



NYABING
PRIMARY SCHOOL

SAER Policy

Students at
Educational Risk



To sow seeds of knowledge that encourage our
community of learners to flourish.

Purpose

Nyabing Primary School identifies, responds to and supports the diverse needs of all students so that they engage with content and standards defined in the Western Australian Curriculum and in accordance with the Western Australian Department of Education Students at Educational Risk Policy and Procedures. This ensures that students who are at risk of not achieving their full potential, are identified and appropriate measures are implemented.



SAER

Students at Educational Risk (SAER) are defined as *those students whose academic, social and/ or emotional attributes are a barrier to engage with the content and standards defined in the Western Australian Curriculum, over and above their primary language impairment.*

Attributes

These attributes may be related to one or more of the following:

- Learning – students who are performing at a level significantly lower than their peers in literacy and/ or numeracy.
- Wellbeing – students whose learning is impaired by social/ emotional factors.
- Behaviour – students whose behaviour is impaired due to inappropriate behaviour.
- Attendance – students whose learning is impaired due to poor attendance.
- Welfare – students whose learning is impaired due to factors beyond their control.

Guidelines

Administration and teaching staff at Nyabing Primary School will develop and implement clearly defined strategic plans and processes, using a range of evidence-based procedures that enable the early identification of students who may be at educational risk.

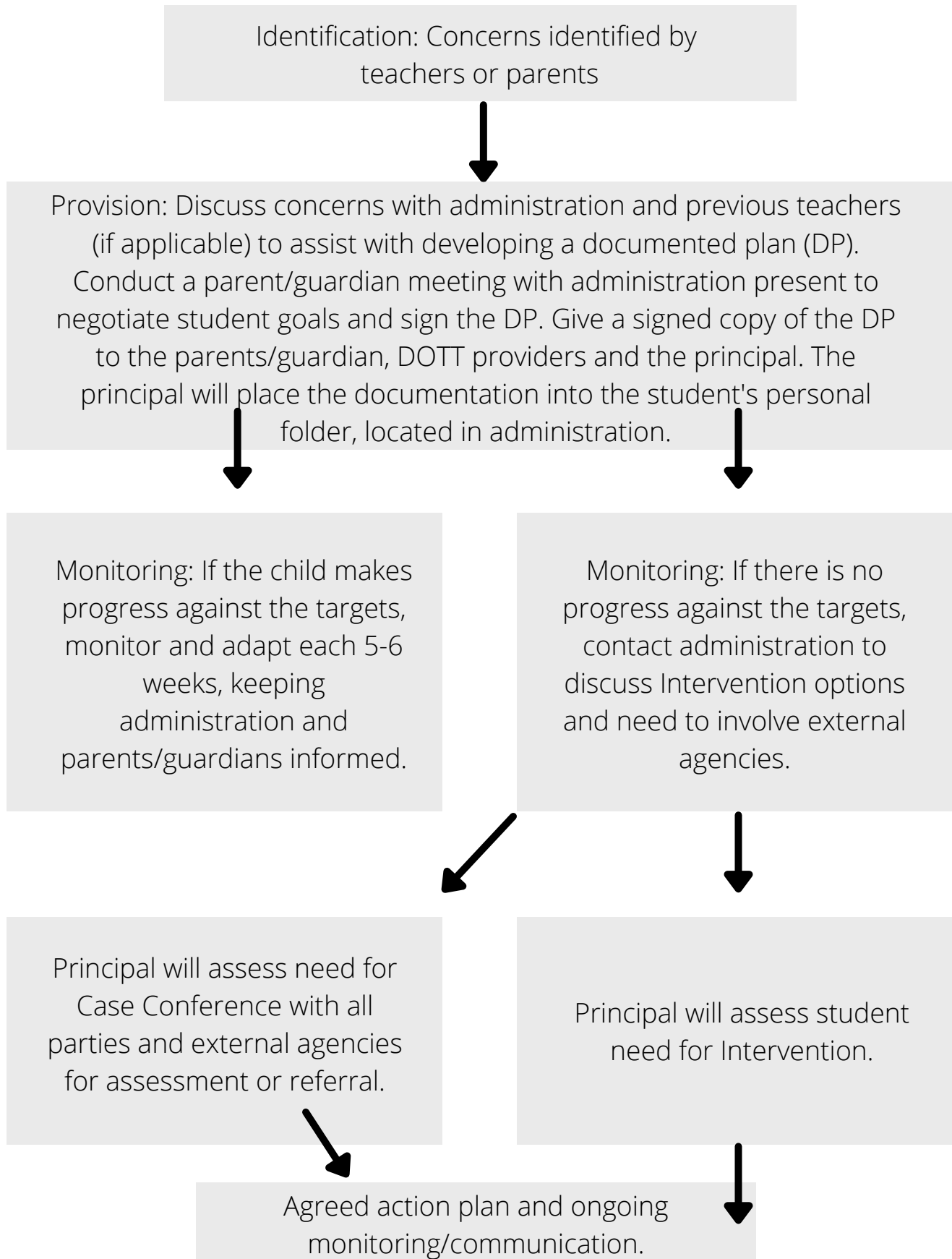
School guidelines and documented plans to support student engagement and academic success include:

