SAER Policy

Students at Educational Risk

Ratified by Board: October 2018

Amended: November 2019

Hollywood Primary School

S.T.A.R

Rationale

> "Wherever a student starts from on the first day of the year, he or she deserves to have made at least a year's worth of progress by the end of it. Any less, and our students will fail to reach their full potential."
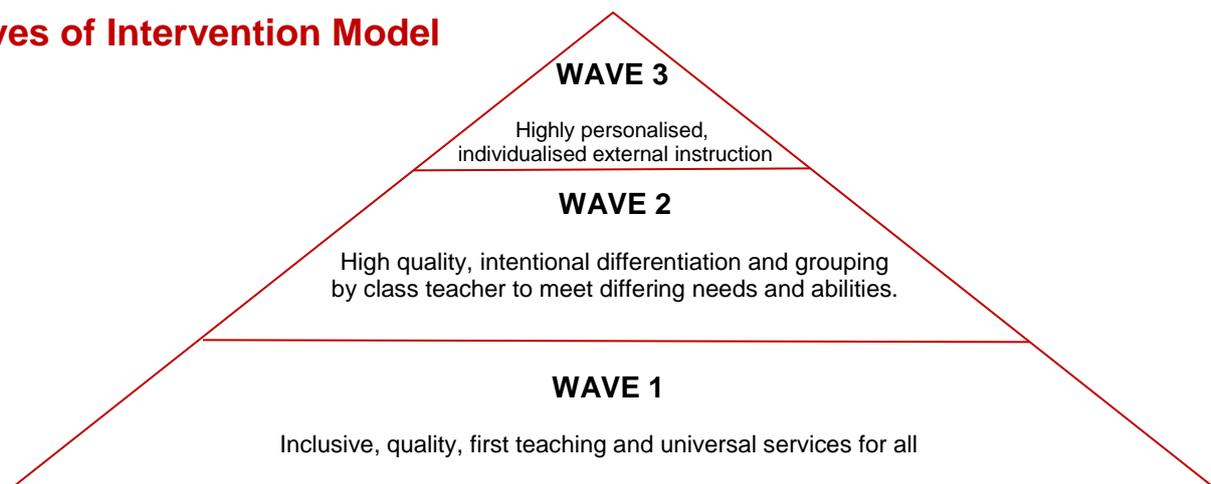>
> -Goss, P & Hunter, J (2015). Grattan Institute: *Targeted Teaching*

Hollywood Primary School is committed to the educational success of all students attending the school. Our teachers strive to ensure that every student achieves to his or her potential and is equipped with the skills to contribute to society in a positive way. The Hollywood Primary School teachers, in conjunction with the Learning Support Coordinator (Associate Principal), seek to identify students as those at academic risk (SAER) or those who are Talented and Gifted (TAG). The following document outlines methods used to address the individualised needs of these students.

The Department of Education *Focus 2019* document outlines the following priority areas:

- Focus on growth in student achievement in addition to attainment.
- Use evidence-based instruction tailored to the education needs of students with specific learning disorders.

Waves of Intervention Model

WAVE 3

Highly personalised, individualised external instruction

WAVE 2

High quality, intentional differentiation and grouping by class teacher to meet differing needs and abilities.

