



**BELMAY PRIMARY
SCHOOL**



**STUDENTS AT
EDUCATIONAL RISK**



**POLICY, PROCEDURES, AND
GUIDELINES
FOR 2023**

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STUDENTS AT EDUCATIONAL RISK

POLICY AND PROCEDURES

POLICY STATEMENT

Belmay Primary School acknowledges that all children have the right to an education that is equitable and embraces diversity.

Through the implementation of the Students at Educational Risk (SAER) Policy, our school is committed to:

- implementing a consistent approach which is consultative and collaborative.
- ensuring all students are supported to engage and meet their full potential, and our SAER processes are supported by the efficient and effective use of school resources.
- encouraging student voice to be heard when planning for their needs.

OUR BELIEFS

At Belmay Primary School we understand

- we are accountable for and committed to providing opportunities for all children to learn and achieve to their full potential
- all children are able to learn when given appropriate time, support, teaching and learning experiences
- learning is developmental and children learn at their own rate
- early identification of students at educational risk is critical to meeting their needs
- students at educational risk are a shared responsibility and a collaborative approach from the school, parents, carers and related agencies is required.
- we are partners with parents and carers in a student's development.

PHOTO

DEFINITIONS

Students at Educational Risk (SAER)

Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian curriculum. (Reference: Students at Educational Risk Policy, WA Department of Education, 2015)

Risk Factors

Risk factors may include, but are not limited to socio economic status, family structures, medical/biological/genetic/cognitive factors, trauma, environmental factors (school, family and community), cultural and linguistic diversity and geographic location. Irregular school attendance, apart from being an indicator of other forms of risk, is a critical factor that can impact on student engagement, educational achievement and social integration within the school community.

Documented Plans

In line with SCASA we are mandated to provide Documented Plans for our students at educational risk.

This is an umbrella term used to document a range of Teaching and Learning Adjustments [TALAs] catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document that identifies short to medium term educational outcomes.

Documented plans may take a variety of forms, including:

- Individual Education Plans [IEP] and Group Education Plans [GEP]
- Individual Positive Behaviour/Engagement/Social Competency Plan [PBP]
- Individual Attendance Plan [IAP]
- Risk Management Plans [RMP]
- Individual Transition Plans [ITP]
- Individual Health Plan for example Epilepsy, Diabetes

CURRICULUM PROVISION

Curriculum provision at Belmay Primary School is underpinned by our commitment to provide a differentiated approach aimed at meeting the varied needs of all students in the school. This policy affirms our intention to work collaboratively within the school, with parents/carers and external agencies to ensure success for all students, particularly those who are at risk of not achieving their full potential.

Curriculum provision is implemented through:

1. Inclusive, quality teaching for all students via a whole school approach with agreed evidence-based High Impact teaching strategies.
2. Additional interventions to scaffold learning for small groups.
3. Highly personalised intervention.

A collaborative case management process guides all decisions regarding the implementation of intervention programs.

MONITORING AND REVIEW OF SAER POLICY

The *Belmay Primary School Students at Educational Risk* policy will be monitored by staff and the school council. It will be reviewed, and if necessary, revised as part of a policy review schedule.

References: http://www.scsa.wa.edu.au/internet/Years_K10/Curriculum_Framework

<http://det.wa.edu.au/supportforschools/detcms/navigation/disability-services-and-support/>

ENDORSED BY SCHOOL COUNCIL

COUNCIL CHAIR:

Name:

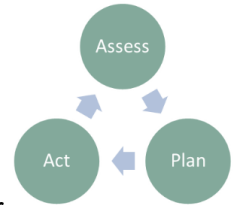
Signature:

Date:

Next Review date:

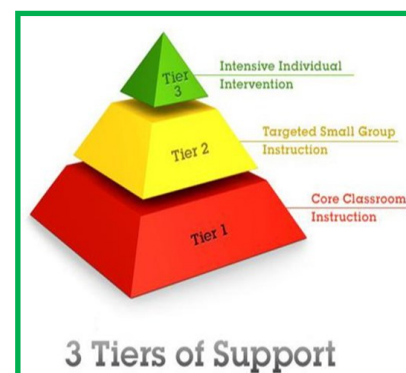
SAER PROCESS AND PROCEDURES

At Belmay Primary School, support for Students at Educational risk is developed through a collaborative Case Management Planning process. This process is built on a cyclical improvement model which governs all levels of planning – strategic, operational and classroom. Group and individual documented plans are developed for identified students. These detail specific action and time lines which ensure clarity and accountability.



