



# Cadell Primary School ~ Approach to Intervention 2016

**Purpose:** To fulfil each student's potential through personalised learning and differentiated curriculum

July 2016

<p><b>Tracking and Monitoring growth</b></p> <p><b>Purpose:</b> Use data collection cycle and analysis <u>for</u>, <u>of</u> and <u>as</u> learning.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Running Records twice each term- accuracy, comprehension and fluency</li> <li>PAT-Reading(2-7) Term 3</li> <li>PAT-Maths(Yr2-7) Term 3</li> <li>I Can Do Maths(R-2) Term 3</li> <li>PAT Maths Assessment (yr 3-7)</li> <li>I Can Do Math (R/1)</li> <li>NAPLaN</li> <li>Westwood Spelling Term 3</li> <li>EALD each term,</li> <li>Perception data</li> <li>Engagement matrix</li> <li>PAT Vocabulary (yr 3-7) term 3</li> </ul>	<p><b>Strategies/Pedagogical Practices</b></p> <p><b>Purpose:</b> To personalise learning and differentiate the curriculum to meet individual needs (Wave 1) Students identified below SEA for wave 2/3 intervention</p> <ul style="list-style-type: none"> <li>ILPs which have a literacy, numeracy &amp; 'other' goal each term</li> <li>SSO support with individual and groups</li> <li>Explicitly teach comprehension, vocabulary and fluency skills</li> <li>Five Minute Box/Reading Boxes</li> <li>Reciprocal Reading</li> <li>Reading groups according to needs</li> <li>Maths mental strategies</li> <li>Working collaboratively with in developing ILPs</li> <li>Family training sessions on Reading, Using iPads in Education, and Number games</li> <li>Play based learning</li> <li>OLSEL strategies</li> <li>Play is the Way language and capacity building</li> <li>'Team around the Child' approach</li> </ul>	<p><b>Waves of Intervention</b></p> <p>WAVE 1</p> <ul style="list-style-type: none"> <li>Teach Fluency strategies</li> <li>Explicitly teach comprehension, vocabulary and fluency skills</li> <li>Five Minute Box</li> <li>Reading Box</li> <li>Play Based learning</li> <li>OLSEL strategies</li> <li>Reading groups according to needs</li> <li>Maths mental strategies</li> </ul> <p>WAVE 2</p> <ul style="list-style-type: none"> <li>Reading Freedom</li> <li>Reading groups</li> <li>Year level/ability grouped Math classes</li> <li>Targeted Apps for identified groups</li> </ul> <p>WAVE 3</p> <ul style="list-style-type: none"> <li>MultiLit</li> <li>Cracking the Spelling Code</li> <li>Speech programs (Speech Pathologist)</li> <li>Coordination Program</li> </ul>	<p><b>Resourcing</b></p> <p><b>Purpose:</b> To use financial and human resources effectively for learning outcomes for all students</p> <ul style="list-style-type: none"> <li>SSO timetables organised for targeted support</li> <li>iPads with individualised Apps</li> <li>Intervention Programs e.g. MultiLit,</li> <li>Focus on student wellbeing and learning e.g. Play is the Way</li> <li>Support Services staff</li> <li>T&amp;D and relevant observations to capacity build</li> <li>Flexible classroom environments</li> <li>Intervention Facilitator-funded through SWD grant</li> <li>Coordination of programs and ILPs</li> <li>Data collection, analysis</li> <li>EDSAS data entry</li> <li>Training for families</li> <li>Reviews of ILPs and monitoring site &amp; class data.</li> <li>Support to staff with ideas or T&amp;D</li> <li>Set up 'Hub' with SWD resources</li> <li>Development of student resources e.g. flashcards, games, questioning</li> </ul>
<p><b>Roles and Responsibilities</b></p>			
<p><b>Principal:</b> Ensure human and financial resources are used for maximum benefit, and facilitate access to good quality professional learning for all. Celebrate successes.</p>	<p><b>Staff:</b> Use effective differentiated teaching and learning practices, monitor student progress and providing meaningful and accurate feedback to all stakeholders. Celebrate successes</p>	<p><b>Parents/Caregivers:</b> Support school, staff and students to help improve literacy and numeracy outcomes for students. Provide information &amp; feedback to ensure student needs are being met. Celebrate successes.</p>	<p><b>Students:</b> Have ownership of their own learning by attending, giving feedback setting goals and trying their best. Celebrate successes.</p>