WAVE 1

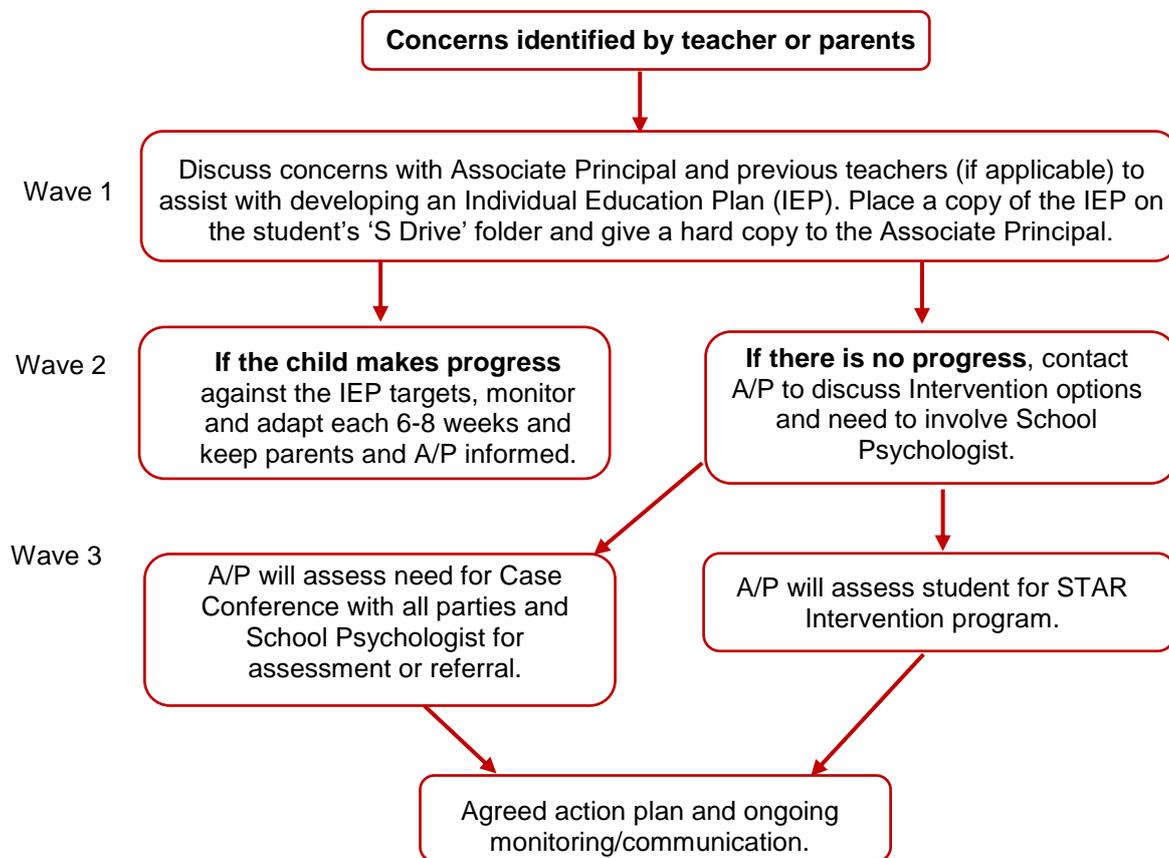Inclusive, quality, first teaching and universal services for all

Hollywood Primary School is staffed by experienced teachers who will account for the majority of differences in learning abilities through high-quality, targeted teaching. Wave 3 intervention is offered to those students whose needs are extensive and they cannot be met through an in-class IEP or GEP.

Students at Educational Risk (SAER)

Students at Educational Risk (SAER) 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 performance or from that of their peers. Students at Educational Risk are children who are under-performing or are not engaged in their schooling. These students form the 'Wave Three' of the above diagram.

SAER Referral Process

Concerns identified by teacher or parents

Wave 1: Discuss concerns with Associate Principal and previous teachers (if applicable) to assist with developing an Individual Education Plan (IEP). Place a copy of the IEP on the student's 'S Drive' folder and give a hard copy to the Associate Principal.

Wave 2:

If the child makes progress against the IEP targets, monitor and adapt each 6-8 weeks and keep parents and A/P informed.

If there is no progress, contact A/P to discuss Intervention options and need to involve School Psychologist.

Wave 3:

A/P will assess need for Case Conference with all parties and School Psychologist for assessment or referral.

A/P will assess student for STAR Intervention program.

