

## SAER (Students at Educational Risk) POLICY 2015

**Students at Educational Risk are those students who may be at risk of not achieving the major learning outcomes of schooling which enable them to reach their FULL potential.**

### **SCHOOL SAER OUTCOMES:**

- Establish and implement procedures for identifying students at educational risk
- Enable the development and maintenance of inclusive teaching and learning environments
- Ensure access to all areas of curriculum through QTDP, supplementary, extensive adjustments to either the teaching program, environment and/or teaching resources.
- Develop and implement appropriate programs for individuals and groups of students
- Be accountable for the educational progress of individuals and groups of students

### **SCHOOL PROCEDURES FOR SAER:**

1. A SAER Coordinator will oversee the implementation of the SAER policy and procedures with the support of Assistant Principal. This process includes PROFILING, PLANNING, COMMUNICATING, IMPLEMENTING, REPORTING and EVALUATING.

#### **Profiling:**

*Identification* using internal and external data gathered (past and current)

*Assessing* students and placing into categories Tagged SAER or High Risk SAER

#### **Planning:**

*Learning programs* are responsive and relevant to the individual student needs

*Learning environments* are positive, inclusive and value individuals i.e. child centred, collaborative

*Students TAGGED SAER* are to work on a GEP (Group Plan) and HIGH RISK SAER on an IEP (individual Plan)

#### **Implementing:**

*Regular monitoring* of each learning program (GEP or IEP) for both categories of SAER

#### **Reporting:**

*Regular contact with parent/carer. One formal scheduled meeting per term between teacher and parent.*

#### **Evaluating:**

*Review* learning programs in terms of outcomes achieved and *decide* if program continues

2. Class teacher will work closely with the SAER Coordinator and Assistant Principal to gain support and monitor students at risk across areas including attendance, curriculum, inclusivity, indigenous education, wellbeing and gifted education. This includes accessing appropriate professional development, resources and liaising with external agencies (school psychologist, community nurse, Child Development Service).
3. An INDIVIDUAL EDUCATION PLAN (Appendix A) is required from class teachers for students identified as **high risk or special needs**.
4. Each year a schedule of Tasks and Timelines (Appendix B) for all SAER students will be negotiated with staff. The delegated Assistant Principal will assist in ensuring these are met.
5. **STUDENT ATTENDANCE** – 20 days absence per semester reported to district office; Students with absences less than 95% (without reasonable cause) parents are contacted  
**CURRICULUM** – inclusive curriculum ensures students achieve agreed outcomes regardless of culture, disability, race or gender.  
**INDIGENOUS EDUCATION** – leadership and mentoring; literacy and numeracy; achievement of standards;  
**GIFTED STUDENTS** – offered a differentiated curriculum through school and/or PEAC  
**STUDENT WELLBEING** – safety and welfare of students through Child Protection policy
6. HIGH RISK SAER - Students identified as HIGH RISK SAER are working on an IEP. They are tracked through a **RED FILE**. These students are generally *Disability Resourced Students (DRS)*  
TAGGED SAER - Students identified as TAGGED SAER are usually working on a modified program or GEP at their potential and are tracked through a **GREY FILE**

### **CONCLUSION:**

This policy is subject to change as determined by policy changes by the Department of Education, Western Australia.

SCHOOL CONTACTS: Miss Aimee Scott (SAER Coordinator) and Mrs Tiffany Hennessey (Assistant Principal)



<p>Conference notes, an updated Student Risk Profile) with the assistance of the Assistant Principal &amp; LSC</p> <ul style="list-style-type: none"> <li>• Add to Student Intervention record throughout the year.</li> </ul>		Assistant Principals LSC
<p><b>STEP FOUR:</b></p> <ul style="list-style-type: none"> <li>• Recording and Monitoring of programs implemented from above to be reviewed in consultation with the LSC.</li> <li>• Performance Management (Principal to meet with teachers with DRS students – review IEP progress)</li> </ul>	Term 3 Week 3	Classroom Teachers SAER support teacher Assistant Principal Principal
<p><b>STEP FIVE:</b></p> <ul style="list-style-type: none"> <li>• Complete Sem 2 Risk Profile sheet (hand to SAER COORDINATOR)</li> <li>• Data for SAER updated on table</li> <li>• Make colour copy of Risk Profile for filing.</li> <li>• Forwarding of individual SAER files to office to add to ongoing file.</li> <li>• Store all current year docs in envelope. File previous year into student file.</li> <li>• Create new plastic sleeve for following year with new profile, ranking scale, Sem 2 Student Report.</li> <li>• Sort SAER files into year groups for following year.</li> <li>• Remove 'exiting' SAER students' files; store info in general student file in filing cabinet.</li> </ul>	Term 4 Week 7	Classroom Teachers LSC Assistant Principal Assistants

**PLEASE NOTE:**

- Most Students at Educational Risk (SAER) already have files that were set up when they were initially identified and profiled.
- Files and relevant forms stored in staffroom for teachers to set up SAER folders for new students
- A proforma to assist teachers with Individual Education Plans to target SHORT, MEDIUM and LONG TERM outcomes is available from the Assistant Principal, LSC or on the Intranet under SAER. (available on shared drive S:All Users/850/862/IEP Proforma.doc)

