Learner Review Key Process Statement

Overview
To proactively analyse sub-community data in Learner Review Intervention teams to identify students at risk and detail appropriate interventions.

Detail

Learner Review Teams:
Deputy Principal, Assistant Principal (of appropriate year level), and year level leaders are all involved in the meetings. The Student with Disabilities Leader, Student Pathways Leader (only attends 11/12 meeting), Aboriginal Education Leader and Wellbeing Leader are all involved the follow up strategies implemented.

Learner Review Sub Community Meetings:
Every three weeks (weeks 3, 6 and 9) Learner Review meetings are held for each learning community to analyse data.

Learner Review Process:

- Teachers are asked to complete traffic light indicators for academic achievement and engagement 0, 1, 2, 3 and a comment for students identified as amber or red about student learning. Guiding questions can be used to support the creation of the comment. This is done in Daymap for achievement and wellbeing every three weeks.
- Daymap team will create the template for WSC Learner Review comments 3-weekly data collection.
- Teachers are provided time in staff meeting on the Monday afternoon for this to occur in weeks 3, 6 and 9. Traffic Lights will be "open" on Daymap Friday week 2, 5, 8 (open tasks for recording student progress) of that week and "close" the following Wednesday in weeks 2, 5 and 8. Teachers need to ensure that all data is submitted by 9am Wednesday. This will allow time for the data to be extracted from Daymap and provided to relevant team
- Deputy Principal and Daily leader generates information from Daymap and provides this to the year 11/12 AP for their meetings.
- This data from the caregroup/subject/MiND teachers will be utilised to support teachers with differentiation and support for student learning outcomes and intervention.
- The review team assess current 3-weekly data set based on student;
  - Academic Achievement
  - Attendance
  - Behaviour
  - Wellbeing (provided by Centrecare, Wellbeing interception and Wellbeing SSO)
- Relevant information will be emailed by Learner Review Team member to relevant staff detailing what initial intervention is to be put in place.
- All intervention and support that has been provided to students (including any parent correspondence) will need to be recorded on Daymap under the "intervention" tab on Daymap.
- At the next Learner Review Meeting the team checks the data and if further intervention is required the process is repeated.

Role	Responsibilities
Deputy Principal	• Oversee this process and undertake annual review of its operation. • Communicates process of Learner Review to all staff
11/12 Assistant Principal	• Lead Learner Review meetings • Ensure appropriate documentation of strategies and actions are recorded • Consolidates data ready for AP's to use in meetings
Learner Review Team	• Meet every three weeks to discuss students identified as amber and red • Decide on actions/ strategies of intervention • Email appropriate staff about which actions they are to complete
Staff	• Differentiate curriculum for all learners • Enters traffic light data and comments for amber and red indicators every three weeks by 9am Wednesday • Apply intervention strategies as directed by Learner Review Team • Document intervention strategies applied
Daily Organisation Leader	• Runs reports from Daymap and provides to Assistant Principal every three weeks for Learner Review Meetings
Students	• Complete set tasks and learning as prescribed by the teacher. • Ask for support as required.

Definitions

Intervention – The term intervention can be used to describe what teachers do every day when they anticipate and pre-emptively address students' likely confusions, or plan to respond to these when they become apparent. Intervention is not a specific program: rather it is a framework for identifying learning gaps and minimising the number of students with learning difficulties. Some students may need more intensive support over differing periods of time. For other students, long term commitment to their learning growth may involve increasingly specialised and more intensive intervention. The level of an intervention response will reflect the degree and persistence of the learning gap being experienced by the student. A common and useful model for planning intervention is a multi-tiered system 'Response to intervention', where three 'waves' or 'tiers' of intervention are used

Appendices

Intervention to address literacy and numeracy learning difficulties paper

Traffic Light Progress Criteria

Guiding Questions from Traffic Light Data

Waves of Intervention (Intervention Codes)

Learner Review (Student Examples)