

Intervention Policy

Rationale

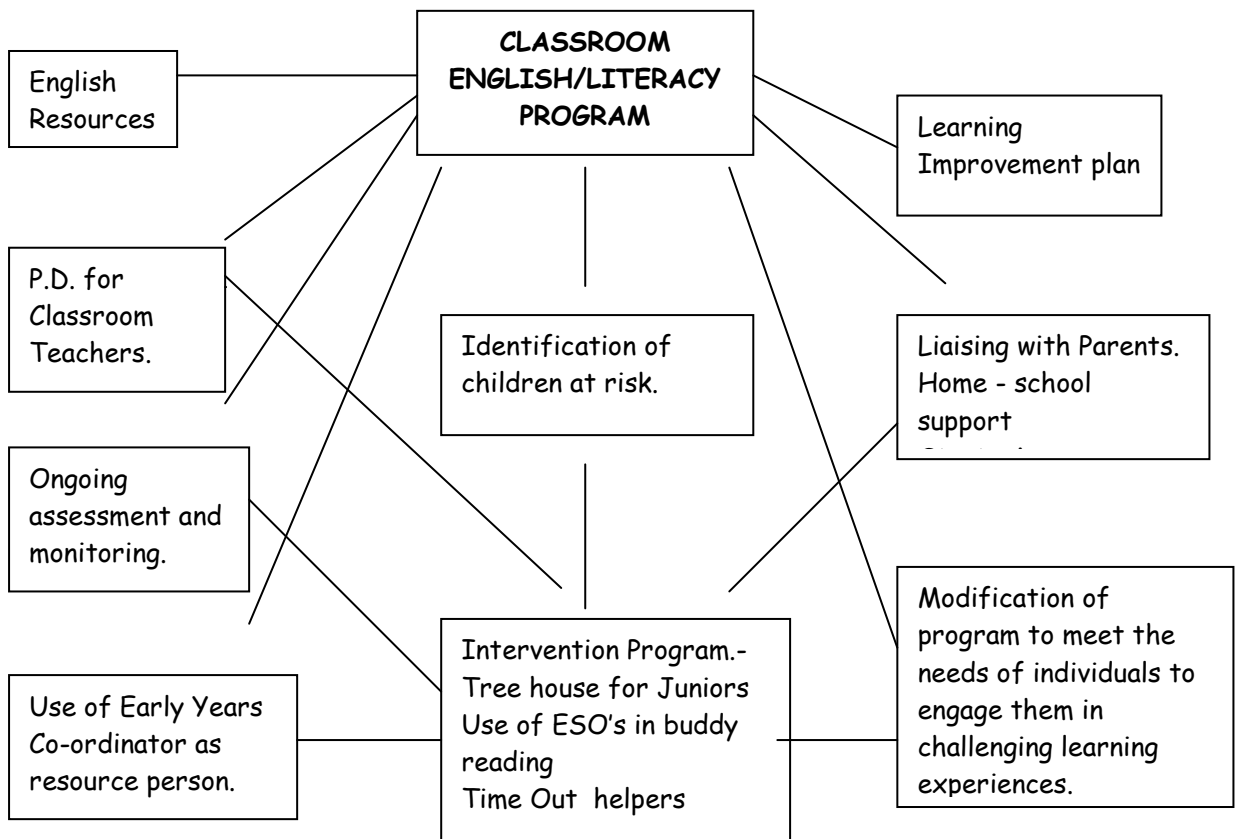
The intervention program at Altona Green Primary School are designed to provide support for the teaching and learning of literacy for students at educational risk

The support programs are a component of the overall English program operating at Altona Green. Classroom teachers will need to work along with the intervention teacher in ensuring literacy programs reflect student needs

Aim

A goal for the Support programs is to increase student literacy skills so that they can operate more effectively and independently within the classroom. The program will aim to foster a positive attitude towards learning and a confidence in themselves and their abilities.

STUDENTS AT EDUCATIONAL RISK.



IMPLEMENTATION OF "TREE HOUSE"

Purpose: To provide support for the teaching and learning of literacy in Grades 1 and 2.

To increase the student's literacy strategies and skills to enable them to work more independently and effectively within the classroom.

Broad Guidelines: Those children experiencing difficulty with reading will be targeted for a period of intensive assistance.

Implementation: Benchmarking data will be used to determine placements and groupings of students

- Size of groups to be kept to a minimum and will relate to instructional levels in reading. Comprehension is a key focus as well as increasing student use of reading strategies and increased text difficulty
- Regular running records and benchmarking will occur to determine and monitor progress. This data will be shared with class teachers and literacy co-ordinator
- Students at risk are identified using benchmarking data, teacher referrals may complement this. Criteria for involvement in the program is based on children's age in relation to instructional level eg. Oldest child with the lowest text level. Grade 1 children are given priority in accessing the program
- Each group is timetables for 4 x 45 minute sessions. Some children may receive 1-1 support if deemed necessary
- A waiting list will be kept of any new students that may need to come onto the program. This will include any new students that arrive during the year. Children waiting to be taken onto the program will be monitored by the Literacy or Early Years co-ordinator
- Students on the program will have a learning improvement plan developed in conjunction with the classroom and intervention teacher
- Regular attendance and support is needed for students continued participation in the program. Parents will be notified if attendance is considered insufficient
- Parents are informed of their child's progress both informally and formally through a parent teacher interview. Written reports will occur at mid year and end of year and will be sent home with class reports
- Parents will receive a letter informing them of their child's involvement in the program and also their exiting from the program.
- Students involved in the program will be reviewed at the end of each term for continued participation. Benchmarking data will be used to inform this decision
- Class teachers will receive a copy of the weekly program and foci for each student. The intervention teacher will also be used as a resource person attending some team level meetings to share effective strategies in meeting student needs

- Program to begin no later than the second week of the school year. Children will be identified for inclusion based on benchmarking data at the end of the previous year. The intervention teacher will liaise with the Literacy co-ordinator in the formation of these groups

Policy ratified October 2009

Review