

SOUTH LAKE PRIMARY SCHOOL (SLPS)

STUDENTS AT EDUCATIONAL RISK POLICY (SAER)

2026



STUDENTS AT EDUCATIONAL RISK

Students with academic, social and/or emotional difficulties that impact 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 (Literacy and Numeracy) articulated in the Western Australian Curriculum Teaching, Assessment and Reporting Policy, and SCSA;
- Achieving or progressing below the expected level compared to past performance and/or that of peers;
- Receiving a high number of Office Referrals;
- Students not achieving their full potential (including students who are Talented and Gifted);
- Not engaging 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 can engage with the content and standards defined in the Western Australian Curriculum.
- Teachers provide 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, and case manage students who may be at educational risk.
- The Principal, Associate Principal and teaching staff will develop and implement processes to identify, and case manage students who may be diagnosed or imputed with a disability.
(Case management- a collaborative process that provides opportunity for all stakeholders to assess, plan, implement, coordinate, monitor, and evaluate the options and support required to meet a student's needs).

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

- Interstate / overseas student enrolments

IDENTIFICATION

SLPS has 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:

- Handover notes from previous teacher or previous school;
- Online Student Information (OSI);
- Student Assessment File (SAF File);
- Professional judgement of teachers (anecdotal notes, student maps, assessments, observation);
- PEAC testing/Talented and Gifted;
- On Entry Assessment;
- Literacy Screens – Dibels, Minilit, Screen of Communication Skills (SOCS), Cracking the Code;
- Psychology reports and assessments;
- Speech Pathologist Reports;
- Input from external agencies;
- National Assessment Program Literacy and Numeracy (NAPLAN);
- Parent information;
- Patterns of Behaviour Office Referrals; and/or
- Students at Educational Risk (SAER) Identification Grid.

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 to staff 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);
- Manages Case Conferences (Principal & School Psychologist);
- Assists in the promotion of a culture where 'every child matter's';
- Assists staff with the development of Academic and Behaviour Documented Plans;
- Monitors data and progress of identified SAER for NCCD inclusion;
- Consults with relevant support networks to assist the supporting of SAER;
- Provides EAL/D support; and/or
- Confirms that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk.
- Meet regularly each term;
- School Psych and School Chaplain maintain weekly activity report;

Composition:

- Teaching staff representative (K – 6)
- Principal and Associate Principal
- School Psychologist (Briefed on workday and co-opted when required)
- School Chaplain (Co-opted when required)
- School Nurse (Co-opted when required)

Administration:

- Make effective use of the SAER Committee in the school;
- Provide professional learning for staff to enhance the outcomes and learning of SAER;
- Ensure that thorough hand-over sessions are provided for teachers who have SAER in their classes in term four. Plan for transitions from PP to 1 and B-Block to A-Block;
- Access the school psychologist and external 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;
- Conduct case conferences with families; maintain Compass; and
- Manage NCCD and DRS.

Classroom Teachers:

- Follow SLPS SAER Procedures and Referral Process;
- Use relevant data to complete the SLPS SAER Identification Grid;
- Maintain communication with parents;
- Develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students at risk;
 - SSEN & SLPS Documented Plans (signed) by Week 8 / 9, 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
 - Save all SLPS Documented Plans created each year (e.g. Term 1, Term 2 etc.) in Compass
 - Add SAER note in Compass for students on a SSEN plan
- Maintain and record data in student maps and Student Achievement Files (SAF);
- If required, complete the *Teacher Request for Assistance Form* (can be completed at any point during the term by class teachers for referring concerns of student learning or engagement concerns);
 - 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.

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

- Invite all relevant stakeholders to have input into discussions regarding 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.

Note - Additional Information for Classroom Teachers on page 5.School Psychologist:

Supports staff, parents, student, and administration in:

Behaviour Support:

- Provide assessment and intervention planning to address student behaviour including support to develop IBMPs, RMPs and escalation profiles; and
- Provide Professional Learning as needed.

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: Compass/OSI/student maps/On Entry Assessment; developmental history/background; environmental aspects; and assessments to support development of plans, implementation of intervention, monitoring and evaluation.

Testing:

- Conducting (cognitive) assessments as per SAER process.

Other:

- Maintain weekly activity report and forward to Principal;
- Collaborating with SSEN:D and SSEN:BE services to support students with learning and behavioural difficulties when required;
- Exploring opportunities for greater parent engagement in their child's learning; and
- Providing mental health initiatives.

Service Delivery:

- Visiting schedule provided at the beginning of each term;
- Summary of School Psych involvement during visits is provided after each visit;
- Requests for referral to School Psych 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 visit.

MONITORING, CASE MANAGEMENT AND REPORTING

South Lake Primary School staff will:

- Use a comprehensive range of assessment methods 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 SLPS Documented Plans and SEN Plans
 - Informal (including): information sessions, discussions, interviews, conferences, and communication books/e-mail 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, and effort). 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.

ADDITIONAL INFORMATION FOR CLASSROOM TEACHERS

- Data informed decision making and evidence based programs.
- Analyse data to develop SLPS 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:
 - SSEN & SLPS Documented Plans
 - Functional Behaviour Assessment (FBA);
 - Behaviour Support Plan (BSP);
 - SSEN Plan DRS students requiring;
 - Individual Transition Plan (ITP);
 - Individual Attendance Plan (IAP);
 - Risk Management Plan (RMP); and/or
 - Social Emotional Plan (SEP).
- Implement the SCSA 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)
- Educational programs reflect the level of the student's development.
- Educational programs to reflect the intent of the SCSA 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:
 - Speech Therapist;
 - Language Development Centre (LDC);
 - National Disability Insurance Scheme (NDIS);
 - Early Years Literacy Support Program; and
 - One Classroom - SSEN:D Support, SSEN: MEDICAL and SSEN:BE.