RESPONSE TO INTERVENTION MODEL

The Response to Intervention (RTI) model is a three tier approach to the identification and support of students at risk. Students are supported with interventions in increasing levels to aid their learning. The RTI model requires identifying and planning for students at educational risk. Quality differentiated teaching will support 80% of students in a classroom. The remaining 20% require intervention that include evidence based approaches and programs.



TIER 1: Quality Differentiated Teaching Practice - approx 80% of students

TIER 2: Strategic Instruction and Targeted Support Groups - approx 15% of students

TIER 3: Case Management and Intensive Intervention - approx 5% of students

Reference: <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>



TIER 1 PREVENTION - Quality differentiated Teaching Practice

Includes whole-school evidenced based strategies that target and build capacity in all students.

Teaching and Support staff receive ongoing professional learning to deliver Tier 1 Core Instructional Programs in the way they are designed. For example, whole school approaches to the teaching of English and Mathematics include High Impact Teaching, Initialit, Writing Revolution, Paul Swan Mathematics and Spelling Mastery. Other programs include Protective Behaviours and Zones of Regulation. The expectation is that Tier 1 programs are well resourced and implemented with a high degree of fidelity by highly trained staff. The introduction of High Impact Teaching Strategies (SHAPING MINDS) supports the delivery of high-quality instructional programs.

Regular ongoing monitoring and assessment is conducted to determine the effectiveness of these programs and to inform planning for further intervention or extension.

The Whole school data schedule includes Kindergarten Assessment Tools, Pre-primary and Year 1 On-entry Assessment, ACER Progressive Achievement, Tests in Literacy and Numeracy PP to Year 6, PROBE Reading Assessment, PAT, Initialit Tracking and NAPLAN Data.

TIER 2 INTERVENTION - Strategic Instruction and Targeted Group Support

For some students Tier 1 instruction is not sufficient to achieve minimal levels of competency. They need additional instruction at Tier 2 and are identified through teacher observation, Whole School and System Data including Initialit and Spelling Mastery, PAT and NAPLAN and assessments. Instructional evidence-based programs that target specific skill development may include Initialit, Minilit Sage, Maquilat and Paul Swan Mathematics. Tier 2 students usually require small group intervention. Tier 2 Interventions supplement classroom instruction. Individual or Group Documented Plans record student goals and the strategies used to support successful intervention.

TIER 3 INTERVENTION - Case Managed Intensive Intervention

Tier 3 students may be identified through school program screening, class teacher, school psychologist, Student Services personnel, parent or outside agencies. Highly individualised goals and specific strategies address limited progress in areas of targeted intervention. Significant Teaching and Learning Adjustments may be required. The implementation may be supported by the allocation of a Special Needs Education Assistant. Disability Resourcing documentation may be activated. Specific programs may replace and/or be in addition to class instruction. These are delivered in small groups or individually. This requires the development of an Individual Education Plan and may require collaboration with other department agencies or outside agencies.

These agencies may include (but are not limited to):

School Psychologist

Paediatrician, Social Worker

Speech and Occupational Therapists, Audiologist

Department of Education: School of Special Educational Needs Disabilities (SSEN:D), Behaviour and Engagement (SSEN:BE), Sensory (SSEN:S) and Medical and Mental Health (SSEN:MMH)

NDIS

Language Development Centre (LDC)

Child Development Service: Speech Pathologist, Occupational Therapist, Physiotherapist,

Child and Adolescent Mental Health Services (CAMHS), Child Protection and Family Support (CPFS), Clinical Psychologist, Child Psychiatrist

IDENTIFICATION OF SAER STUDENTS

Students who are identified as 'at risk' (SAER) may not be achieving to their potential for a variety of reasons, and the possibility of being at risk may present at different stages throughout their school life.

