

SOUTH LAKE PRIMARY SCHOOL (SLPS)

STUDENTS AT EDUCATIONAL RISK POLICY (SAER) 2021



STUDENTS AT EDUCATIONAL RISK

Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum are considered to be at educational risk.

SLPS defines SAER as students who are:

- Not achieving the major learning outcomes articulated in the Western Australian Curriculum Teaching, Assessment and Reporting Policy, and SCASA;
- Achieving or progressing below the expected level compared to past performance and/or that of peers;
- Receiving a high number of Office Referrals;
- Under-performing (including students who are Talented and Gifted);
- Not participating in schooling;
- Attending school irregularly; and/or
- Receiving funding for a diagnosed disability.

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees.

POLICY STATEMENT

- SLPS identifies, responds to and supports the diverse needs of all students so they are able to engage with the content and standards defined in the Western Australian Curriculum.
- Teachers are dedicated to providing a relevant and meaningful curriculum and an inclusive, safe and stimulating learning environment for all students.
- The Principal, Associate Principal and teaching staff will develop and implement processes to identify, provide for, monitor and report on students who may be at educational risk.

RISK FACTORS

Risk Factors are those that may impact a student's ability to achieve their potential. These include but are not limited to:

- Irregular school attendance
- Social/emotional/behavioural issues
- Medical conditions
- Diagnosed or Imputed Disability
- Environmental factors (school, family, community), including matters of Child Protection and Family Support
- English as an Additional Language or Dialect (EAL/D)

IDENTIFICATION

SLPS has plans and processes in place that enable the early identification of students who may be at educational risk.

- SLPS identifies SAER in a number of ways including, but not limited to:
- Online Student Information (OSI).
- Handover notes from previous teacher or previous school;
- Student Assessment File (SAF File);

- Professional judgement of teachers (anecdotal notes, GradeXpert data, assessments, observation, comparison with other students etc.);
- PEAC testing/Talented and Gifted (see link) <https://www.australiancurriculum.edu.au/resources/student-diversity/gifted-and-talented-students/>;
- On Entry Assessment;
- Literacy Screens – Minilit, Screen of Communication Skills (SOCS), Multilit;
- Psychology reports and assessments;
- Input from external agencies;
- National Assessment Program Literacy and Numeracy (NAPLAN);
- Parent information;
- Cracking the Code Assessment;
- Patterns of Behaviour; and/or
- Student Attendance Report (SAR).

ROLES AND RESPONSIBILITIES

SAER Committee:

- Co-ordinates the implementation of the SAER Policy;
- Actions *Teacher Request for Assistance Forms* (discussed and prioritised accordingly with an action plan);
- Provides advice, support and assistance in the implementation of strategies for SAER;
- Works collaboratively with Class Teachers to assist identifying students who needing further intervention (data analysis, hand-over and observations);
- Recommend Case Conferences (Principal & School Psychologist);
- Assists in the promotion of a culture where 'every child matters'.
- Assists with the development of Academic, Behaviour and Attendance Documented Plans;
- Monitors data and progress of identified SAER for NCCD inclusion
- Liaises with relevant support networks to assist the supporting of SAER;
- Provides EAL/D support; and
- Support teaching staff to provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk;

Composition:

- Teaching staff representative (K – 6)
- Administration
- School Psychologist (Briefed on Friday / Monday and Co-opted when required)
- School Chaplain
- School Nurse (Co-opted when required)

Classroom Teachers:

- Follow SLPS SAER referral Process;
- Use relevant data to complete the SLPS SAER Identification Grid;
- Maintain communication with parents (concerns and steps to be taken - *prior to term 1 Interviews*);
- Develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students at risk;
 - Documented Plans (signed) prior to or at parent interviews Term 1; If required, with support from parents/support agencies (*signed by those involved*)
- Plan, implement and review Documented Plans at the end of each term (✓ reviewed box in GradeXpert);
- Maintain and record data in GradeXpert and Student Achievement Files (SAF);
- If required, complete the *Teacher Referral for Assistance Form* (can be completed at any point during the term by class teachers for referring concerns of student learning or behaviour);
 - Given to SAER committee for consideration at the next meeting.
- Participate in Case Conferences and action negotiated plans; and
- Consult with relevant school-based and external stakeholders when planning for students at risk and implement actions recommended.

Administration:

- Make effective use of the SAER Committee in the school;
- Make provision for relevant staff to undergo professional learning related to enhancing the outcomes and education of SAER;
- Ensure that thorough hand-over sessions are provided for teachers who have SAER in their classes;
- Access the school's psychologist, SSEN: D, SSEN: BE, Uniting Care West, CPFS and outside agencies when required to provide further assistance for staff;
- Deploy Educational Assistants through DRS to ensure that the needs of SAER are equitably addressed and adequately resourced. A student with disability must have opportunities and choices that are comparable with those offered to students without disability; and
- Maintain GradeXpert.