Agreed action plan and ongoing monitoring/communication.
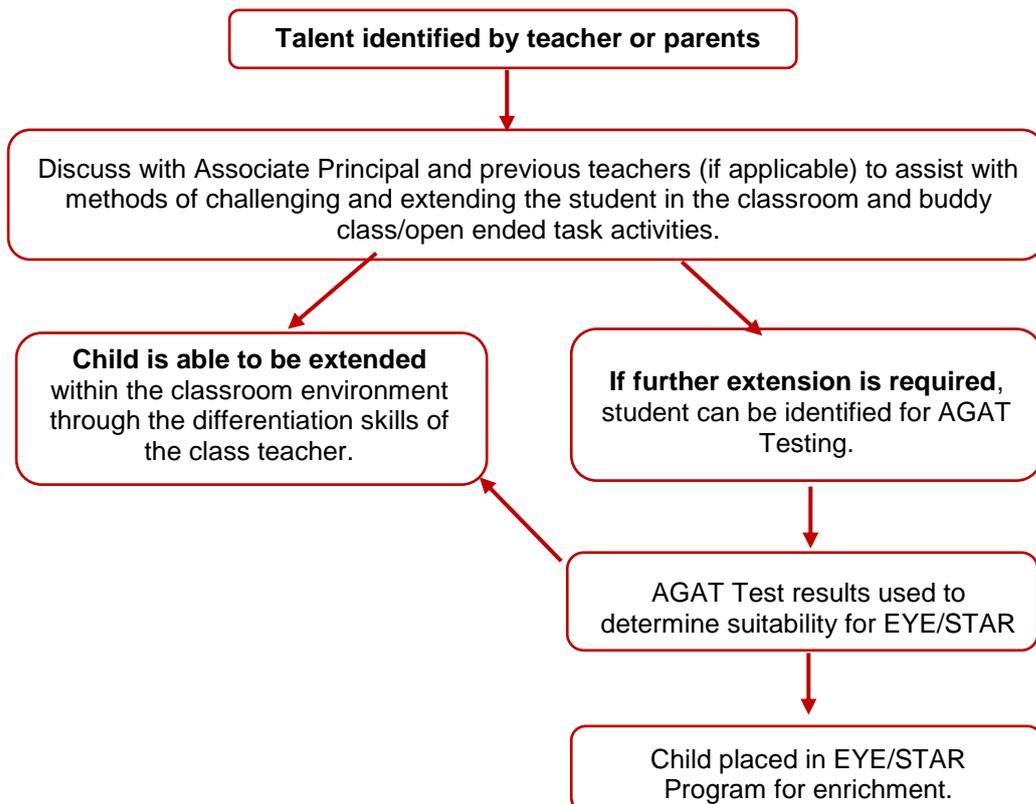
STAR Enrichment

Giftedness

Giftedness refers to a student's potential and ability in one or more domains that have been deemed by either the school teaching staff or the parents to be outstanding.

Talent

Talent refers to outstanding performance in one or more fields of activity. It is a result of the student's learning experiences. These definitions reflect the distinction between ability and performance by acknowledging the importance of innate ability while also recognising the important influence of the environment in the development of a person's giftedness and talent.

STAR Enrichment Referral Process

Talent identified by teacher or parents

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Discuss with Associate Principal and previous teachers (if applicable) to assist with methods of challenging and extending the student in the classroom and buddy class/open ended task activities.

Child is able to be extended within the classroom environment through the differentiation skills of the class teacher.

If further extension is required, student can be identified for AGAT Testing.

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AGAT Test results used to determine suitability for EYE/STAR

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Child placed in EYE/STAR Program for enrichment.