Students may be identified at risk if:

- ◇ their achievement level, rate of progress or behaviour differs noticeably from past performance and/ or that of their peers.
- ◇ they are underperforming, including gifted and talented.
- ◇ they are consistently achieving D/E level in English, Math, HASS and Science.
- ◇ they are not engaged in their schooling.
- ◇ their performance is at risk due to poor rates of attendance.
- ◇ their social and emotional state is impacting on their learning; their behaviour is hindering their capacity to learn
- ◇ they have a medically diagnosed or imputed disability or significant Learning Difficulty.
- ◇ they are EAL/D (English as an Additional Language or Dialect) and this is impacting their learning and putting them at risk of receiving a D/E grade

— PROCESS AND PERSONNEL —

Meeting the needs of students at educational risk is a whole-school responsibility. When all relevant key stakeholders are included in the planning process, optimal learning outcomes are more likely to be achieved. Partnerships between home and school should ensure that learning is supported in both contexts.

IDENTIFICATION

A variety of methods are used to identify students at educational risk.
These include:
School-based assessment data (Kindergarten Assessment, Initialit, Spelling Mastery, EALD Progress Map
System-based assessment data NAPLAN, On-entry, PAT (Progressive Achievement Tests)
Staff observations
Relevant information from parents/carers and outside agencies;
Confirmed diagnosis of disability;
Attendance data and behaviour data
PEAC (Primary Extension and Challenge) testing
Community Health Nurse Screening

CASE MANAGEMENT PROCESS

The Case Management Process involves the class teacher, Learning Support Coordinator (LSC) and other personnel on the Student Services team appropriate to the management of the particular situation.

All referrals are undertaken as a collaborative partnership.

No one party is expected to make a difference on their own. When a teacher makes a referral, he/she is expected to maintain joint ownership of the case and continue the contact with the LSC.

Parent and Carers are integral to the process, are kept informed and attend meetings as required.

STUDENTS SERVICES TEAM

The Student Services Team consists of the Principal, Deputy Principal, Learning Support Coordinator, School Psychologist, Chaplain, and Community Health Nurse.

Various members of the Team meet fortnightly or as needed to discuss referrals, urgent student concerns.

PRINCIPAL

Develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students at risk

Support staff with implementation of Documented Plans, timelines and reviews

Employ a combination of promotion and prevention approaches to increase protective factors and reduce risk factors influencing the educational, social and/or emotional development of students at risk

Allocate available resources and engage appropriate agencies to support individuals and groups of students at risk

Ensure teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk

Ensure teaching and relevant support staff engage in professional learning so that they are able to identify and address the specific needs of their students

Ensure confidentiality, care and appropriate action to support SAER students and their families

Review referrals and subsequent action with SAER Team

Participate in Case Management meetings as appropriate

Support Class Profile meetings with LSC and staff weeks 6/7 Term 1

DEPUTY AND LEARNING SUPPORT

Lead the ongoing implementation of the SAER policy, report and collaborate with the Principal

Support and work collaboratively with teachers, EAs, parents/carers, chaplain, and the school psychologist to support students at risk

Action SAER referrals received from teachers.

Meet with Staff weeks 5/6 Term 1 for Student Profile Meetings

Facilitate case conferences to discuss, review and adjust documented plans.

Complete referrals for Child Development Services, The Y, LDC and Cloverdale Ed Support Centre, SEND

Support teachers to build their capacity to cater for students at educational risk e.g. SSEN consulting teachers, ABLEWA assessments

Develop, maintain and account for the expenditure of the SAER budget

Complete the Nationally Consistent Collection of Data (NCCD) requirements

Facilitate and follow up with outside agencies including Department of Communities and South Metro Education Regional Office attendance team, SEND, BE and Medical

Manage the SAER files

Assist with the development of Documented Plans, Disability Resource Checklists, ABLEWA and other assessments

Facilitate Transition to High School meetings SAER

SCHOOL PSYCHOLOGIST

Work with the Learning Support co-ordinator to support Students at Educational Risk.

