



EARLY INTERVENTION

Rationale

At Rose Park Primary School we believe that a proactive Early Years Literacy Program focussing on improving the literacy skills, dispositions and outcomes of all students is essential for students to realise their potential and capabilities.

Policy Statement

It is Rose Park Primary policy to screen every student new to this school, identifying areas of need for each child. For students new to schooling, every student will be screened and assessed as per the operational guidelines attached to ensure learning needs are identified and addressed in the child's early years of school.

Strategies

The school identified a number of assessment processes that could be used to provide us with the data required to highlight needs for individuals. This assessment plan is implemented to screen students to identify areas of learning risk.

Glossary – for the purpose of this document:

Screening – having a cohort of students undertake an assessment and identifying students who do not perform according the standardised percentile allocations

Assessment plan – the plan for the school to map out screening dates and times to ensure every child has had their abilities measured and recorded.

Early intervention – as a phrase: to identify and address student's needs in their early years of schooling. As a programme – intensive support programme to address the identified needs.

MIST – middle infant screening test

Operational Guidelines

Phonological Awareness

All students are screened using SPA (Screen of Phonological Awareness) towards the end of their first term at school (within their first 10 weeks of attending school). SPA is designed to identify children who may be at risk for poor literacy attainment and to provide direction for intervention.

The Class teacher is notified of areas of concern for individual students and the recommendation to develop appropriate supportive strategies which can be supported by their SSO class allocation.

SPA assesses the following:

- Segmenting sentences into words
- Providing rhyming words
- Blending syllables

- Segmenting syllables
- Reproducing a sound sequence
- Identifying the first sound
- Blending sounds
- Producing multisyllabic words
- Repairing sentences
- Letter recognition
- Concepts of print
- Oxford word lists

MIST

All students are screened at the commencement of their 5th term at school. The assessed student data is returned to the Class teacher for consultation and reference.

MIST assesses the following:

- Listening skills
- Letter sounds
- Written vocabulary
- Three-phoneme words
- Sentence dictation
- Reversals

When 2 or more areas of concern are identified through MIST and in consultation with the Class teacher using a range of data; students enter the Early Intervention Program.

The following table is used to collate the collected data.

Student Name	CA	Reading Re- covery Level	Areas of MIST identified	ESL	Coordination <i>Fine and Gross</i>	Any other relevant information

SPA assessment is conducted at the commencement of the 10 weeks to diagnose further, the identified issue/s. This then guides the development of the program which is individually designed to cater for the area/s of skill requiring attention. All activities are aligned to the SPA with examples copied and placed in the relevant folders for each skill. Students are reassessed using the same process at the conclusion of the 10 weeks to provide comparative data to determine progress.

A proforma is completed for each child at the conclusion of the 10 weeks.

Students who meet the accepted benchmarks i.e. Reading Recovery, sight words, SPA at the conclusion of the 10 weeks will exit the program with the class teacher continuing as with all students to monitor development.

In consultation with the classroom teacher students not achieving benchmarks will continue in the

program with reassessment at the end of each 10 week period.

Further strategies

All students continue to be monitored by the classroom teacher through data collection as per the assessment policy. Class teachers will discuss with school leadership their student concerns and this may result in a pre-referral application working towards DECD intervention.