

# Literacy and Numeracy Intervention Policy

## Overview

To provide a Literacy and Numeracy Intervention Framework that provides all students with a comprehensive program that identifies literacy and numeracy concerns and supports students to improve their skills. This is in line with our school values of Inclusion, Innovation and Integrity.

## Scope

This Policy applies to all students and staff at Whyalla Secondary College.

## Detail

We will achieve this by using a multi-tiered system of support (MTSS) where three tiers of intervention are used to both target individual learners and provide quality literacy and numeracy learning for all Whyalla Secondary College learners.

The multi-tiered system will be composed of three different intervention tiers:

Tier 1: Quality differentiated teaching practice with literacy and numeracy strategies embedded into classroom teaching.

Tier 2: Targeted literacy and numeracy intervention for small groups.

Tier 3: Intensive, targeted literacy and numeracy intervention for individuals and small groups that takes place outside of the classroom setting.

Students will be identified for the tier 2 and 3 intervention in a number of ways, including through student data, the learner review process, One Plans, data from additional literacy and numeracy testing (including VETRO assessment), teacher referral, and teacher observations. All intervention strategies and programs will be evidence based and often from the Department for Education best practice resources.

All staff will work with the support of the literacy and numeracy leaders to implement strategies to support their students and follow the tiered system to help promote growth in literacy and numeracy within their subject area. For staff this will include:

- Participating in the learner review every three weeks, including inputting data, doing referrals for students, and attending meetings. This will assist in identifying students who would benefit from tier 2 and 3 intervention.
- Whole class intervention to take place as per the tier 1 intervention framework.
- Small group interventions as per the tier 2 intervention framework.
- Embed the ATRiUM philosophy into everyday practices.

For teaching staff and leaders this will also include:

- Develop a Universal Design for Learning approach when designing learning activities and assessment tasks.
- Identifying priority/focus areas for improvement, as relevant to AITSL Teacher or Principal (leaders) standards.
- Use collaborative learning spaces to design, plan for and implement inclusive education strategies and procedures in all their lessons.
- Ensure a whole school approach for literacy and numeracy improvement, this means professional development for staff and specifically English and Mathematics teachers to ensure they have the knowledge and tools to provide quality learning activities and environments.
- High impact teaching strategies are used to engage, support and structure lessons that are inclusive of all students.
- Use referral forms to provide information and evidence about students who may benefit from further literacy and numeracy intervention (tier 3).

### Definitions

AET – Aboriginal Education Teachers

VETRO – VET Readiness Orientation

AITSL – Australian Institute for Teaching and School Leadership

### Supporting Information

[HIT teaching strategies](#)

[Multi-tiered Systems of Support Framework](#)

[Intervention Overview](#)

[Intervention referral form \(tier 3\)](#)

[Timeline for intervention](#)

[Learner Review Key Process Statement](#)