Access Online Student Information and Behaviour Management Data.

Meet with the Student Services Team to discuss current cases and new referrals.

Participate in case conferences, as required.

Complete observations of SAER students to determine student needs [with informed consent]

Work collaboratively with staff and parents/carers to report on observations and develop suitable strategies and interventions.

Liaise with outside agencies to gather information that will support teachers in their planning for individual students.

Share knowledge and current research to meet the needs of the school e.g. providing professional learning.

Assist with referrals and communications to outside agencies including Child development Services, Counselling Services and CAHMS.

Provide information regarding students, to the teacher [where deemed relevant and permissible].

Provide teachers and parents/carers with information regarding support that may be available from other outside agencies and support services.

Undertake appropriate psychological testing/assessment, High Needs Assessments and preparation of reports for agencies including Language Development Centres, Cloverdale ESC, Belmont City College, Child Development Centres and Private Paediatricians and Psychologists.

Provide support for Learning Difficulty testing and implementation of appropriate strategies.

Consult re social emotional, behaviour and attendance issues as appropriate.

Work with the LSC to prepare Disability Resourcing Applications.

YouthCARE CHAPLAIN

Provide specific input and support, dependent upon the nature of the Case Management situation. Action may include:

Pastoral Care, relationship building with students, staff and families

Operate as a community link between schools and local community

Conduct home visits

Communicate with parent community through the Belmay Newsletter - Chaplain's Chat

Mentor and counsel students

Support the Transition to High School Program

Refer to Youth Counselling including The Y Base@Belmont Youth Centre, Uni Camp picnics in consultation with LSC

Organise the Student Leadership Program

Facilitate Wellbeing programs including Protective Behaviours and Zones of Regulation

Promote and run Tailored Intervention Programs including Rainbows Grief Counselling, Aussie Optimism

COMMUNITY HEALTH NURSE

Provide Early Detection and Health Promotion

Complete school entry health screening for Kindy students

Conduct Screening for hearing, vision and weight

Provide Assessment where a concern has been identified by a parent or teacher

Present Anaphylaxis and Epipen training for staff

Provide Support for Health Care Plans eg epilepsy, continence

Support school curriculum eg growth and development classes, Asthma, Friendly Schools Program

Prepare Referrals to Child Development Centre

Participate in Cases Conferences as needed

KEY PERSONNEL IN MEETING THE NEEDS OF STUDENTS AT EDUCATIONAL RISK

CLASSROOM TEACHER

Participate in ongoing and active implementation of the SAER policy.

Identify students at educational risk in the class. Gather further information from the students' electronic folders, previous teachers, LSC, Deputy Principal Student and parents/carers [Weeks 1 - 3 Term 1]

Develop documented plans for identified students and inform parents [by Week 8, Term 1 and Week 8 Term 3].

Update Individual SAER Profile and store in each student's electronic folder on shared drive by Week 7 Term 4 in preparation for end of year handover

Hold parent-teacher conversations for Tier 1 children as required, for Tier 2 children each semester and each term for Tier 3 children

Record meeting notes and store in student's electronic folder on shared drive

Share information with all relevant parties.

Provide appropriate differentiated program as per the Tiered Intervention model.

Keep abreast of previous action undertaken/concerns raised through handover, review of student files

Collaborate with colleagues

EDUCATION ASSISTANTS

Education Assistants are an integral part of the cohesive teaching and learning team and provide support as per documented plan under teacher direction.

Conduct small group programs including Initialit, Spelling Mastery, MacqLit

Participate in Physio, Occupational and Speech therapy programs under supervision of therapist, LSC/teacher

Implement programs eg Engine [Sensory] Room under the guidance of Occupational Therapist and LSC

Provide individual and group support for students with diagnosed and imputed disabilities and learning difficulties

Assist with ABLEWA Assessment for Tier 3 student

Provide student/program feedback to teachers

Participate on planning committees eg Health and Well Being, WAPBS

PARENTS AND CARERS

Be proactive in developing positive partnerships with the school to achieve optimum outcomes for their child including participating in meetings and case conferences.