- Teaching and Learning Guidelines;
- Individual Education Plans (IEP);
- Gifted and Talented Program (GTP);
- Positive Behaviour Support Guidelines (PBS);
- Individual Behaviour Plans (IBP);
- Kindergarten Transition Guidelines;
- Career Development Guidelines;
- Individual Transition Plans (ITP);
- Attendance Guidelines;
- Attendance Improvement Plans; and
- Risk Management Plans (RMP).

These documents can be found online at nyabingps.wa.edu.au

SAER Process

The major components in the SAER process are identification, provision, monitoring and reporting.
This flowchart can be used for **educational and behaviour risks**.



SAER Process

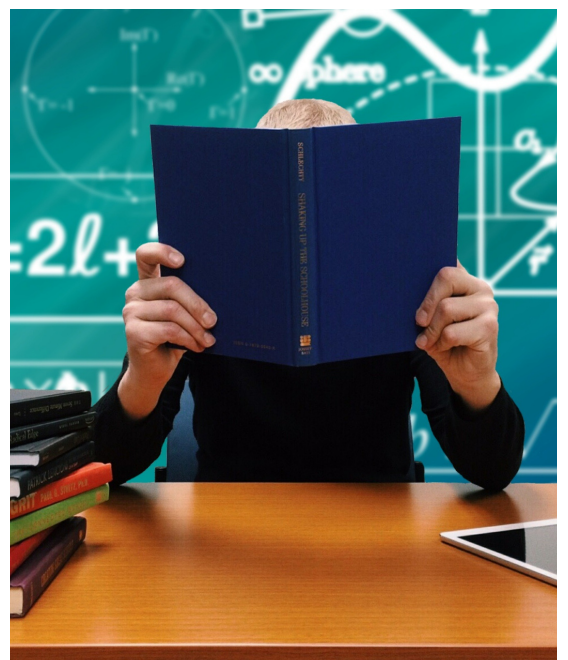
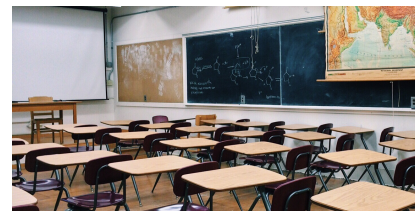
Identification

Staff at NPS use a range of evidence-based procedures that enable the early identification of students who may be at educational risk. These procedures may include but are not limited to:

- Parent information and teacher judgement
- WA School Curriculum and Standards Authority year level checkpoints/ Judging Standards
- Pre-primary On-entry Assessment
- Letters and Sounds/ PLD Assessments
- NAPLAN data
- PAT (Progressive Achievement Test) data
- Whole school and GSSN network common assessment tasks
- External support agencies
- Confirmed diagnosis of disability
- Attendance data
- Behaviour data
- PEAC (Primary Extension and Challenge) testing
- Community Health Nurse screening

Identified students may include:

- Students with disability
- Children in the care of the Department for Child Protection and Family Support
- Students with persistent absence
- Students with behaviour concerns
- Students with significant health care conditions
- Students with low grades
- Gifted or high performing students



SAER Process

Provision

NPS staff will:

- Develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students at educational risk. These are working documents that continue to be added to throughout the year.
- Employ a combination of promotion and prevention approaches to increase protective factors and reduce risk factors influencing the educational, social and/or emotional developments of students at risk.
- Allocate available resources and engage appropriate agencies to support individuals and groups of students at risk.
- Confirm that teaching and relevant support staff engage in professional learning so that they are able to identify and address the specific needs of students.
- Encourage teachers to consult with relevant school-based and external stakeholders when planning for students at risk.

Monitoring and Reporting

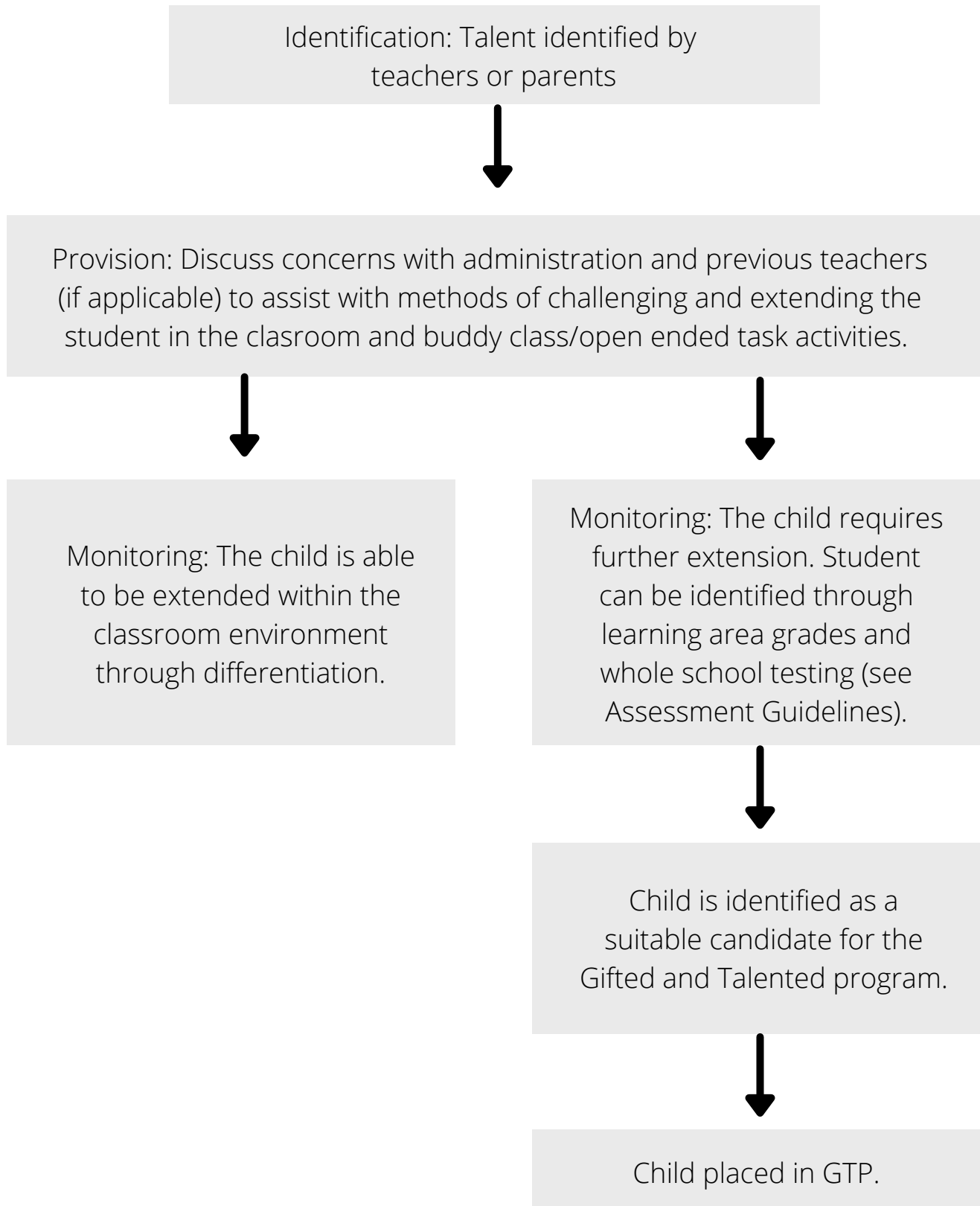
- NPS staff will use a comprehensive range of assessment methods to collect quality data and information that can be used to inform the progress of students at risk
- Staff will provide parents/carers with ongoing, accurate and relevant information about their child's progress.
- Formal reporting will take place twice per year as per Department of Education Reporting to Parents Policy.
- Where a student is working below their year level curriculum, parents will be informed of this by the teacher at a parent meeting.
- A SEN Report will be provided for students who require a substantial or extensive level of adjustment as described on the Nationally Consistent Collection of Data website. Parents will be informed if their child is to receive a SEN report.
- Identified students who attract a Disability Resource Allocation also require SEN report.
- An EAL/D report will be provided for students who are working on the EAL/D Progress Maps.