Responsibilities

Class teacher

- Develop and deliver a quality curriculum, which is differentiated to meet students' needs
- Produce and file Individual Education Plans (IEPs) and Group Education Plans (GEPs) to be signed off by parents in Week 5 of Term 1
- Use data to inform programming
- Report on educational progress
- Inform the Associate Principal of any educational concerns for students in their class
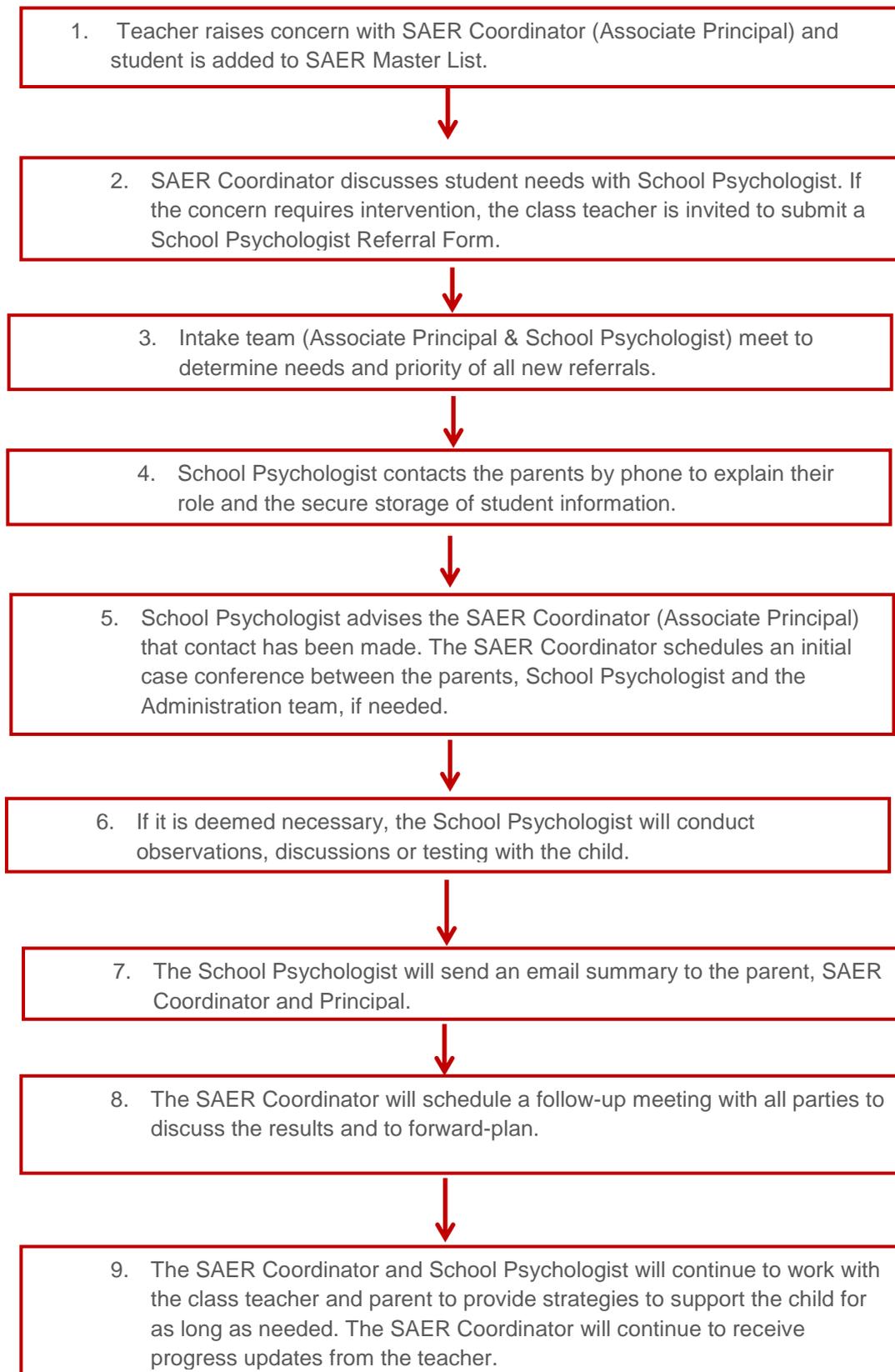- Attend case conferences and action negotiated plans

Associate Principal/Learning Support Coordinator

- Use sensitive communication processes
- Develop an inclusive culture within the school
- Collaborate with teachers to improve learning
- Recognise available inter-agency support
- Maintain effective transition practices
- Provide and source training for colleagues
- Effectively deploy Support Staff at point of need
- Complete Disabilities Services funding applications
- Liaise with School Psychologist re: testing, case conferences and teacher support
- Maintaining whole-school data tracking to identify student anomalies
- Keep school administration team informed

School Psychologist

- 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, and leads where applicable
- Makes recommendations to the class teacher and A/P on how best to help students at risk

School Psychologist Referral Process

1. Teacher raises concern with SAER Coordinator (Associate Principal) and student is added to SAER Master List.

2. SAER Coordinator discusses student needs with School Psychologist. If the concern requires intervention, the class teacher is invited to submit a School Psychologist Referral Form.

3. Intake team (Associate Principal & School Psychologist) meet to determine needs and priority of all new referrals.

4. School Psychologist contacts the parents by phone to explain their role and the secure storage of student information.