Communicate with class teacher about their child's strengths and weaknesses.

Ensure their child/ren attend school regularly with high attendance 95%. Liaise with school staff if there are attendance concerns and work with them to resolve issues.

Discuss the creation and implementation of documented plans and related strategies

Follow up with referrals to Child Development Services, specialists and therapists.

If not satisfied for any reason speak to their child's teacher first and then with the Deputy Principal/Principal.

ABORIGINAL and ISLANDER EDUCATION OFFICER

Support the 'Closing the Gap' targets for all Aboriginal students

Engage with Aboriginal students in classroom activity as directed by the teacher

Further promote Aboriginal culture in our school

Liaise with Aboriginal families to further support their children at school

Develop welcoming and engagement strategies with the AEC

STUDENT ENGAGEMENT and EXPECTATION

If appropriate the student assists in strategies suitable for the intervention plan. This provides them with an opportunity to have a voice in their own education and can teach them about self-advocacy.

SAER SCHOOL REFERRAL PROCESS

Concern is identified.

If concern is raised by teacher/admin/LSC, contact is made with classroom teacher who takes ownership of referral process as needed

For identified student concerns: diagnosed and imputed disabilities, learning difficulties, behaviour, attendance, health and social and emotional wellbeing



Teacher gathers information and trials relevant strategies



- Class testing/assessments
- Review student file and documented plan as appropriate
- Contact past teachers/EA's
- Contact parent/caregiver



Teacher completes Referral Form and emails LSC



LSC and teacher liaise with other members of the SS team to determine appropriate action



Class teacher and LSC liaise re progress of referral/action.



DEVELOPING DOCUMENTED PLANS

Online documented plans are developed for Tier 2 and 3 students as determined by the criteria and the case management process [Page 6]. These are documented through Standard Report or the SEN (Special Education Needs) Reporting system. This supports teachers as they plan, monitor and assess teaching programs that have been personalised for individuals or a group of students. At times, more detailed plans for example Risk Management and Attendance may be required for individual students. An electronic copy can be attached to the online plan.

ALL DOCUMENTED PLANS SHOULD:

- ◆ Be completed and available by week 8 Term 1 and reviewed each semester
- ◆ Be developed collaboratively by the teacher and parents/caregivers
- ◆ Be signed and dated by the parents/caregivers
- ◆ Use SMART Goals – See Appendix 4
- ◆ Be realistic, practical and give consideration to available human and physical resources
- ◆ Be developed using Standard Planning or SEN planning
- ◆ Be recorded [S:\AdminShared\Staff Intranet\SAER](#)
- ◆ Emailed to CPFS Case Worker [via LSC] to by week 6 Term 1 and Week 6 Term 4 if student is in the care of Department of Communities. Or within 4 weeks of arriving as a new student at Belmay Primary School

DOCUMENTED PLAN CRITERIA

All students under the care of the Department of Communities [CPFS] are required to have an updated IEP each semester. New students to the school require an IEP within four weeks of the student arriving.

Students with Diagnosed Disabilities and Learning Difficulties (SEN plan)

Students below the Benchmark in NAPLAN

All students consistently achieving E grades in English and Mathematics

Students participating in Spelling Mastery Level A & B and MacqLit Intervention Program

Social and Emotional (students with identified mental health and social development concerns)

Attendance - all students below 80% requires notifying Deputy Principal for parent contact and interview and development of IAP.

Positive Behaviour Plans completed in consultation with administration, SAER Team, WAPBS

Risk Management for severe behaviour, mental health and medical.

An individualised documented plan may have a number of different elements depending upon the student characteristics and needs. Individual students or a group of students will usually have only one Documented Plan at any one time. This may contain a number of areas for attention, but care should be taken to ensure that the plan is achievable.