SLPS will plan for improvement by using a range of the following Teaching and Learning Strategies:

- Develop Documented Plans (Using SLPS Statements for Academic Documented Plans) in collaboration with parents and teachers for SAER and Students in Care of Child Protection and Family Services (CPFS), including:
 - Individual or Group Documented Plan (IEP or GEP)
 - Individual Behaviour Support Plan (BSP)
 - SEN Reporting to Parents
 - Individual Transition Plan (ITP)
 - Individual Attendance Plan (IAP)
 - Risk Management Plan (RMP) and/or
 - Social Emotional Plan (SEP).
- Implement the SCASA Principles of Learning, Teaching and Assessment to ensure that a range of learning styles are addressed (modelling, peer-tutoring, tactile experiences, games, 'hands-on,' real life experiences, precise and simple instructions, repetition, and explicit instruction);
- Present an inclusive curriculum that reflects and utilises community needs, values and expectations;
- Educational programs reflect the level of the student's development;
- Educational programs to reflect the intent of the SCASA and WA Curriculum.
- Provide opportunities for students to set goals, self reflect, negotiate the curriculum, self assess, work collaboratively, integrate learning areas, use technology and solve problems.
- Ensure classroom extension is provided through learning centres, peer tutoring, challenge centres, talent search activities, competitions, mentors etc.
- Utilise support from:
 - School Volunteers;
 - Curtin University;
 - Early Years Literacy Support Program; and
 - One Classroom - SSEN: D and SSEN: BE Support.

SLPS acknowledges the importance of an interagency and a collaborative approach with regard to the education of SAER. SLPS will:

- Invite all relevant stakeholders to have input into discussions with regard to a range of aspects concerning SAER;
- Provide opportunities for the teaching staff to meet with psychologists and other personnel from external agencies to further their understanding of SAER during case conferences; and or
- Work closely with parents of SAER and involve them in all aspects of their children's education.

All staff of SLPS will comply with the South Lake PS Students at Educational Risk Procedures.

School Psychologist:

Supports staff, parents, student and administration in:

Behaviour Support:

- Managing students demonstrating challenging behaviours.

- Provide assessment and intervention planning to address student behaviour including support to develop FBA, BSP, RMPs and escalation profiles.
- Provide Professional Learning eg. Trauma Based Practice (Tara Kelso and Trish Johnston).

Learning and Disabilities:

- Addressing barriers to student's learning difficulties/disabilities;
- Promoting strategies which support curriculum differentiation and learning engagement within a safe learning environment;
- Gathering information (as part of case formulation) from: GradeXpert/OSI/On Entry Assessment; developmental history/background; environmental aspects; and assessments to support development of plans, implementation of intervention, monitoring and evaluation.

Testing:

- Conducting assessments including cognitive assessments.

Other:

- Collaborating with SSEN:D / SSEN:BE services to support students with learning and behavioural difficulties when required eg. Zones of Regulation
- Exploring opportunities for greater parent engagement in their child's learning.

MONITORING AND REPORTING

South Lake Primary School staff will:

- Use a comprehensive range of assessment methods (CAR Policy) to collect quality data and information that can be used to inform the progress of students at risk; and
- Provide parents with ongoing, accurate and relevant information about their child's progress against Documented Plans and SEN Report; and including:
 - Informal (including): DoE Email; Flexibuzz; , information sessions, discussions, interviews, conferences and communication books both with teachers and the school psychologist if necessary.
 - Formal Reports – twice a year - outcome based reporting to parents that reflects the intent of the Department's Curriculum, Assessment and Reporting Policy and social outcome progress (Attitude Behaviour Effort).
 - On-Entry Assessment
 - National Assessment Program Literacy and Numeracy (NAPLAN) Test results for students in years 3, 5 will be given to parents.

Relevant data may include:

- Attendance and behaviour data;
- Anecdotal data from families;
- Reports and records from classroom teachers;
- Educational, health or welfare assessments completed by in-school or department support services (and external support services where these have been provided to the school with the student and their parents' consent), school psychology service reports; and/or
- Academic achievement data, such as NAPLAN.

SUPPORTS FOR SERVICE DELIVERY

- Visiting schedule provided by School Nurse and School Psychologist at the beginning of each Term;
- Summary of School Psychologist involvement during visits is provided after each visit;
- Requests for referral to School Psychologist services and prioritisation of cases occur at SAER meetings;
- Provide informal consultation to school staff/ and at staff meetings; and
- Maintain record keeping and file management during school visits.