5. School Psychologist advises the SAER Coordinator (Associate Principal) that contact has been made. The SAER Coordinator schedules an initial case conference between the parents, School Psychologist and the Administration team, if needed.

6. If it is deemed necessary, the School Psychologist will conduct observations, discussions or testing with the child.

7. The School Psychologist will send an email summary to the parent, SAER Coordinator and Principal.

8. The SAER Coordinator will schedule a follow-up meeting with all parties to discuss the results and to forward-plan.

9. The SAER Coordinator and School Psychologist will continue to work with the class teacher and parent to provide strategies to support the child for as long as needed. The SAER Coordinator will continue to receive progress updates from the teacher.

Hollywood Primary School
School Psychology Service
REFERRAL FORM

Student Name:		DOB:	
Room Number:		Year Level:	
Parent/Guardian:			
Home Address:			
Telephone:			
Email Address: (Parent/Guardian)			
Teacher/s:			
Email Address: (Teacher/Referee)			

Person Making Referral

□ School (Please include staff member's details) _____

□ Parent/Guardian

□ Other _____

External Support Agencies Currently Accessed

□ Audiology   □ Mental Health Care Professional

□ Speech   □ Department of Child & Family Services

□ Occupational Therapy   □ Other: _____

Please describe the issue as specifically as you can (include information such as what the issue is, how long it has been a problem, how often it occurs, in which situations it occurs, etc.).

AREA OF CONCERN:

□ Attendance   □ Behaviour Management

□ Learning Difficulties   □ Social-emotional health and wellbeing

□ Other: _____

Who have you contacted in regards to this issue?

☐ Parents   ☐ Colleague   ☐ Speech Therapist

☐ Deputy/Principal   ☐ Department of Child & Family Services   ☐ Occupational Therapist

☐ Physiotherapist   ☐ GP   ☐ Paediatrician

☐ Child and Adolescent Mental Health Service   ☐ Other: _____

What outcomes do you envisage as a result of this request for School Psychologist intervention? *(Please be as specific as possible – include parent outcomes, if appropriate):*

How will you know if these outcomes have been met?

Other comments:

Assessments attached as evidence:

I/We give permission for the School Psychologist to contact me to discuss becoming involved with supporting my child.

Parent/Guardian signature: _____   Teacher signature: _____

Associate Principal signature: _____   Date: _____

Please ensure all three signatures are completed before returning this referral form to your School Psychologist

S.T.A.R: Intervention

S.T.A.R will operate at negotiated times either before school or after lunch, for students who fall into the Wave 3 category. Students will be identified based on conversations between the Associate Principal and class teachers, and an analysis of whole-school data including NAPLAN and PAT Reading. Parents will receive a written offer for their child to participate in the program, where they will need to commit to prompt arrival and regular attendance. Declining the offer, or arriving late, will mean that the offer is made to another student who is also of high need, determined by the class teacher and Associate Principal. Literacy intervention will take the form of explicit teaching of sounds using Soundwaves and MiniLit, reading comprehension strategies using the 12 *CARS & STARS* strategies and repeated reading to build students' fluency levels. Students will be tracked using the progress monitoring component of the MultiLit *WARL* & *WARP* Assessments.

S.T.A.R: Extension

Students identified as gifted and talented have been provided with the following extension opportunities through partnerships between Hollywood Primary School, the Department of Education and outside agencies:

- Supplementary programs provided by the Department e.g. Primary Extension and Challenge (PEAC) for Years 5-6 and EYE (Early Years Extension) for Years 1-3.
- Selective placements after central testing processes in secondary programs
- Encouragement of students to compete in external programs and competitions such as Speak Up, The University of WA "BrainWaves" program, Firetech Design Club, Shaun Tan competition, Young Writer's Award, etc.

At a school level, the next wave of students as identified by AGAT (Acer General Ability Tests) will be invited to participate in the STAR Extension program which will run on a semester basis catering for students in Years 1-3 one semester and 4-6 in the other semester. STAR Extension lessons will follow a project learning style approach, building in inquiry and STEAM skills and giving students an opportunity to solve real-world problems.