Students at Educational Risk

We at East Victoria Park Primary School are committed to -

- Encouraging students to be successful learners.
- The principles of developmental learning.
- A positive approach to student-centred integrated learning.
- Life-long learning and reflective practices.
- Developing attitudes and values of care and concern for self, others and the environment.
- Maintaining a safe environment for all.
- Building partnerships with students, parents and the community.

The East Victoria Park Primary School SAER policy aims to identify Students at Educational Risk as early as possible and provide appropriate intervention and prevention strategies to improve the educational outcomes for these students.

Teachers at East Victoria Park Primary are committed to an outcomes focused approach to learning and their desire and ability to cater for the needs of individual children. Teachers and the school’s administrators are keen to work with the parents of SAER children to achieve the best for each child in the school and parents are encouraged to establish early links so that we can work in partnership towards our shared goals.

At East Victoria Park Primary School we are committed to providing a caring, flexible, practical and innovative education for children.

Definition of SAER

The Education Department recognises the scope and nature of the challenges faced by students at educational risk, their parents and teachers. Students at educational risk are defined as:

“those students who may be at risk of not achieving the major learning outcomes of schooling to levels which enable them to achieve their potential.”

This definition is supported by the following descriptors:

Those students:
- Who are at risk of not achieving the major learning outcomes
- Whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of his/her peers
- Who are under-performing
- Who are not engaged in their schooling
Every student has the potential to be at risk at some point during their time at school.

**Identification of SAER**

Data collection for the identification of SAER relates to the curriculum framework principles of assessment;

- **Valid**: Assessment should provide valid information on the actual ideas, processes, products and values expected of students.
- **Educative**: Assessment should make a positive contribution to student learning.
- **Explicit**: Assessment criteria should be explicit so that the basis for judgments is clear and public.
- **Fair**: Assessment should be demonstrably fair to all students and not discriminate on the grounds that are irrelevant to the achievement of the outcome.
- **Comprehensive**: Judgements on student progress should be based on multiple kinds and sources of evidence.

**SAER Categories**

- **Attendance**: attendance, suspension, exclusion, exemption, engagement, transience, away due to serious health issues.
- **Behaviour**: positive behavior, challenging behaviour.
- **Emotional Health and Well Being**: neglect/abuse, social/emotional.
- **Learning**: poor achievers, under achievers, TAGS.
- **Physical Health**: diagnosed health issues.
- **E.S.L.**: not achieving due to English as a second language.
- **Indigenous**: health, attendance, cultural, language.

**Data Collection**

**At the Classroom Level**

- Teacher records, checklists, observations, judgements.
- Literacy Net
- First Steps Continua
- Information from other staff
- Parent interviews
- Diagnostic tests
- Numeracy Net
- ESL Progress Maps

**At the Whole School Level**

- Early Intervention Plan (K-1) Phonemic Awareness competency by Term 4 PP
- SAER plan (identification) and SAER categorization
• Term 4 staff to list children assessed at D level in Literacy and Numeracy for monitoring or automatic inclusion onto SAER list for following year.
• WALNA Years 1-7 testing Below WAGSAT and benchmark from WALNA data Years 1-7 automatic inclusion onto SAER list unless teacher has supporting evidence to remove child. SAER co-ordinator or L.S.C. to identify from previous year’s WALNA data, then inform staff early TERM 1 with teachers implementing Documented Education Plans/DGEP for these students.

At the State Level
• Outcomes and Standards Framework
• PEAC testing Year 4
• NAPLAN Years 3, 5 and 7 (as of 2008)

Outside Agency Level
• School psychologist
• Andrea Way Development Centre (Speech Pathology, Occupational Therapy, School Nurse, Paediatric assessment)
• Vision Education
• Autism Association
• ESL centre
• Centre for Inclusive Schooling

Roles and Responsibilities
In providing for students at educational risk the whole school community must take responsibility and work towards improving outcomes.

Administration is responsible for (Principal, Deputy Principal/SAER Coordinator, S.A.E.R. Team, Learning Support Coordinator):
• Monitoring the implementation of the SAER policy and procedures;
• Establishing processes for the identification of SAER;
• Reporting to the district director on the educational outcomes of SAER;
• Establishing a communication process with parents of SAER which is open and based on mutual respect;
• Ensuring staff have access to appropriate professional development on providing teaching and learning opportunities for SAER;
• Referring students to outside agencies through school psych or LSC/SAER co-ordinator;
• Assessment of transient students;

Teachers are responsible for:
• Identifying SAER;
• Developing and delivering curriculum which is responsive to the individual needs of a SAER;
• Monitoring the achievements of SAER through performance data and educational outcomes;
- Informing parents or caregivers that a child is identified as being at risk and maintaining regular contact;
- Communicating to the principal their professional development requirements;
- Advising the L.S.C. if a student needs to be added to/removed from the SAER list;
- Maintaining the SAER plan and filing relevant information in the student file in the classroom and in the office.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>*Collaborative meetings to discuss SAER students from previous year.</td>
<td>*All S.A.E.R. students added to SIS.</td>
<td>*SAER Team meets on a needs basis.</td>
<td>*SAER/LSC to complete checklist of plans completed.</td>
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<td>*Review files from previous year (SAER coordinator and LSC to facilitate).</td>
<td>*SAER/LSC to meet every week.</td>
<td>*Schoolsplus applications for following year to be commenced.</td>
<td>*SAER Team meets on a needs basis.</td>
</tr>
<tr>
<td>*Parents notified.</td>
<td>*SAER Team meets on a needs basis.</td>
<td></td>
<td>*Schoolsplus application to be completed and lodged.</td>
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<td>*SAER/LSC to meet every week.</td>
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**Students are responsible for:**
- Actively participating in the educational process within the school community.
Parents and caregivers are encouraged to:

- Be proactive in developing partnerships with the school to achieve optimum outcomes for their child.
- Ensure the child participates in the educational program.
- Communicate issues and concerns that may impact on their child’s performance or progress at school.