

	<p>Carlton Gardens Primary School</p> <p>INTERVENTION (RTI) POLICY</p>	<p>Authorisation 2021</p> <p>Review 2024</p>
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Purpose:

Response to intervention (RTI) is a research based approach that is designed to provide different levels of support to meet the needs of all students through the use of timely assessment, frequent progress monitoring, and increasingly intensive research-based instruction or interventions for all students for specific subjects. RTI is a multitiered approach that aids students, and is adjusted and modified as needed if students do not find success.

Scope:

- To establish a clear process by which intervention will take place and establish how it will be documented and monitored.
- To raise achievement standards of all students and establish a climate of high expectation.
- To develop a process that identifies students who are underachieving in English or Mathematics in the classroom and plan appropriate programs suited to their individual needs.
- To develop a process that identifies students for whom English is an additional language and plan appropriate programs suited to their individual needs.

Policy:

The school will ensure that:

- all staff are aware of their role and responsibilities towards tracking students' performance across English and Mathematics.
- staff identify students with significant gaps in pre-requisite skills.
- we implement high quality core teaching (Tier 1) to ensure that students' needs are met in class in the majority of cases.
- we will plan, implement, assess and monitor students' progress while receiving Tier 2, Tier 3 and Tier 4 intervention and and plan appropriate programs suited to their individual needs.
- we will ensure a 'Case Management' approach is implemented to identify students who have not made progress while receiving tiered support.
- we promote effective partnerships with parents and guardians through communication tools such as Compass and Seesaw, written letters and face-to-face meetings.
- we promote effective partnerships with outside agencies, such as the school psychologist and speech pathologist, Child FIRST, Department of Human Services, The Royal Children's Hospital, when appropriate.

Types of Intervention – A Tiered Approach.

Intervention is an integrated approach at Carlton Gardens Primary School. There are four different tiers, with a focus on identifying and implementing best practice in the classroom, monitoring and assessing students, as well as providing goals and feedback to individual students. Different staff members are involved at each tier:

- Classroom teachers are responsible for targeting teaching and learning to the individual needs of their students, thereby providing appropriate differentiation at a classroom level. We refer to this as Tier 1 Intervention.
- Classroom teachers are also responsible for implementing Tier 2 intervention across a year level on a topic within English and Mathematics. Students are grouped across the year level according to results conducted through Common Assessment Tasks using a four-scale rubric. Groups are fluid, meaning students move between groups when their needs change. This is monitored by the classroom teachers or specialist teacher responsible for that group. Each year level is allocated half an hour intervention time each day. These sessions are to be used for either an English or Mathematics focus and it is expected that each team use their allocated time. Extra support staff from the specialist team are allocated to each year level.
- Following this, we have Tier 3 intervention. Intervention teachers are responsible for implementing this level of intervention. They are:
 - ☐ Leveled Literacy Intervention (LLI) – Small group instruction in Reading, in a withdrawal space.
 - ☐ English as an Additional Language (EAL) – Small group/1:1 instruction for English language learners, in a withdrawal space. (Please refer to EAL policy)
 - ☐ English and Maths Intervention/Tuition – Small group/1:1 Instruction in English or Mathematics in the students' classroom.
- The last tier of intervention is Tier 4. This tier is managed by the Welfare Coordinator in consultation with classroom teachers and outside agencies. Individual Learning Plans (ILPs) are developed, monitored and adapted throughout the year. Formal meetings are held to discuss ILPs with relevant parties attending. These meetings must be attended by the parents, classroom teachers as well as the Welfare Coordinator.

Assessment and Monitoring of Individual/Group Tuition

Across all tiers of intervention, students are assessed and monitored. The students and staff provide feedback at the end of lessons. This then is used in refining planning for the next session where consolidation may be necessary whilst ensuring progress towards the initial goals stays on track. By the end of the term/semester, the students should be able to work effectively in the areas initially identified by the case management team. If a pupil does not make progress they will be discussed in case management meetings who will then consider what further forms of intervention or strategies may be provided for the student.

Level B assessment tools (Pearson Clinical) require parent permission. Level B assessments will be stored in a secure location. Only teachers trained in the administration of Level B assessments will be able to access the assessments.

Case Management:

Case management is aimed at ensuring that the literacy and numeracy learning needs of all students are identified, monitored and achieved. The process results in differentiated curriculum, for students who require Tier 3 support. The case management team works together to identify students who require Tier 3 support, set realistic long-term improvement targets and identify short-term goals. The team implements a regular monitoring and review process. During meetings, students are discussed. Any student identified as not having made progress is referred for further assessment. We are building our resources and knowledge of screening tools requiring Level T and B (Pearson Clinical) screening tools as the first step of the referral process. Information

gathered from the assessments will be used to create intervention strategies that target the specific needs of the students. Once these screening tools are administered, results will be shared with relevant outside agencies mentioned above. After 12 months, students are referred directly to outside agencies to determine whether they require Tier 4 support. The intervention team will identify students who require Tier 3 support.

Early intervention – Prep

Based on the data collected during Prep Assessment in Term 1, classroom teacher will identify students who are 'at risk.' This data will be monitored and updated as the year progresses. To ensure students are identified in a timely manner, the Tier 3 Teacher will begin a screening process that will begin at the end of Term 3 and assess students who have been deemed 'at risk' since the beginning of the year. This data will inform Tier 1 teaching. Any students who do not make progress in Term 4, will require Tier 3 intervention in Year 1.

Requests for Intervention Support

Currently the intervention team, in consultation with the Principal, identify students who have fallen below standard based on teacher judgement (English and Maths and other assessment tools (see assessment schedule. Students are allocated based on year level demands and student data.

Homework

Tier 1 homework is set by the classroom teacher and is directly linked to the core curriculum. Tier 3 homework is set by Tier 3 intervention teachers and is essential to ensure the students make progress. If homework is set the Tier 3 Intervention teacher will ensure it is assessed and feedback is given to the student.

Review Cycle and Evaluation

This policy will be reviewed as part of the school's three year review cycle.