

SUPPORT PROGRAMMES

Learning Support Coordinator

To coordinate the learning support programmes and deliver professional learning to staff to upskill the teachers in their effective teaching practice.

Pause Prompt Praise

Pause, Prompt, Praise is a peer tutoring strategy that is based on the premise that children learn to read by reading. The strategy ensures that frequent oral reading occurs using appropriate material and 1-1 attention from a peer tutor provides support and encouragement. This is to be developed and supported by the LSC during Passion Pod meetings.

The tutors are able readers who support less able readers (tutees) in developing reading strategies to solve unknown words and reading fluency through practicing.

- Less able readers are tutored by a more able reader on a 1-1 basis
- Tutors are trained to provide specific 'scripted' tutoring
- Reading material for the tutee is at their instructional level
- More able readers (tutors) reinforce the use of excellent reading strategies by tutees, using a specific three stage process of pausing, prompting and praising
- This initiative provides an opportunity for less able readers to READ TO SOMEONE EVERYDAY!

This intervention is done on a needs basis if a teacher identifies their class as needing additional reading support. The programme can be run during DEAR or as part of a Humanities in-class intervention.

ESOL Programme

- In-class support for MOE funded (may include students who are no longer eligible for funding) ESOL students for whom English is their second language. This programme is coordinated and implemented by the Learning Assistant with expertise in ESOL in collaboration with the DP: Guidance and Support.

MI MATES

- Run by Deputy Principal: PC
- Purpose is about helping solve friendship problems, minor incidents etc and that all children learn to take ownership of maintaining a positive school culture

High Fliers Programme

The High Fliers programme is a withdrawal programme designed to focus on the high needs of the funded ORS and ICS students. Run by an experienced LA a group of ICS students are withdrawn three times a week and given support in Quick 60, Spring into Math and Lego Writing. The details of this programme are listed below:

- Most experienced Learning Assistant to lead
- Students will attend 3 times a week (2 Humanities and one Math) - NO MODULE Subjects or other.
- Any extra space will be allocated to students who are on the waiting list for ICS
- The groups will stay static to build a mini learning community.
- It will last the year.

- The programme will consist of alternating Quick 60 and Lego Writing with Quick 60 and Spring into Math over the hour.
- Target will **primarily** be the **ICS and ORS funded students**.

AWS Programme

Agility with Sound is a complete structured literacy programme for older struggling students, specifically students in Years 4 to 10 who have experienced years of failure. It has been designed to be used in the classroom, for that group of children who need something different.

It has all the ingredients of a traditional reading programme, including the reading material, but the content is appropriate for older children who struggle with decoding and/or comprehension. It is also for that group of children who seem to decode adequately, but whose comprehension is weak and whose spelling and writing skills are of concern.

It includes the four Wordchain phonological awareness apps, activities to build fluency, 135 age-appropriate decodable books, and resources to build comprehension and writing skills. Agility With Sound has been written with the realities of a modern classroom in mind, where teachers cannot give individual children hours of one-to-one support, or spend all of their time with one group.

Lego Writing Programme

- Lego Writing is a kinesthetic learning approach to writing that involves small group work with learners over an 8-10 week programme.
- The focus is on group work, oral language skills and specific writing skills each session.
- The Rationale for doing this is the incredibly high writing needs of the students in our community.
- It will be an in class intervention and the lead Learning Assistant will move from class to class for short burst workshops.
- This intervention will only be available for unfunded students first and foremost.

SPRING into Math

- SRING into Math is a small group (3-5) intervention focussing on early number knowledge
- It is run as a warmup during Math for between 10-15 minutes each period
- The rationale is that repeated exposure to early Math skills will accelerate learning in this area
- Students are identified through the IKaN or GLoSS testing done by Math teachers
- This is run in all Math classes and can be delegated out to higher ability learners once routines are established.
- Some students will be assigned Learning Assistants during this time to support with the programme.

Buddy Reading

- The Buddy Reading programme is to support lower ability students who would benefit from simple reading mileage
- Groups should be between 3 to 4 but at times may be 1 to 1
- This is a withdrawal programme and as such should not be disruptive to the rest of the class

SUPPORT STAFF

We are very fortunate to have much support in the school for children and staff.

In addition to the Specialist Teachers we have the following support:

- **Deputy Principal: Guidance and Support** - coordinates and monitors all learning and guidance support across the school (includes ESOL, Learning Support/SENCO, Professional Support [in consultation with Principal], ORS, Learning Assistants and Teacher Aides) and works with small groups or individuals.
- **Deputy Principal: PC** - coordinates and monitors all behavioural support across the school (includes Professional Support [in consultation with Principal], Teacher Aides, Learning Assistants, Guidance/ Counselling etc) and works with small groups or individuals.
- **Learning Support Coordinator** - coordinates the learning support for students in the school to maximise the accessibility of the curriculum in core curriculum areas. In consultation with other LSC's in the Cluster and the DP:Guidance and Support they will ensure smoother transition to the students pathway through school.
- **School Counsellor** - available to work with students/ whānau five days per week. This includes co-ordination of programmes that support our students.
- **SWiS** - works with individuals, whānau, public health nurses, teachers and school staff in providing additional pastoral support to our students. Our SWiS worker can help – in strict confidence – with issues including bullying, peer pressure and relationships, family relationships, pregnancy, domestic violence, drug and alcohol issues and mental health issues such as depression, grief and self-harm.
- **Learning Support Teacher: Humanities** - released experienced teacher that works in class with groups of high needs students in a roster supporting early literacy skills.
- **Practice Leader: Math** - our most experienced Math teacher working with the Pangarau team to provide support and professional development. This may be in the form of observations, feedback, modelling and co-teaching.
- **Buddy Reader** - works with small groups of lower ability students to increase their reading mileage.
- **Resource Teachers of Learning and Behaviour** - work in our school with groups or individuals as needed.
- **Learning and Pastoral Assistants** - paraprofessionals to work with small groups or individuals; assisting with general day to day organisation and learning.
- **Other external interventions** e.g. agencies, Māori Youth Workers, Counsellors, Social Workers.