

# WOONGOOLBA STATE SCHOOL

# INTERVENTION & SUPPORT PLAN



## **RATIONALE**

At Woongoolba State School, we believe that students learn best when they are engaged in learning and are positively involved in quality teaching and learning programs provided by innovative and creative teaching. Intervention is a specific action taken to assist children who are experiencing difficulties or who have special needs. We believe that intervention is an on-going and integral part of the teaching and learning process. It occurs continuously when teachers adjust and adapt teaching programs to meet the needs of individual learners.

On some occasions, intervention is specific and targeted to individuals who have been identified through a range of actions. These include:

- Prep screening
- Classroom planning & assessment procedures
- Teacher professional observations
- Year 1-3 Continua
- Year 2 Diagnostic Net Validation
- NAPLAN (Year 3/ 5/ 7 systemic tests)
- School-wide assessment procedures
- External services & providers

The educational needs of individuals are a shared responsibility involving the child, classroom teacher, parents, principal, specialist teachers, support teacher, teacher aides, speech pathologists, guidance officer, other staff members and any person involved in identifying and supporting students with special needs.

## **AIM OF PLAN**

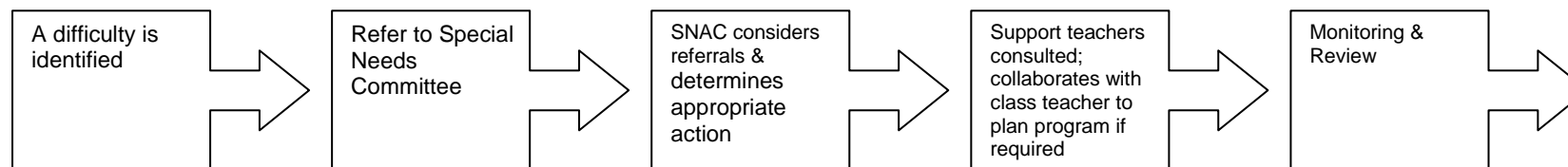
- To identify and address student needs
- To promote support for students requiring intervention and those who have particular needs
- To promote professional development in effective classroom practice
- To implement quality, innovative and creative teaching programs
- To access additional personnel and funding to facilitate intervention
- To provide resources to assist with intervention

## POSSIBLE REASONS FOR REFERRALS

- Learning difficulties
- Learning disabilities
- Behaviour concerns
- Emotional concerns
- Physical issues
- Attendance issues
- Issues around Child Safety

## INTERVENTION PROCESS

Intervention starts with the classroom teacher modifying his/her program to meet the needs of all students in the class. Curriculum programs must be targeted at each student's ability level rather than at a generic year level. If a student has significant learning, behavioural, social or emotional difficulties, even after the teacher has provided a student-based learning environment, then a referral process of formal intervention should be commenced. All parties involved should then follow the agreed 'Flow Chart for Students Presenting with Difficulties. (Appendix 1) A summary of the process is written below:



## TYPES OF INTERVENTION OFFERED AT WOONGOOLBA

- Early years Intervention Program
- Upper Primary Literacy Program
- National Tuition Program
- Year 2 Net
- Indigenous Education Strategic Initiative Program
- Support-a-Reader
- Support-a-Writer
- Support-a-Talker
- Learning Support Program

## HUMAN RESOURCES AVAILABLE

- Classroom Teacher
- Support Teacher Learning Difficulties
- Guidance Officer
- Teacher Advisor Education Adjustment
- Speech Language Pathologists
- Behaviour Advisory Team
- Teacher aides
- Occupational Therapists & Physiotherapists

## SCHOOL-WIDE ASSESSMENT PROCEDURES

At Woongoolba, we believe in gathering a range of school based data in order to ascertain students learning levels, identify 'distance-travelled' for individuals and to provide a common language for purposes of moderation as well as data analysis and comparison between school based and systemic testing. School testing procedures include:

| TEST INSTRUMENT            | TARGET AGE             | WHEN            | WHY                                                                                                                      |
|----------------------------|------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------|
| PM & Prose Inventory       | All                    | Twice yearly    | To identify individual student reading levels through running records.                                                   |
| Sunscreen<br>Star Screener | On entry Prep & year 1 | Term 4 & Term 1 | To identify speech articulation, receptive language, phonological & grammatical awareness for speech & language referral |
| Daberon or Brigance        | Any                    | When required   | To confirm any concerns teachers have as a result as other testing & to seek information for further referral            |

Data gathered from assessment devices is loaded onto a spreadsheet for easier tracking and comparison of information.

## ROLES & RESPONSIBILITIES

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CLASS TEACHER                            | <ul style="list-style-type: none"> <li>▪ Provides on-going student-centred learning program</li> <li>▪ Identifies students with learning difficulties</li> <li>▪ Refers relevant students to Special Needs Committee</li> <li>▪ Plans suitable adjustment programs with assistance from relevant specialist if necessary</li> <li>▪ Participates in special needs decisions regarding students from their class</li> <li>▪ Teaching, assessing &amp; monitoring</li> <li>▪ Reports to parents</li> <li>▪ Completes reports/assessments</li> <li>▪ Liaises with support staff and administration</li> </ul>                             |
| SUPPORT TEACHER<br>LEARNING DIFFICULTIES | <ul style="list-style-type: none"> <li>▪ Facilitates SNAC Meeting</li> <li>▪ Contact person for visiting specialists</li> <li>▪ Coordinates intervention program with Principal</li> <li>▪ Provides 'in-class' support for students with learning difficulties</li> <li>▪ Consults with class teachers to plan modified learning programs and support plans for identified students</li> <li>▪ Assists classroom teachers to provide learning support options in class</li> <li>▪ Maintains records and files for students at risk</li> <li>▪ Provides support and advice to parents of students with learning difficulties</li> </ul> |
| GUIDANCE OFFICER                         | <ul style="list-style-type: none"> <li>▪ Provides advice to teachers about referred students</li> <li>▪ Completes assessments</li> <li>▪ Team planning &amp; collaboration</li> <li>▪ Counselling</li> <li>▪ Liaises with other agencies</li> <li>▪ Referrals beyond school</li> </ul>                                                                                                                                                                                                                                                                                                                                                 |
| TAEA                                     | <ul style="list-style-type: none"> <li>▪ Acts as Case Manager for identified students</li> <li>▪ Provides advice to teachers about referred students</li> <li>▪ Consults with class teachers to plan curriculum adjustments for Students with Disabilities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |
| BAT TEACHER                              | <ul style="list-style-type: none"> <li>▪ Provides advice to teachers about referred students</li> <li>▪ Acts as Case Manager for identified students</li> <li>▪ Consults with class teachers to plan modified learning programs and support plans for identified students</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |

|                    |                                                                                                                                                                                                                                                                                                                      |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPEECH PATHOLOGIST | <ul style="list-style-type: none"> <li>▪ Provides advice to teachers about referred students</li> <li>▪ Liaises with other specialist staff regarding common students</li> <li>▪ Offers advice to parents of identified students</li> <li>▪ Provides services as discussed with Principal &amp; Key Staff</li> </ul> |
| TEACHER-AIDE       | <ul style="list-style-type: none"> <li>▪ Supports the teacher</li> <li>▪ Implements programs in allocated times</li> <li>▪ Provides feedback on programs and student's progression</li> <li>▪ Liaises with support/ specialist staff</li> </ul>                                                                      |
| PARENT             | <ul style="list-style-type: none"> <li>▪ Provides support at home when and where possible</li> <li>▪ Communicates with and provide feedback to the teacher</li> <li>▪ Remains positive and ask questions</li> </ul>                                                                                                  |