

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 practising.

- 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.

Kura Reo 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 Kura Reo in collaboration with the DP: Guidance and Support.

MI MATES

- Run by Deputy Principal: PC
- Purpose is to help 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 Run by the two most experienced Learning Assistants a group of High Needs students are withdrawn three times a week and given support using the Ideal and Numicon programmes. The details of these programmes are listed below:

- Most experienced Learning Assistants to lead
- Students will attend three times a week (two Humanities and one Math) - NO MODULE Subjects or other.
- Space will be allocated with the funded students receiving priority.
- The groups will stay static to build a mini-learning community.

- It will last the year.
- Target will **primarily** be the **low achievers in core curriculum subjects**.

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.

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.

SUPPORT TEACHERS

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 Kura Reo, Learning Support/SENCO, Professional Support [in consultation with Principal], ORS, Learning Assistants and Teacher Aides) and works with small groups or individuals.
- **Deputy Principal: Pastoral Care** - 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 LSCs in the Cluster and the DP: Guidance and Support they will ensure a smoother transition to the students' pathway through school.
- **School Counsellor** - available to work with students/ whānau five days per week. This includes the coordination 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.
- **Practice Leaders: Humanities and Math** - our most experienced Humanities and Math teacher working with their respective Passion Pod provide support and professional development. This may be in the form of observations, feedback, modelling and co-teaching.
- **Learning Support: Humanities** - run by the Deputy Principals: Professional Learning Leaders to support students achieving at 'Needs Support' in literacy. This is an in class intervention overseen by the Deputy Principal: Guidance and Support.
- **Learning Support: Math** - run by the Deputy Principal: e-Learning and Infrastructure, Deputy Principal: Student Programmes and Deputy Principal: Pastoral Care to support students achieving at 'Needs Support' in Math. This is an in class intervention overseen by the Deputy Principal: Guidance and Support.
- **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 and Social Workers.