Record Keeping

Students at Educational Risk are identified through the SAER Flow Charts, and the appropriate course of action follows. The SAER process is used to collate data on students and may be forwarded on to allied professionals by administration. SAER students are logged on to a database. Updates that are provided by NPS staff, parents/ carers, and allied professionals are recorded on the database. This data is ongoing and carries over to each year the child attends the school. SAER students that require further investigation beyond in school support are prioritised and a case conference is held with the class teacher, parent/ carer, and administration. Observations and actions are recorded and updated to the SAER database. As part of a consistent approach towards meeting the learning and personal needs of all students, all Documented Plans will be kept in the student's individual file, which will be passed onto future teachers. All documentation will be kept in the child's folder in the filing cabinet in the principal's office.

Gifted and Talented Enrichment Process

Giftedness refers to a student's potential and ability in one or more domains that have been deemed by either the school teaching staff or the parents to be outstanding. **Talent** refers to outstanding performance in one or more fields of activity. It is a result of the student's learning experiences. These definitions reflect the distinction between ability and performance by acknowledging the importance of innate ability while also recognising the importance of the environment in the development of a person's giftedness and talent. This flowchart outlines a clear pathway for educators to identify Gifted and Talented students.



Gifted and Talented Enrichment Process

Students identified as gifted and talented are provided with the following extension opportunities through partnerships between Nyabing Primary School, the Department of Education and outside agencies:

- Supplementary programs provided by the Department of Education e.g. Primary Extension and Challenge (PEAC) for years five - six.
- Encouragement of students to compete in external programs and competition.

At a school level, students identified as gifted and talented in years one to six (please see the flowchart on page 7 for the selection process), will engage in the program, FLOURISH.

Flourish is designed for everyday practical applications of modern science and STEM, including Einsteinian physics, Newtonian physics, Food Security and the chemistry of life. Extension lessons offer students opportunities to solve real world problems, supporting 21st century skills and learning.



