

Students at Educational Risk (SAER)

Early identification and intervention for students with learning difficulties or diagnosed disabilities, such as behavioural, mental health issues, physical disabilities, are crucial. Parents are strongly encouraged to make the school aware of conditions that their child has been or is being treated or tested for. Having these conversations early will enable teachers to plan for adjustments where necessary.

Teachers will also organise to meet with parents where they have identified behaviours or difficulties students are experiencing in the school learning environment. From these discussions, educational plans, specific to a student's needs will be created by the teacher. These could be an Individual Plan or a Group Plan and could apply to academic and behaviour issues. Plans are revised throughout the year by teachers who will arrange to meet with you again. All plans are to be returned to Administration before the end of the year in readiness for handover for the following year.

In the Junior Primary, we use two literacy interventions programs that support those students who experience difficulty in aspects of English. Signs for Sounds is used for Year 1 students; MULITiLit Year 2 students. It is possible for students to continue MULITiLit in Year 3. These programs are administered by Education Assistants who work either in small groups or one on one with the students. Years 3 to 4, consideration is given to allocating Education Assistant support. This is based on the Education Plans and the funding that is available.

Education Assistants – Special Education Needs, are allocated to those students who have a diagnosed disability and are eligible for funding from the Department of Education's Disability Resourcing Services.

For the benefit of all students, it is essential that they are supported. In order to do this, communication between home, school and service providers is imperative.