Spencer Park Primary School
Documented Plan Policy (2018)

UPDATE
This policy replaces and supersedes *Green File Program Policy (2016)*.

DEFINITION
Documented Plan is an umbrella term for student plans that address individual needs, such as individual education plans (IEPs) and individual behaviour management plans (IBMPs).

POLICY STATEMENT
At Spencer Park Primary School, we are committed to ensuring that children achieve at or above their expected year levels. We believe, therefore, any child enrolled in Kindy to Year 6 who
- has an undiagnosed learning difficulty AND/OR is achieving 18+ months below expected year level (see note below regarding *Kindy and Pre-Primary Students)*,
- is in care AND has an undiagnosed learning difficulty AND/OR is achieving 18+ months below expected year level
- has a diagnosed disability,
- has significant behavioural needs,
- has a consistent (two or more terms prior) attendance rate less than 80%,
- has a social/emotional difficulty,
- is experiencing chronic, long term or significant health care needs,
- or a combination of these

could be at educational risk and may require a documented plan that addresses their learning, social/emotional and behavioural needs.

KINDY AND PRE-PRIMARY
A great number of students entering the Kindy and Pre-Primary programs may commence their formal schooling 18+ months behind expected year level but make gains very quickly. It is recommended therefore, that a documented plan be created only when the student's difficulty is impeding his or her learning progress, particularly in relation to attendance and behaviour difficulties.

DEPARTMENT OF EDUCATION POLICY
The following DET policies and programs state that particular students require a Documented Plan:
- The Attendance policy for those students whose attendance requires an individualised approach.
- The Behaviour Management in Schools policy for those students with significant behavioural needs who require an individualised management program or who are subject to an exclusion order.
- Schools Plus Resourcing Informed Practice for those students with disabilities who are eligible for or are receiving supplementary resource provision.

RELATED SCHOOL POLICIES
Students at Educational Risk Policy (reviewed 2018)
Reading Policy (2014)
Assessment and Reporting Policy (reviewed 2018)

CREATING DOCUMENTED PLANS
Documented plans are created and stored online in the Reporting to Parents (SEN Planning) module on the Department of Education's portal (portal.det.wa.edu.au).

Documented plans need to address the following:
- A student profile detailing

- the student's presentation at school, likes/dislikes; should be positive in nature
- a brief statement detailing the reason for the documented plan
- starting points; these may be statistical in nature or observational anecdotes
- Quantifiable SMART targets
  - Specific (target a specific area for improvement)
  - Measurable (quantify or suggest an indicator of progress)
  - Assignable (who will do it)
  - Realistic (results can be realistically achieved given available resources)
  - Timed (when the results will be achieved)
- The learning goal or outcomes/objectives desired
- The strategies that will be employed to achieve targets and objectives
- The method of assessment

See Appendix 1 Sample Documented Plan for an example of a documented plan. Please note, the number of objectives provided in the sample is **not indicative** of expectation.

PARENT CONTACT
Parents/caregivers need to be informed:
- Upon creation of the documented plan (Semester 1), and
- Upon review of the documented plan (Semester 2).

A minimum of two meetings per year should be conducted with the parent/caregiver of a student requiring a documented plan. These meetings should be documented as a record of this contact.

RECORD KEEPING
Record keeping is integral to the success of this policy and the Documented Plan process.
- It informs teacher judgements as to strategies on a year to year basis.
- It provides evidence of the school's measure of intervention and addresses accountability.

The following documentation needs to be included in the student's buff student file*, stored in the classroom:
- Gold Profile card containing summary of parent contact, support provided, referrals (if any) made, student progress (SA Spelling test, PM Benchmark, Neale Analysis [if conducted], NAPLAN progress, attendance rate)
- Current documented plan, with evidence of being followed
- Copy of referral forms
- Copy of any reports received from support service providers
- Work samples, including core assessments (SA Spelling test, PM Benchmark, Neale Analysis, writing sample, maths assessments)

* If a student has an undiagnosed learning difficulty AND/OR is achieving +18 months below expected level, then the documentation mentioned above should be stored in a separate file, previously referred to as a *Green File*. This is for the ease of collation and viewing of progress over time.

MONITORING
Documented plans should be developed/reviewed at a minimum of two times per year:
- Semester 1 – creation and parent consultation
- Semester 2 – review and parent consultation

As documented in the Reading Policy (2014), students experiencing difficulties in Literacy are to be PM Benchmarked every term.

