

Scarborough Primary School

Strive



STUDENTS AT EDUCATIONAL RISK POLICY

Rationale

Scarborough Primary School 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 (WAC).

Scarborough Primary School staff support students at educational risk to develop the understanding, confidence and skills to achieve their individual potential, whether this be support or extension. The major components are: identification, provision, monitoring and reporting.

Definition

The Department of Education defines Students At Educational Risk (SAER) as those whose academic, social and/or emotional attributes are a barrier to engagement with the content of the standards defined in the WAC.

Procedures

Identification

Scarborough Primary School has developed and implemented clearly defined strategic plans and processes, using a range of evidence-based resources to enable early identification of students who may be at educational risk.

Early Years Tools (Kindergarten and Pre-primary):

- Kindergarten Assessment Tool (KAT) and Rainbow Assessment Tool (RAT), both provided and supported by the West Coast Language Development Centre.
- On-entry Assessment
- Jolly Phonics assessment

Year level specific SAER flowcharts are used to assist in identification of SAER. Across the school, individual student attainment and progress is mapped and responded to accordingly, to best meet student learning needs.

A comprehensive handover process occurs annually and at times of staff change, using a SAER tracking sheet. This, along with a student file, contains information and evidence in the following areas:

- School level assessment data
- NAPLAN data
- Early Years assessment data
- Individual Education and behaviour plans
- Case conference records
- Access to chaplain, mentors and other pastoral care support
- Parent contact records
- PEAC records
- Work samples
- Teacher observation records
- Attendance data
- Behaviour data

Provision

Scarborough Primary School will:

- Collect quality data from a variety of sources and use this data in planning, teaching and assessing cycle
- Establish teaching and learning goals that address the individual student needs and expected outcomes of the WAC, using ABLEWA where appropriate
- Systematically monitor student progress both at whole school and individual level
- Resource staff to allow timely review of, and reporting on, student learning
- Provide opportunities for high quality collaboration to be developed and maintained between home, school and external agencies
- Provide relevant professional learning for teaching and support staff to identify and address the specific needs of their students
- Maintain a record of intervention and ensure all stakeholders remain informed

Monitoring and Reporting

Scarborough Primary School will:

- Use a range of quality assessment information to inform progress of SAER
- Provide parents and other stakeholders with ongoing, accurate and relevant information about progress and future planning
- Use English as an Additional Language (EAL) progress maps to track progress of students who have English as an additional language, where appropriate
- Report the achievement and progress of students at educational risk

Appendices

1. SAER Case Management Process
2. SAER Flowchart Overview

External Links

ABLEWA: <https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity/ablewa>

Internal Links

1. [SAER Class Profile](#)
2. School Psychologist Request Form – Access via SAER coordinator
3. [\(a\) Individual/Group Education Plan Template](#) [\(b\) Individual Behaviour Plan Template](#)
[\(c\) Risk Management Plan Template](#)
4. [Primary Behaviour Centre Script](#)
5. [SPS SAER Year Level Flowcharts](#)
6. [Parent meeting pro forma](#)

Appendix 1 SAER Case Management Process

SAER Case Management Process

STEP ONE

Teacher observations Assessment Parent consultation	Documentation Anecdotal, observations, teaching & learning adjustments, assessment, student file etc.	Record on class profile /Student profile Identify priority to record on SAER Document	Concerns/Issues identified Teacher adjustments to educational program monitoring for improvement
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STEP TWO

Further action required	Formal discussion with Admin.	Continued Documentation/ Monitoring	Meet with Parents.
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STEP THREE

Further action required	Complete Psych Contact Request Form (need parent permission)	Admin to organise case conference with relevant stakeholders. Where possible School Psych to observe student prior to meeting	Case Conference record to be completed at meeting. Those attending receive a copy of case conference records
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STEP FOUR

Copy of Psych Contact Request and Case Conference Record to be placed in student SAER file	Continued monitoring on actions agreed	Review meeting conducted. Case Conference Record to be completed and placed in file	Outcome of review meeting will determine if further action required OR continued maintenance of student improvement.
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SAER FLOWCHART

