



SAER at North Morley Primary School

The Department of Education, and North Morley Primary School identifies, responds to, and supports the diverse needs of all students so that they can engage with the content and standards defined in the Western Australian Curriculum.

Through evidence-based teaching and learning programs, High Impact Teaching Strategies, and a whole school instructional model we aim to maximise opportunities for all students. A strong focus on knowing our students culturally, academically, and emotionally, and ensuring we cater for this within our programs and classrooms also works to ensure our students are set up to succeed.

At times we know that students may require further support. Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum are identified as *Students At Educational Risk* (SAER).

To ensure we meet the needs of these students we have the following process in place:

IDENTIFY

Analysis of academic, attendance and or behaviour data, combined with Teacher anecdotal records identify a student to be at educational risk.

COMMUNICATE WITH FAMILIES

Classroom Teacher meets with family and shares identification process e.g., assessment results. Seeks family input on background and supports.

CREATE A DOCUMENTED PLAN

Classroom Teacher develops documented plan; this may be an Individual Education Plan (IEP), Individual Behaviour Plan (IBP), Individual Transition Plan (ITP) or Risk Management Plan (RMP). Plan is shared with families via email or another meeting.

DOCUMENTED PLAN IMPLEMENTED and PROGRESS MONITORED

Classroom Teacher implements Documented Plan for a minimum of 3 weeks and a maximum of 2 Terms. Progress is monitored using identification data, assessments and/or anecdotal records.

DOCUMENTED PLAN REVIEWED WITH FAMILIES

Case conference is held to review student progress. New goals discussed and / or referral to outside agency for further support.



Identification

We use a range of methods to collect data to support the identification of Students at Educational Risk and to monitor their progress. These include:

Whole School Assessment Schedule

Whole school assessments are scheduled throughout the year. If a student identifies as 'very low' on one of these or is not making progress this may support identification.

Attendance Data

Attendance data is reviewed by leadership on a fortnightly basis. Any students falling into the *moderate* or *severe* categories this may support identification.

Behaviour Data

Behaviour data on Integris is reviewed by leadership on a fortnightly basis. Any students with more than 5 negative behaviour entries, or major incidents may support identification.

Anecdotal Records

Information collected by family, teachers and outside agencies may support identification.

Documented Plans

We use a Documented Plans to record the goals and strategies we have in place for identified students. These may be in the form of an Individual Education Plan, Individual Behaviour Plan, Individual Transition Plan or Risk Management Plan.

Goals for all plans are written as SMART goals ensuring they are specific, measurable, achievable, relevant and have a timeline. Strategies are specific to each goal.

Support Available

Support is available both for our students and our staff in catering for Students at Educational Risk. Support available includes:

Intervention Groups

As a school we develop intervention groups based on student need. When a group of students are identified as having a similar need we develop an evidence-based program and use various personnel to support in the delivery of this program. This is done outside the regular classroom Teaching and Learning Program.



Outside Agencies

We have support agencies that we can access including:

School Psychologist; here every Thursday.

School Chaplain (*Coming Soon*).

School of Special Education Needs – Disability, Sensory and Behaviour; available for individual referrals and whole school referrals.

Child Development Services; to refer for individual Occupational Therapy, Speech Therapy or Physiotherapy

Resources

Staff can access resources including, but not limited to, visuals, sensory supports, and various technology aids. To access these staff, complete a Support Form.

Communication With Families

Families are an active part of our SAER process. They bring a wealth of knowledge to support us in determining the best support and intervention for their Child.

When communicating with families we share the data around identification and how the student has progressed.

