

Response to Intervention Policy

Rationale

All students deserve the best education. Willandra Rise Primary School accepts responsibility to ensure high levels of learning for every child and is committed to the social emotional and academic growth of each individual student. The school believes that all students can be successful; that all teachers can make a difference and that parents want the best for their children. When students learn differently or have particular talents, teachers are required to identify their learning needs and intervene and provide alternative and effective learning programs.

Aims

- We will provide an effective method to meet the needs of all learners so that every student can experience success by implementing a Response to Intervention (RTI) program
- All staff will be coached in best practice teaching and learning
- Data will drive decisions to provide support to staff or students to improve learning outcomes by implementing targeted support
- Resources will be deployed to ensure the program is implemented fairly and equitably

Implementation

- An RTI Coordinator will be appointed as designated by the Principal
- An RTI Professional Learning Team will consist of a staff member from each learning community
- This team will meet fortnightly
- Students will be universally screened for identification as per the Assessment and Reporting schedule
- The RTI representative from each learning community will lead team level discussion around analysis of data to identify students
- The RTI representative will bring data to meetings to share and decide on best practice
- At Tier One, designated coaches will assist with ensuring high quality teaching in each year level and that an engaging, differentiated curriculum is delivered to all students
- At Tier Two, the RTI professional learning team will recommend interventions that are targeted and timely

RESPONSE TO INTERVENTION PERSONNEL

Role

To assist students who are experiencing difficulty with literacy through a structured, consistent and supportive program.

Hours

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9:00 am – 1.00 pm, Monday to Friday for approximately 9 weeks per term. Then:

9.00 am – 11.00 am 4 sessions of 30 minutes each

11.30 am – 12.30 pm 2 sessions of 30 minutes each

12.30 am – 1.00 pm Professional learning and planning

Each session will have a maximum of four students per group.

Each group will have a plan for learning to be implemented.

Qualities

A friendly, enthusiastic and cooperative attitude with an interest in education

The desire to serve and be consistent and reliable in fulfilling a commitment

A good listener who is non-judgemental and is willing to praise student progress

Is both able and willing to maintain confidentiality at all times

Training

Each person undertaking this role will be given:

- An understanding of how to assist students to become better literacy learners
- Opportunities to be familiar with activities to assist learning
- Guidance by RTI leaders
- Feedback by RTI leaders each week with lesson suggestions

Evaluation

Personnel will undergo a performance management process that involves evidence based discussions at the beginning, mid and end of year. Program results will be monitored by the RTI leaders.

The long-term impact of this program on students is to increase their ability in tackling literacy, to increase their self-esteem and motivation and to improve their capacity to become lifelong learners with literacy.

Policy Review

To be reviewed as part of the school's three-year review process.

Program Outline

Universal Screening	Identification	Diagnostic	Programs	Program Monitoring	Outcomes
Assessment & Reporting Schedule	RTI PLC	Profile Students	Designed by Coordinator	Minimum one term	Accelerated learning
Concepts of print	Consider all factors	Visual Processing	Vis Perception Program	Anecdotal	AusVELS
PM Running Records	Consider all data	Auditory Processing	Ready Set Remember	Reading recovery??	Post Test
F&P Running Records	Nominations from staff	Munroe Phonological Awareness	Munroe Phonological Awareness	Work Sample	Teacher Observations

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		BURT Reading	Integrated Cueing System	Teacher Feedback through RTI PLC	
		Spelling Master	Cars and Stars	At a glance sheets	
		Neale Reading	Toe by Toe		
		Goodman Intelligence	Words Their Way		
		Language Disorder			
		DATE Comp, Spell Write			
		Words their Way			

RTI Flowchart



