# Cadell Primary School ~ Approach to Intervention 2014

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

**May 2014**

## Making Data Count

**Purpose:** Use data collection cycle and analysis for learning.

**Assessments:**
- Lexile T1/T4(comprehension)
- Running Records each term-accuracy, comprehension and fluency
- PAT-Reading(2-7) T2/T4
- PAT-Maths(Yr2-7) T2/T4
- I Can Do Maths(R-2) T2/T4
- PAT Maths Assessment (yr 3-7)
- I Can Do Math (R/1)
- NAPLaN
- Westwood Spelling T1/T4
- Writing T1/T4 rubric, Vocabulary & Punctuation
- Perception data
- Engagement matrix
- PAT Vocabulary T1/T4 (yr 3-7)

## Strategies

**Purpose:** To personalise learning and differentiate the curriculum to meet individual needs (Wave 1)

- Students identified below state benchmarks for wave 2/3 intervention
  - Intervention Facilitator
  - ILPs which have a literacy, numeracy & ‘other’ goal
  - SSO support with individual and groups
  - Explicitly teach comprehension, vocabulary and fluency skills
  - Five Minute Box
  - Reading Box including non-fiction/fiction genre
  - Reading groups according to needs
  - Maths mental strategies
  - Working collaboratively with developing ILPs
  - Family training sessions on Reading, Using iPads in Education, Number games
  - Play based learning
  - OLSEL strategies
  - Play is the Way language and capacity building
  - ‘Team around the Child’ approach

## Waves of Intervention

**WAVE 1**
- Teach Fluency strategies
- Explicitly teach comprehension, vocabulary and fluency skills
- Five Minute Box
- Reading Box
- Play Based learning
- OLSEL strategies
- Reading groups according to needs
- Maths mental strategies

**WAVE 2**
- Reading Freedom
- Reading groups
- Year level/ability grouped Math classes
- Targeted Apps for identified groups

**WAVE 3**
- MultiLit
- Cracking the Spelling Code
- Old Way/New Way
- Speech programs (Speech Pathologist)
- Coordination Program

## Targeting Resources

**Purpose:** To use financial and human resources effectively for learning outcomes for all students

- SSO timetables organised for targeted support
- iPads with individualised Apps
- Intervention Programs e.g. MultiLit, Westwood
- Focus on student wellbeing and learning e.g. Play is the Way
- Support Services staff
- T&D and relevant observations to capacity build
- Flexible classroom environments
- Intervention Facilitator-funded through SWD grant
- Coordination of programs and ILPs
- Data collection, analysis
- EDSAS data entry
- Training for families
- Reviews of ILPs and monitoring site & class data
- Support to staff with ideas or T&D
- Set up ‘Hub’ with SWD resources
- Development of student resources e.g. flashcards, games, questioning

## Roles and Responsibilities

**Principal:** Ensure human and financial resources are used for maximum benefit, and facilitate access to good quality professional learning for all. Celebrate successes.

**Staff:** Use effective differentiated teaching and learning practices, monitor student progress and providing meaningful and accurate feedback to all stakeholders. Celebrate successes.

**Parents/Caregivers:** Support school, staff and students to help improve literacy and numeracy outcomes for students. Provide information & feedback to ensure student needs are being met. Celebrate successes.

**Students:** Have ownership of their own learning by attending, giving feedback setting goals and trying their best. Celebrate successes.