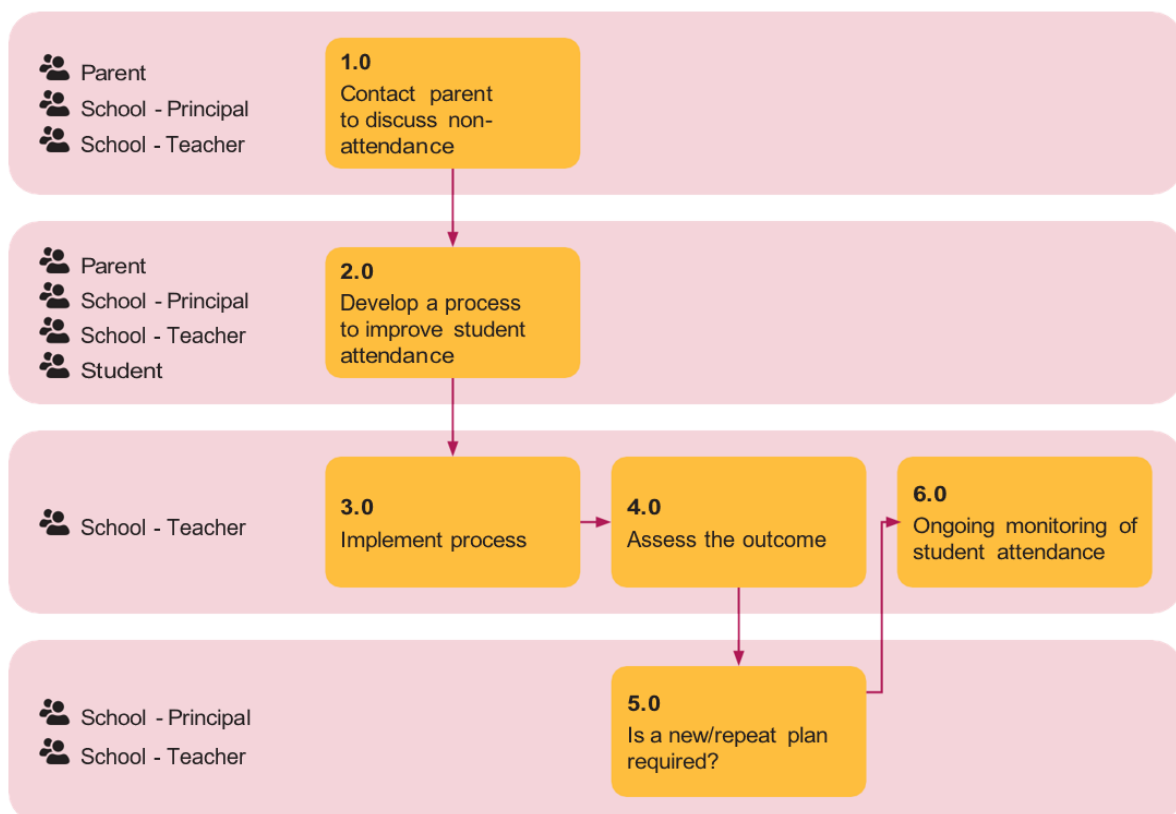
Future-focused science,
taking us forward

Improve Student Attendance

To promote student attendance, the principal:

- builds positive relationships with students, parents and communities;
- communicates the importance of school attendance to students, their parent/s, and the broader school community;
- engages in community-initiated approaches to strengthen student attendance; and
- encourages attendance by providing school environments that engage and support students to thrive.

Follow this process when a student's attendance falls below 90%, or a student is absent from school without explanation for 3 consecutive days:



See Appendix for the Attendance Improvement Plan template.

Documentated Plans

The Department of Education WA has set out guidelines informing teachers of Documented Plan requirements. These requirements are outlined in the table below. All Documented Plans written by staff, will include SMART goals for students. This includes Specific, Measurable, Achievable, Relevant and Time Bound goals (see appendix for more information on this).