Teachers can track student progress through the following:
- PM Benchmarking
- One-on-one assessment – where fine grained information can be gained about the individual.
- Standardised testing – from which comparison to age appropriate benchmarks can be made.
- Anecdotal observations – teacher judgements made when behaviour is observed.
- A variety of profiles – as outlined in assessment plans to aid continuity and progress on achieving benchmarks.
- Work Samples – common assessment tasks or samples that demonstrate student progress towards targets.
- Self-Reflection – students can self assess against common criteria set for a task possibly using rubrics or checklists.

- Peer Appraisal – students assess peers against common criteria set for a task possibly using rubrics or checklists.
- Formal Testing – teacher created or sample formats to assess student learning.
- Informal Testing – at point of need by classroom teacher.
- Diagnostic Assessment – formative assessment that drives teaching and learning.

School-wide data is collected yearly includes:
- PAT Maths, Reading, Writing (Years 4 to 6), Science (Years 3 to 6)
- SA Spelling Test
- Neale Analysis Test (for students experiencing difficulties in Literacy)

It is expected that students with a documented plan for learning difficulties will progress by an average of 7 months in both SA Spelling and Neale Analysis tests each year.

MANAGEMENT OF DOCUMENTED PLANS
It is acknowledged the preparation of documented plans can be a time consuming task. Therefore:
- Consideration of students requiring a documented plan will be factored into class compositions.
- The number of documented plans being implemented by a classroom teacher will remain manageable or assistance will be provided.

TEACHER SUPPORT
Support is available to teachers to ensure Documented Plans are kept up to date on an as-needed basis. This can be accessed by meeting with the school's Student Services Coordinator (usually a Deputy Principal).

DECIDING WHEN A STUDENT NO LONGER REQUIRES A DOCUMENTED PLAN
Following the teacher's initial judgement that a student is no longer at educational risk, a meeting is held between the teacher and the Student Services Coordinator (usually a Deputy Principal). During the meeting, the teacher's observations as well as school based assessment data and/or standardised testing results are discussed and a decision is made whether to remove the student from Student Services Register, as monitoring is no longer required and/or the need for a documented plan is no longer appropriate.

If a decision is made to cease documenting adjustments, a parent/caregiver discussion needs to be conducted, during which the teacher's observations and assessment data should be discussed.

REFERENCES
School Based
- School Business Plan
- School Development Plan
- School MSB Policy
- Curriculum Policies
- Procedures File

Department of Education
- SAER policy
- Behaviour Management in Schools policy
- Documented Plans, Supporting Education for All; *Guidelines for Implementing Documented Plans in Public Schools*
- School Attendance
- Enrolment Policy

Spencer Park Primary School

Documented Plan
Semester 1 2018

Student:	**D.O.B:**	**Gender:**
Lucy Jones	6 January 2009	Female
Teacher(s):	**Year Group:**	**Start Date:**
Mrs M. Smith	Year 4	31 January 2018

Profile/Background

Lucy is a friendly student and eager to do well. When at school, Lucy enjoys participating in hands-on activities, group work and playing with her friends.

Lucy is working a below expected year level. She needs help to engage in classroom activities, and needs work to be scaffolded and explicitly demonstrated. Lucy is on the school's student services list and regular formal case-conferences are held. Lucy's attendance for 2017 was 66%.

Current learning levels: (Calendar age at time of documented plan: 9 years 1 months)
Reading: PM Benchmark Level 14 (7 years 0 months)
Spelling: SA Spelling (Oct 17) 8 years 6 months
Neale Analysis – Reading Accuracy (2017): 6 years 10 months
Neale Analysis – Comprehension (2017): 7 years 01 months
NAPLAN 3 – Above benchmark for Reading, Writing. At benchmark for Spelling & Language Conventions
NAPLAN 3 – Below benchmark for Number

Current attendance level: 54%

SMART TARGETS
By July 2018, Lucy's attendance will be 60%.
By July 2018, read with 100% accuracy Magic 100-400 words.
By July 2018, improve reading by a minimum of six months to PM Reading Level 16.
By July 2018, learn strategy for multiplication facts for 2 and 4, and 5 and 10 times tables.
By end Semester 2, improve reading by minimum of 12 months to PM Reading Level 18
By end Semester 2, write and spelling with 60% accuracy Magic 100-400 words.
By end Semester 2, recall most multiplication facts for 2 and 4, and 5 and 10 times tables.

