



MOUNT HAWTHORN PRIMARY SCHOOL
TOGETHER TOWARDS THE FUTURE

SAER POLICY – FOR PARENTS

Updated August 21 – Endorsed 18 August 2021

STUDENTS AT EDUCATIONAL RISK POLICY

At Mount Hawthorn Primary School (MHPS) we provide a stimulating, supportive and safe environment where all students are equipped to achieve their potential. The teaching and learning program is flexible to be inclusive of a range of learning styles and abilities.

Students at Education Risk (SAER) Defined

Students at education risk are 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.

Students may be identified as *at risk* for a variety of reasons, including:

- Students of exceptional academic capability (*Gifted and Talented*);
- Students for whom English is a second language (*ESL*);
- Students with learning difficulties, including developmental and neurological conditions (eg. ADHD, ASD, Dyslexia);
- Students with social and/or emotional behaviours which impact learning (e.g. anxiety);
- Students with an Indigenous background;
- Students with low attendance or who are not engaged in schooling.

Supporting Students at Education Risk

Mount Hawthorn Primary School supports all of its students to achieve their educational potential through:

1. The early identification of students at educational risk;
2. The implementation of educational programs and strategies tailored to groups of students, and individual students, at risk;
3. The measurement of student achievement to evaluate progress relative to goals;
4. Collaboration with parents and third parties to optimise student progress;
5. A framework of accountability to verify that students' needs are addressed.

There are clearly identified processes for the **early identification of students** at educational risk across all year levels and across all learning areas. This includes screening assessments in the early years, standardised testing in all year levels and regular teacher observations and judgements, as well as parental observations.

Students identified as at educational risk are supported through **tailored educational programs and strategies**. The nature of the support is determined by the student's individual requirements, and may include an Individual (or Group) Education Plan (IEP), modified learning strategies, intervention programs targeted at key learning areas, and/or supplemental assistance in the classroom and/or other settings.

The systematic collection of data is quantitative and subjective and is collected over the course of the year and across a range of settings. Data on student progress supports planning to improve learning outcomes and communicate achievement.

Partnerships to Support Students at Education Risk

Optimal student outcomes are achieved with **collaboration between the student, the school and the family, and support agencies** as required. When all relevant key stakeholders are included in the planning process, optimal learning outcomes can be achieved. The roles and responsibilities of all parties in this partnership are outlined below:

The parent supports his/her child and may provide background and insight on the child's learning style. The parent is invited to collaborate with the classroom teacher to define learning goals and can advise of third party specialists supporting the student (e.g. therapists and psychologists).

The classroom teacher is the point of contact to support the student and partner with the parents. The teacher reviews the student's educational history, develops an Individual (or Group) Education Plan and monitors progress. In consultation with the Learning Support Coordinator, Associate Principal and parents, the teacher may refer a student to supporting agencies.

Education Assistants work collaboratively with the teacher to implement Education Plans. Educational Assistants may facilitate targeted individual and small group intervention sessions. Educational Assistants are a shared resource across the school and are not assigned to specific students.

The Learning Support Coordinator supports the classroom teacher in the early identification of students at educational risk and the development of Education Plans. The Learning Support Coordinator secures supplemental resources to assess and support students, and has specialist skills to identify targeted learning strategies. The coordinator models effective teaching and directs teachers to external service providers. Additionally, the Learning Support Coordinator is accountable for the progress of all SAER students.

The school psychologist provides specialist expertise in mental health, learning and behaviour to support staff in improving learning outcomes. The psychologist supports parents to address concerns and liaises with external agencies and the Department of Education to access support services.

The Associate Principals monitor the implementation of the SAER policy. They supervise student progress, manage case conferences, and ensure that actions are implemented. The Associate Principals identify professional learning opportunities for teachers such that they are equipped to deliver the learning programs. Applications to the Department of Education requesting supplemental funding for students at educational risk are prepared by the Associate Principals.

A Timeline of Support, an example

	In advance	Term 1	Term 2	Term 3	Term 4
Parents	Advise school of learning concerns and/or diagnoses	Collaborate with teacher	Parent-Teacher conference		Parent-Teacher conference
Teachers	Review student learning histories	Learning and behaviour observations	Learning and behaviour observations	Learning and behaviour observations	Learning and behaviour observations
	Handover with prior teacher(s)	Develop Education Plans	Semester 1 Summative Report *	Develop Education Plans	Semester 2 Summative Report
	Consult with SAER Support Team				
SAER Support Team¹	Handover guidance	Targeted Observations	Targeted Observations	Targeted Observations	Targeted Observations
		Funding Application	Case Conference		Case Conference
		Access specialist support, as needed			
					Planning for the next year
Data Collection		Year K-PP: Letters & Sounds Assessment	Year 3, 5: NAPLAN Testing ***		Year 2-6: ACER PAT Testing **
		Pre-Primary: On-Entry Testing			
		Behaviour tracking	Behaviour tracking	Behaviour tracking	Behaviour tracking

¹ **SAER Support Team** includes the Learning Support Coordinator, Psychologist and Associate Principal.

* **Semester Summative Reports** include grade allocations for subject area, assessment of attitude, behaviour and effort, a record of attendance and teacher comments.

** **ACER PAT Test** measures students capability across multiple academic subject areas.

*** **NAPLAN Test** is a national assessment for students in Years 3, 5, 7, and 9 in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

Collaborative Communication between all SAER Partners

The key points for collaborative communication are the handovers at the beginning of the academic year between teachers, IEP development meetings in the middle of Terms 1 and 3 with the parent and the teacher, and conferences in Term 2 and 4 with the parent and the teacher.

At the beginning of the school year, the parent may be asked to provide a written brief to the classroom teacher which outlines the child's learning concerns and/or diagnosis, as well as potential impacts in the areas of learning, socialisation and behaviour. The parent may advise of areas which may be challenging and suggest strategies to support positive outcomes. The implementation of this guidance is at the discretion of the teacher.

In consultation with the classroom teacher, the school invites third party specialists (e.g. therapists) to observe the student in the school environment and offer written guidance to the teacher in support of the student.

The classroom teacher initiates Education Plan meetings and semester conferences with parents. Parents are invited to consult with the teacher as needed. Communications between teachers and parents are guided by the school's Communication Policy.

Additional Funding for Schools with Students at Educational Risk

MHPS accesses supplemental Department of Education funding to support students at educational risk. These allocations are provided directly to schools to flexibly implement programs and support for students with disabilities and additional learning needs. The funding is accessed by the school through an application process with the Department of Education. In some instances, the application process requires specific assessments of students and/or proof of diagnoses by specialists.

Supporting Information

The Mount Hawthorn Primary School's *Students at Educational Risk Policy* is informed by the Department of Education's *Students at Educational Risk in Public Schools Policy* and works in conjunction with other MHPS policies, namely the *Positive Learning Environment Policy*, *Communication Policy*, *Reporting to Parents Policy*, and the *Behaviour Management Policy*. The school's policy is implemented according to protocols outlined in the *Students at Educational Risk Implementation Plan*.

The *Students at Educational Risk Policy* at Mount Hawthorn Primary School aligns with legislation pertaining to the education of students with disability as well as best practice outlined by the Nationally Consistent Collection of Data on School Students with Disability (NCCD) governing body.