SEN DOCUMENTED PLAN

SEN documented plan (and report) is provided for a student who is working at least two years below their year level and likely to achieve E grades. The student may have a medically certified diagnosis, an imputed diagnosis and/or a significant learning difficulty. The recommendation to institute SEN planning and reporting process is made by the class teacher and learning support co-ordinator and communicated to the parent via a case conference or parent meeting.

All documented plans are written and stored online through the Department of Education portal (Reporting to Parents SEN). Plans are written using SMART goals which clearly define specific achievable outcomes. These are small realistic goals. A range of support programs, scaffolds and class strategies can be listed and/or appropriate strategies from the list in the online planning tool can be included.

Documented Plans are LEGAL DOCUMENTS and as such must contain the legal name and date of birth of the student/s and the date of development/review of the plan. Parents/carers must be involved as much as possible during the planning process. All parents/carers must be provided with a copy of the plan and where possible should sign a copy of the plan. Telephone contact or interviews can be made to discuss the plan or report on progress as required.

NAPLAN results, School Reports and Documented Plans can be requested by a legal team and used as evidence in a court of law.

Documented Plans may provide Health Professionals with the necessary information to secure an appropriate diagnosis and can be used as support documentation when applying for NDIS and Disability Resourcing.

Documented Plans provide evidence for NCCD [Nationally Consistent Data Collection] which provides funding for the One Line Budget.

RECORD KEEPING AND TRANSITION PROCEDURES

Filing of Documented Plans - ELECTRONIC STUDENT FILES

Every child in the school will have a file stored on file path:

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All files to be named **lastname.firstname**

Any word or pdf documents added into the student files are stored and named by **year.date.lastname.firstname.documentname**

e.g. **2023.23.08.lastname.firstname.classroominterventions**

Examples of documents to be scanned and saved in electronic student files

- ◇ Documented Plans
- ◇ Records of parent meetings and case conferences
- ◇ Records of unsuccessful attempts to meet with parents/caregivers
- ◇ Records of meetings with Belmay staff and other agencies as required

SCHOOL PSYCHOLOGY FILES

The School Psychologist is responsible for record keeping for students who have accessed the School Psychology Service.

These files are confidential and are managed in accordance with the parameters of the School Psychology Service.

STUDENT SERVICES SAER FILES

Student Files are kept in the filing cabinets in the Photocopy Room. SAER Information is stored in the attached student Red Files.

Relevant documents to be stored in student SAER Electronic File. The Learning Support Coordinator is responsible for maintaining these files.

TIMELINE AND OPERATIONAL PROCEDURES FOR DOCUMENTED PLANS

Documented plans are developed collaboratively and reviewed/updated at least 4 times per year including:

- ◇ As part of the student handover process
- ◇ Reviewed by Administration as part of the class profile meeting in first term
- ◇ Just prior to each reporting period - Interim, Semester 1 and 2 reporting

If all goals have been met at the end of a year, suggested new goals should be documented by the current teacher and discussed during handover. The new class teacher will adopt the documented plan as it stands, monitor development and update the plan as required during weeks 6-8 in first term. This process ensures continuity of learning and focussed activity for the following year's teaching program.

Documented plans for students under the care of the Department for Child Protection and Family Support, need to be forwarded to the appropriate case worker during first term. The LSC will facilitate this process with the Manager of Corporate Services or Administration Assistant who will then update the student records on SIS.

Online Individual SAER Profile

By Week 4 of Term 4 class teachers will complete Individual SAER Profiles (see Appendix 5) for each student at risk (Tier 2 and 3). These will be saved in each student's SAER folder on the shared drive.

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HANDOUT: Discuss Online Year Level SAER Profiles

At the end of each year a Year Level SAER Profile (see Appendix 4) for each year level will be collated by the Deputy Principal Student Services. These will be saved on the shared drive and distributed to class teachers at the beginning of each school year.

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AT BELMAY WE ARE BUILDING ON A CONSISTENT APPROACH TO POSITIVE
BEHAVIOUR EXPECTATIONS