

**Ashfield Primary School**  
**Students At Educational Risk (SAER)**  
**Procedures**

**POLICY STATEMENT**

Together, at Ashfield Primary School, we equip our students to be healthy, active, lifelong learners who are responsible members of the community and possess the necessary skills, knowledge and attitudes to achieve their individual potential.

We employ procedures for the identification of students at educational risk and provide appropriate educational programs for these children, including gifted and talented students, wherever possible. We are accountable for the educational progress of these students and committed to keeping their parents fully informed of their progress.

Students at Educational Risk are children who are in danger of not reaching their potential or who are not achieving the major learning outcomes at an appropriate rate. It also includes children whose progress or behaviour differs noticeably from past performances or from that of their peers. Students at Educational Risk are children who are under performing or who are not engaged in their schooling.

**Key Elements:**

- Encouragement of collaborative efforts amongst families, communities, teachers and other professional staff.
- Development of procedures and guidelines for teachers to assist in identification and intervention.
- Strengthen accountability processes to demonstrate that the needs of identified students are being met.
- Dissemination of good practice and support for the extension of good models.

**ROLES AND RESPONSIBILITIES**

For a variety of reasons many students are at risk of not achieving educational success. At Ashfield we aim to meet the needs of all our students.

**Teachers are responsible for:**

- The development and delivery of quality curriculum, which is differentiated to meet the individual student's needs.
- Writing documented plans for SAER and keeping them up to date.
- Keeping whole school SAER data up to date.
- Attending SAER planning and feedback meetings between LSC, School Psych and parents when invited.
- Follow the whole school SAER process.
- Completing SAER referral forms when having concerns about students progress.
- Keeping and Maintaining relevant records on student's progress.
- Using performance data as indicators to inform their programs.
- Reporting on the educational progress of students to the principal, deputy principal, LSC, parents and students themselves.
- Communicating to the principal and/or Line Manager their own professional development requirements to assist them to meet the needs of students.
- Informing the Learning Support Coordinator of any educational concerns they have for children in their class.

- Review previous year's data to compile a class profile and set direction for SAER children.
- Teachers complete a Literacy Net / Numeracy Monitoring Tool for each year level.
- PP teachers complete the 'On Entry' testing.
- IEPs are developed and signed off by the parents by Week 7 Term 1.
- Plan, implement and review IEP/GEPs at the beginning of each term.
- Make copies of documented plans for class records, LSC and school records.
- Make sure the LSC has information about the students at risk and can update the Whole School Data document.
- Complete Class SAER Profile twice a year (End Term 1 and Begin Term 4).

**Principal / Deputy Principal are responsible for:**

- Ensuring that the Students at Educational Risk Policy is implemented throughout the school.
- Establishing identification and communication processes that are sensitive to the students' situations and built on mutual respect.

**Education Assistants are responsible for:**

- Assisting with the development and delivery of quality curriculum, which is differentiated to meet the individual student's needs.
- Assist classroom teachers in writing documented plans for SAER.
- Providing feedback to parents and teachers on the progress of the student's documented plans.
- Assist classroom teacher with keeping whole school SAER data up to date.
- Attending SAER planning and feedback meetings between LSC,, teacher, School Psych and parents when invited.
- Follow the whole school SAER process.
- Keeping and Maintaining relevant records on student's progress.
- Using performance data as indicators to inform their programs.
- Reporting on the educational progress of students to the principal, deputy principal, LSC, teachers, parents and students themselves.
- Communicating to the principal and/or Line Manager their own professional development requirements to assist them to meet the needs of students.
- Informing the Classroom Teacher and Learning Support Coordinator of any educational concerns they have for children in their class.

**Students are responsible for:**

Endeavouring to learn to the best of their ability by:

- Listening to and following directions.
- Showing commitment to the completion of tasks set.
- Behaving in a manner which is in line with our Behaviour Management (BMIS) Policy.

**Learning Support Coordinator is responsible for:**

- The development of an inclusive culture within the school.
- Consulting and collaborating with teachers to improve learning outcomes for students experiencing difficulty with learning.
- The identification and coordination of Department of Education Support Services and interagency support for teachers.
- The establishment of local and district-based cluster networks to share effective teaching and learning practices and to facilitate successful student transition processes.

- Collecting and maintaining data and documents related to students experiencing difficulties with learning.
- Liaising with the school psychologist re testing, parent conferences and help for teachers.
- Building and maintaining whole school data in regard to students' welfare and parent concerns.
- Researching to find information and suggestion for teachers with students experiencing difficulties with learning or who need extension.
- Keeping the school's administration team informed.
- Assisting teachers with writing documented plans for SAER.
- Works collaboratively with class teachers to identify students who may be at educational risk.
- Work collaboratively with the class teachers to develop IEP/GEP's for those students at risk.
- Convenes case conferences when they are requested by the teacher or the parents.
- Keeps the Whole School Data document updated.
- Files copies of any tests, documented plans, etc.
- Provides resources to teachers with SAER children in their class.
- Makes applications to Schools Plus for funding.
- Liaises with the School Psychologist.

**School psychologist is responsible for:**

- Collaborates with staff to improve student learning outcomes.
- Liaises with parents to discuss relevant concerns.
- Provides expert knowledge of learning difficulties to the whole staff.
- Attends case conferences.
- Makes recommendations to the class teacher and LSC on how best to help the students at risk.
- Meet weekly with LSC to discuss SAER students.

## PLANNING FOR SAER

### Identification

Strategies include:

- Handover files at the start of each year.
- Kindy and pre-primary profiling.
- Whole School Data documentation and School Review.
- NAPLAN & MSE testing.
- Results of pre-primary On line Assessment data.
- Individual work samples files.
- Observation & checklists.
- Primary Education and Challenge (PEAC) testing by District Psychologists.
- Observation and ongoing monitoring of performance of children identified as gifted or talented by teachers and/or parents.
- SIS (In full) lesson attendance and behaviour records.
- Progress in IEPs (in full).
- Diagnostic tests provided by the LSC (in full).
- Accessing documentation/feedback on performance in On Entry PP in full Screening.

### Curriculum

The school ensures that:

- Educational programs are inclusive and differentiated to meet the needs of all children in the class.
- The curriculum is relevant and challenging to children at educational risk.
- The programs are sensitive to cultural differences and values.

## **PLANNING FOR IMPROVEMENT**

### **The school...**

- Collects quality data and uses it in the planning cycle.
- Adheres to the Assessment and Reporting Policy.
- Sets targets that are relevant to students' needs.
- Has priorities that address the children's needs.
- Provides relevant resources for children at risk.

### **Collaboration**

#### **The school...**

- Establishes processes to facilitate collaboration.
- Involves parents in the planning process by inviting them to attend case conferences and signing off the documented plans.
- Consults with all relevant outside agencies.

### **The Learning Environment**

#### **The school:**

- Provides a positive, welcoming environment with a student-centred approach to learning.
- Endeavours to provide quality service and support for students at educational risk.
- Provides a shared philosophy about the learning environment and teaching practices.

### **Reporting**

#### **The school...**

- Reviews and adheres to the school's Assessment and Reporting Policy.
- Involves parents in the planning, execution and monitoring of students' at risk progress.
- Uses ESL progress maps for the first 12 months or as determined for non-English speaking children.

### **Professional Development**

#### **The school...**

- Uses planning and performance management data to inform staff professional development.
- Provides access to professional development support for all school staff.