Rationale:

A Learning Intervention program is designed to assist students who have been identified as experiencing difficulties, have gaps in their learning or would benefit from a support program, particularly in the areas of literacy and numeracy.

Aims:

- To identify students experiencing difficulty in literacy and numeracy, and through a process of concentrated instruction, further develop their skills in these areas.
- To improve self-confidence and self-esteem of those ‘at risk’ students, through daily one to one or small group intervention.
- To support students through literature, comprehension and research activities.

Implementation:

- Learning Intervention will predominantly be delivered in the junior school, but is not restricted to this.
- Students are selected for possible inclusion in the program following discussion with the Learning Intervention teacher and classroom teacher, based on analysis of diagnostic tests, such as, but not limited to: English Online Interview, Observation Survey, ABLES assessment, Numeracy Interview and other common assessment tasks in literacy and numeracy.
- Once selected for the program, further testing may take place in order to tailor a program to more specific needs.
- Parents will be informed in writing prior to their child commencing the program.
- Students will attend lessons with a Learning Intervention teacher on either a one to one basis or with a small group. The duration of attendance will vary according to individual needs.
- At the conclusion of the program the students are re-tested to ascertain their progress.
- If satisfactory progress is not evident, students may be referred to DET Student Support Services officer’s such as psychologist or speech pathologist, for additional assessment and recommendations.
- Progress of students who have participated in an intervention program will be monitored once they have completed the program.
- Learning Intervention staff will be supported with appropriate workspaces, resources and program budgets to meet their program needs.
- Communication between the Learning Intervention teacher and parents is encouraged while the student is on the program. It is expected that parents support the program by home practice and by ensuring regular attendance at school by the child.
- Adult volunteers working within classroom settings may also be used to support student learning.

Evaluation:

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

This policy was last ratified by School Council in March 2016.