English

Reading and Viewing

	PD10.R.11 Has a bank of high frequency words encountered in individual and shared reading.
	PD10.R.13 Applies a small range of strategies when reading independently.
	PD11.R.05 Uses knowledge of sounds and language patterns to demonstrate that letters can have multiple sound representations in words; eg. /s/ and /h/ together make /sh/. (ACELA1485)
	PD10.R.01 Differentiates between narrative and informational texts; eg. knows that narratives are pretend and informational texts are telling you things. (ACELA1463)
	PD10.R.02 Has a bank of known words related to learning areas and class routines; eg. recognises subject related words such as "Maths" and "English." (ACELA1470)
	PD10.R.03 Identifies initial sounds in words of more than one syllable; eg. knows that /b/ is the initial sound in "banana." (ACELA1474)
	PD10.R.04 Applies strategies when reading; using knowledge of letter patterns to identify unknown words; eg. sh, ing, ar, ou. (ACELA1471)
	PD10.R.12 Reads common words without hesitation or error. (ACELY1669)

Writing

	PD11.W.10 Uses information from texts to plan and create a presentation of ideas or what has been learnt. (ACELY1677)

English	
	PD10.W.12 When re-reading writing, maintains word sequence and notices when words, phrases and sentences need to be added, deleted or changed to improve meaning; eg. self-corrects when reading a text aloud. (ACELY1672)
	PD11.W.01 Uses words during writing to show more descriptive information about characters; eg. instead of "the boy over there" uses "the boy over there with the blue shirt" or "the boy over there next to…" (ACELA1482)
	PD10.W.01 Attempts to use varied punctuation; eg. full stops, capital letters, commas, exclamation marks, question marks. (ACELA1465)
	PD10.W.05 Spells and uses an increasing bank of known words correctly; eg. high frequency words, personal word lists. (ACELA1823)
	PD10.W.10 Combines several ideas in sequence to produce a small range of text types; eg. report, recount. (ACELY1671)
	PD10.W.09 Has a growing knowledge of text structures and language features; eg. aspects of persuasive writing and different parts of a newspaper article. (ACELY1668)

Speaking and Listening	
	PD10.SL.03 Offers comments, or volunteers answers, to questions during whole-class discussions. (ACELA1462)
	PD09.SL.20 Interacts with peers and known adults in informal and more formal structured classroom activities. (ACELY1565)
	PD09.SL.18 Participates in conversations by sharing ideas and opinions that are related to the topic. (ACELY1656)
	PD10.SL.10 Listens to, and independently follows, instructions related to classroom activities. (ACELY1666)
	PD10.SL.13 Offers comments, or volunteers answers, to questions. (ACELY1789)
	PD10.SL.04 Links ideas to produce a cohesive, spoken text for class peers and known adult; eg. uses words/symbols and/or signing. (ACELA1467)
	PD10.SL.06 Uses language effectively to complete tasks with a partner or small group. (ACELA1470)

Strategies	
	Explicitly teach reading strategies (CARS & STARS program) Encourage re-reading and asking questions of text Reading activities from Reading Box (Blue), tiles activities and guided reading Encourage home reading program and use of school library Explicitly teach text type genres, teacher modelled writing including use of graphic organisers and checklists (PM Writing) Actively build sight word vocabulary and explain word meanings Daily reading and writing of Magic words during literacy warm ups and included in homework Daily spelling instruction – Sound Waves 4 program Explicitly teach use of dictionary and thesaurus

Mathematics	

Number and Algebra	
	PD10.NA.01 Sequence numbers during counting activities from any starting point; eg. twos, threes, fives, and tens. (ACMNA026)
	PD10.NA.02 Increase and decrease by number sequences; eg. twos, threes, fives and tens. (ACMNA026)
	PD10.NA.03 Place numbers on a prepared number line to 1000 and beyond. (ACMNA027)
	PD10.NA.04 Write recognisable numbers to 1000 and beyond (or uses digital technologies to do so). (ACMNA027)

Measurement and Geometry	
	PD10.GM.01 Choose appropriate objects to use as units of length, area or capacity. (ACMMG037)
	PD10.GM.06 Use a calendar to identify the months for each season; eg. Spring – September, October and November and recognise the connection to weather patterns. (ACMMG040)
	PD10.GM.09 Describe the characteristics of quarter-past times and quarter-to times on an analogue clock. (ACMMG039)
	PD10.GM.11 Describe shapes in simple models, pictures and patterns and identify examples of them in their surroundings.

Strategies	
	Explicitly teach place value Explicitly teach read and write numbers

Mathematics

Daily Maths instruction - Stepping Stones 4
Whole group and small group Maths instruction
Hands-on learning actiivities - YuMi Maths
Teach mental strategies for multiplication and division, addition and subtraction,

Attendance

Strategies

Positive daily welcome.
Positive daily close – *what was great about today, tomorrow we will be….*
Track attendance using Integris
Notify Admin of absences of more than 2 days.

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