<u>Plan Required</u>	<u>Plan NOT Required but you may wish to write a Differentiated Learning Plan (DLP)</u>
Students receiving Individual Disability Allocation require an individual documented plan.	Students not currently approved for school/education funding
Students identified as requiring 'substantial' or 'extensive' adjustments through the <i>Nationally Consistent Collection of Data on School Students with Disability</i> (NCCD)	Students identified as requiring 'Quality Differentiated Teaching Practice' or 'Supplementary Adjustments' through the <i>Nationally Consistent Collection of Data on School Students with Disability</i> (NCCD)
Children in care of <i>Child Protection and Family Support</i> require an individual documented plan.	Where there are no current concerns, the <i>Documented Education Plan for Children in Care Coversheet</i> should be completed and emailed to CPFS.
In extreme cases of school absence, a detailed plan for an individual student may be required.	<u>Non-extreme cases of</u> students with persistent absence
Students with extreme behaviours, requiring support/intervention from outside agencies, including SENB and CAMS.	Students with behavioural difficulties which do not require support/intervention from outside agencies
Students who are unable to access the Year level curriculum even with differentiated adjustments.	Adjustments to enable students to access the curriculum are part of teachers' regular programming for differentiating the curriculum. Additional and timely feedback and targeted in-class support should be provided when a student's progress and/or achievement are consistently below expected standard for their year level.
Students who are at risk of 'E' grades or have previously received an 'E' grade in Mathematics or English only.	<p>Gifted and talented students should be accommodated through differentiated adjustments that meet their needs.</p> <p>This is consistent with the emphasis on differentiation in the AITSL <i>Professional Standards for Teachers</i>.</p> <p>Teachers MAY choose to develop Group Education Plans (GEP) for selected students in cases where similar needs have been identified.</p>

Roles and Responsibilities

Role of Administration

- Work collaboratively with class teachers to identify students who may need intervention
- Assist classroom teacher in creating a Documented Plan
- File the Documented Plans in student personal file
- Inform teachers of agencies that are available to assist with students' specific needs
- Liaise with the School Chaplain and external agencies
- Make referrals to SSEND and liaise with Consulting Teacher
- Manage Case Conferences at point of need with stakeholders
- Accountable for the review of Documented Plans from Classroom Teachers
- Assist in completing documentation from external agencies
- Make applications to Schools Resourcing
- File any documentation from external agencies

Classroom Teachers

- Review handover notes from previous teacher
- Review Documented Plans from previous year
- Meet with parents regarding concerns
- Plan and implement all Documented Plans each term by Week 5 and review by Week 10
- Record any information or meetings on the students' Electronic Student Record via Integris
- Give the parent/guardian, DOTT providers and the principal a signed copy of each Documented Plan
- Refer students to external services, if directed by the SAER Coordinator/administration and complete any required documentation
- Record communication with outside agencies via Integris

Parents

- Attend Case Conferences when scheduled
- Attend/arrange meetings with the Classroom Teacher, as required
- Provide the school with any additional information that may assist the Teacher
- Ensure strategies that can be implemented at home are consistent with school
- Complete set tasks supporting student goals

Students

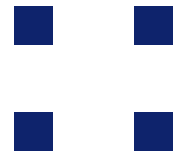
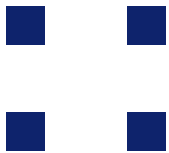
- Reflect on their educational goals
- Attend meetings, as required
- Self-monitor their feelings, when required

External Services

At NPS, the following External Services may be involved to support students:

• DoE's Special Educational Needs Disabilities (SEND)

- Learning Difficulties
- Behaviour and Engagement
- Sensory
- Medical and Mental Health



- Language Development Centre (LDC)
- Intensive Language Centre (ILC)
- Primary Behaviour Centre (PBC)
- Dyslexia Speld Foundation (DSF)
- Paediatrician
- Speech Therapist
- Occupational Therapist
- Physiotherapist
- Katanning Child Development Services
- Department for Child Protection and Family Support (DCPFS)
- Child and Adolescent Mental Health Services (CAMHS)