ Number of absences this year?</li> <li>▪ Previous school history?</li> <li>▪ Particular days of the week?</li> <li>▪ When particular classes are taught?</li> <li>▪ Absent alone or with others?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p><b>Explanations:</b></p> <ul style="list-style-type: none"> <li>▪ Any notes, phone calls etc?</li> <li>▪ Ongoing or new medical reasons?</li> <li>▪ Reasonable explanations?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Information	Current or planned action	By whom, and date
<p><b>Contact with family:</b></p> <ul style="list-style-type: none"> <li>▪ When? How often?</li> <li>▪ How?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<ul style="list-style-type: none"> <li>▪ By whom?</li> <li>▪ Level of success?</li> </ul> <p>Any sibling concerns?</p>			
<b>Student health</b>			
<p><b>Any known health or physiological considerations:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing?</li> <li>▪ Vision?</li> <li>▪ Disability?</li> <li>▪ Is the student frequently fatigued?</li> <li>▪ Ongoing illness?</li> <li>▪ Any known drug or alcohol issues?</li> </ul>	<p>Click or tap here to enter text.</p>	<p><i>(It may be appropriate to initiate a Health Care plan)</i></p> <p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
	<b>Information</b>	<b>Current or planned action</b>	<b>By whom, and date</b>
<b>Academic performance</b>			
<ul style="list-style-type: none"> <li>▪ Does the student have identified learning difficulties?</li> <li>▪ Any specific or subject related learning difficulties?</li> </ul>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

<ul style="list-style-type: none"> <li>▪ How recently have these difficulties emerged?</li> <li>▪ Any marked deterioration in performance or attitude?</li> <li>▪ Are there teaching and learning adjustments required? If so, what are they?</li> </ul> <p><b>School reports, NAPLAN, OLNA data.</b> Has an IEP been developed? <b>Case managed by whom?</b></p>			
<p><b>What are the student's own goals?</b></p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
	<b>Information</b>	<b>Current or planned action</b>	<b>By whom, and date</b>
<b>Behavioural</b>			
<p><b>Are there concerns with regard to compliance with school rules?</b></p> <ul style="list-style-type: none"> <li>▪ In classroom?</li> <li>▪ In school grounds?</li> <li>▪ Any violence?</li> </ul>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

<p><b>Any regular or ongoing conflict with other students?</b></p> <ul style="list-style-type: none"> <li>▪ Serious</li> <li>▪ Family related</li> <li>▪ Cultural</li> <li>▪ Other</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p><b>Any behaviour concerns in the community?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Information</b>	<b>Current or planned action</b>	<b>By whom, and date</b>
<b>Behavioural (cont.)</b>			
<p><b>Have differences occurred between the student and staff over problems such as:</b></p> <ul style="list-style-type: none"> <li>▪ Discipline?</li> <li>▪ Teaching methods?</li> <li>▪ Dress codes?</li> <li>▪ Home/class work?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<b>Suspensions:</b> <ul style="list-style-type: none"> <li>▪ Number?</li> <li>▪ What category?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>What actions have occurred to resolve any differences and conflict?</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Information</b>	<b>Current or planned action</b>	<b>By whom, and date</b>
<b>Behavioural (cont.)</b>			
<b>Documented plans:</b> <ul style="list-style-type: none"> <li>▪ Behaviour?</li> <li>▪ Risk Management?</li> <li>▪ IAP (Attendance)?</li> <li>▪ Health/social</li> </ul> <i>(Sample at end of checklist)</i>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Social/emotional</b>			
<b>Does the student have friends?</b> <ul style="list-style-type: none"> <li>▪ Peers, younger or older?</li> <li>▪ Anti-social or marginal group?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<ul style="list-style-type: none"> <li>▪ At school or outside?</li> <li>▪ Is the student forming relationships with other students who are feeling disconnected from school?</li> </ul>			
<p><b>Is the student fearful due to:</b></p> <ul style="list-style-type: none"> <li>▪ Bullying?</li> <li>▪ Being ignored or isolated?</li> <li>▪ Threats to safety during or after school?</li> <li>▪ Embarrassment or shame</li> <li>▪ Image issues</li> <li>▪ Does the student appear to feel 'put down', constantly scapegoated or not given a fair hearing?</li> <li>▪ Other?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Information</b>	<b>Current or planned action</b>	<b>By whom, and date</b>
<b>Social/emotional (cont.)</b>			
<p><b>Has social integration been disturbed by:</b></p> <ul style="list-style-type: none"> <li>▪ Illness?</li> <li>▪ Frequent or traumatic changes of school?</li> <li>▪ Suspensions?</li> <li>▪ Cultural issues?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p><b>In the opinion of school personnel, does the student appear to be:</b></p> <ul style="list-style-type: none"> <li>▪ Withdrawn?</li> <li>▪ Overly anxious?</li> <li>▪ Stressed?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<ul style="list-style-type: none"> <li>▪ Other?</li> </ul>			
<p><b>Any pointers which might identify:</b></p> <ul style="list-style-type: none"> <li>▪ School phobia?</li> <li>▪ School refusal?</li> <li>▪ Panic attacks?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Information</b>	<b>Current or planned action</b>	<b>By whom, and date</b>
<b>Social/emotional (cont.)</b>			
<p><b>What support is available within the school to assist with social reconnectedness?</b></p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p><b>When/why does the student attend school sometimes?</b></p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<b>External factors</b>			
<b>Any recent changes within the family such as:</b> <ul style="list-style-type: none"> <li>▪ Births, divorce, death, separations etc?</li> <li>▪ Changing or unstable accommodation?</li> <li>▪ Any home responsibilities?</li> <li>▪ Financial?</li> <li>▪ Parent employment?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Information</b>	<b>Current or planned action</b>	<b>By whom, and date</b>
<b>External factors (cont.)</b>			
<b>Travel:</b> <ul style="list-style-type: none"> <li>▪ How does the student travel to and from school?</li> <li>▪ Any changes with address or arrangements?</li> <li>▪ Distance from school?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>External social:</b> Is the student involved in any: <ul style="list-style-type: none"> <li>▪ Sports clubs?</li> <li>▪ Social clubs?</li> <li>▪ Other?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p><b>Is the student in any employment?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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	Information	Current or planned action	By whom, and date
<b>External support</b>			
<ul style="list-style-type: none"> <li>▪ Medical?</li> <li>▪ Psychological?</li> <li>▪ Tutoring?</li> <li>▪ Parent Support?</li> <li>▪ Govt or Community agencies?</li> <li>▪ Other?</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Department support</b>			
<ul style="list-style-type: none"> <li>▪ School Psychologist</li> <li>▪ Social Worker</li> <li>▪ PBC/SBC</li> <li>▪ Aboriginal Education Team</li> <li>▪ School Attendance Team</li> <li>▪ Management or Professional Leaders</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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Signatures	
<b>Student:</b>	<b>Date:</b> Click or tap to enter a date.
<b>Parent:</b>	<b>Date:</b> Click or tap to enter a date.
<b>Teacher:</b>	<b>Date:</b> Click or tap to enter a date.
<b>Principal:</b>	<b>Date:</b> Click or tap to enter a date.
<b>School Psychologist:</b>	<b>Date:</b> Click or tap to enter a date.

**To be reviewed on:** Click or tap to enter a date.