



Design

Pimpama State School has developed and refined a whole-school model of inclusive education, The Diamond of Inclusivity, with the objective to improve the academic progress and socioemotional growth of **every** student. The Diamond of Inclusivity is a data driven monitoring tool where student support is systematically regulated. It reflects an expectation of ongoing progress and a belief that every student is capable of succeeding alongside their similar age peers. The levels of support range from differentiated implementation of whole-school programs that focus on school targets to intensive intervention to meet specific **academic** and **personal** needs.

Tier One programs are evidence-based teaching practices and whole-school initiatives that focus on every student succeeding. These programs are guided by the school's improvement agenda. All students access Tier One programs. The *Values and Social Skills* program caters for students' social and emotional needs and promotes environments, which are safe, supportive and free from discrimination, bullying and harassment. The *BYOD iPad and Laptop Programs* helps create the next generation of global citizens; while other whole school programs, for example, *7 steps to Writing Success* and *Maths Mentals*, allow teachers across all year levels to scaffold prior learning in a way that is consistent and familiar to all students. Crucially, the *Intervention for Improvement* program supports all students to be successful learners.

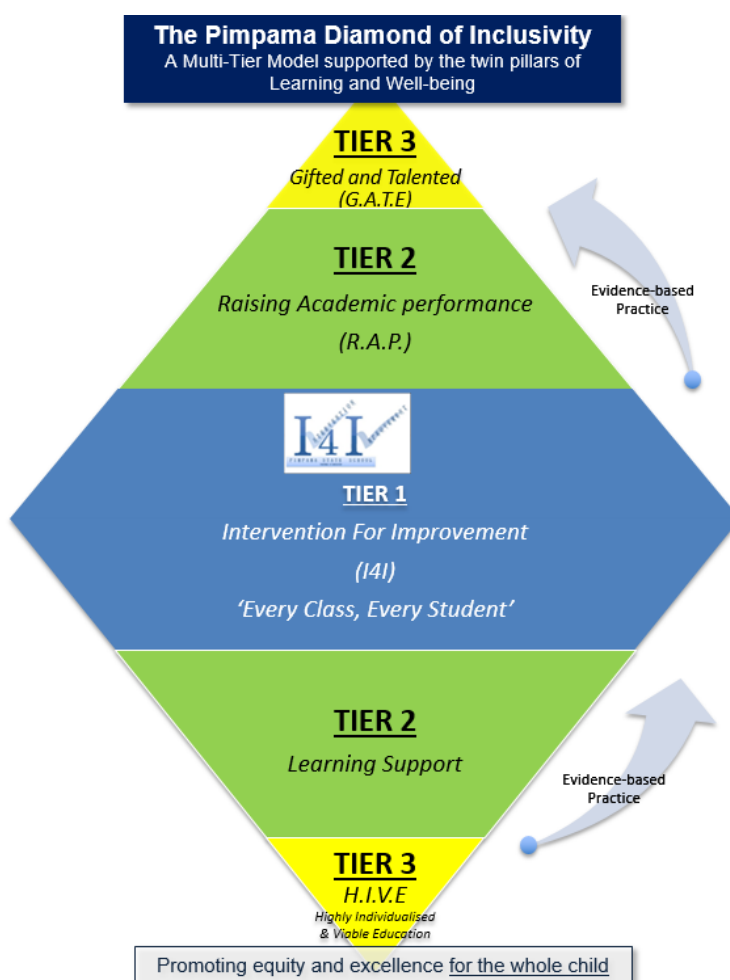
Intervention for Improvement (I4I) is an entitlement for all students from Prep to Year 6 to access two intensive, small group learning sessions each week (Years 1-6 - 45 mins literacy and 45 mins numeracy; Prep – 30 mins literacy and 30 mins numeracy). The presence of three teaching staff (the class teacher, an intervention teacher and a teacher-aide) facilitates differentiation and allows pedagogy that may be difficult to manage in a one-teacher class situation. While each group (Support, Core and Enrichment) works on tasks with varied degrees of difficulty, they all explore the same main concept. Students explore ideas in a way that best reflects their learning stage. They use skills at a level that builds on what they already know to encourage ongoing growth. The complexity of the content is linked directly to learning gaps identified via individual data from diagnostic assessments and aligned to the Australian Curriculum Achievement Standards. Pedagogy is varied and aligned to cognitive demand through the use of Blooms Taxonomy and differentiated using the 'Maker Model' - all of which is encompassed by Marzano's Pedagogical Framework, a research-validated school-wide pedagogical framework. Goal setting, creating plans, tracking progress and reflecting on progress, all embedded in the program, are effective ways of improving individual student achievement (Marzano).

Tier Two intervention programs aim to remove barriers to learning growth and run on a needs basis. They cater for students with learning needs (Learning Support) as well as high achieving students (Learning Enhancement). Structured and timetabled support with individualised or small group instruction by specialist teachers enhance the possibility of improvement and excellence. The school chaplain plays a key role coordination some social/emotional programs, such as *Rock and Water*, which are run with small, like-minded groups to ensure that feelings and emotions can be explored and shared in a safe and nurturing environment. *Playtime Rangers* and *Music Captains* promote leadership skills, responsibility and personal growth.

Learning Support encompasses a range of programs for students who are not achieving year level expectations and/or school minimum benchmarks in literacy and/or numeracy. Termly training sessions are run for our teacher-aides, allowing them to effectively deliver small group or one-on-one intervention. Students requiring this support are identified through standardised/diagnostic assessment data analysis. The *Understanding Words*, *Jenny Whipp*, *Rocket Maths* and *Rocket Maths Launchpad* programs follow a highly focused 'direct instruction' model with 'drill and practice' and 'rote-learning' strategies being used to reinforce core concepts. More specialised Tier Two learning support is delivered by learning support teachers and teacher-aides via the *ELF Plus*, *UQPAL*, *Support-a-Talker*, *ATSI* and *EAL/D* programs. To monitor growth, students on learning support programs are systematically assessed (reading age assessment, number working age assessment, SPAT, Renfrew) as movement is anticipated.

Raising Academic Performance (RAP) forms part of our academic excellence program and facilitates a platform whereby high achieving students undertake and examine an extension of challenging curriculum, theories and concepts that are delivered at a much faster classroom pace. Selection for RAP is based on performance in school based assessments, A-E achievements, NAPLAN and NAPLAN-practice testing. Students participate in one small group half-hour session per week with the Academic Excellence teacher who encourages the use of higher order thinking skills to solve real life problems and nurture creativity. Attention to detail and the development of productive work habits are also prioritised. *Unify* is an online extension program offered by the Impact Centre to students in grades 4 and 5. It encourages students to utilise higher order thinking skills by asking questions and appraising solutions to extend their learning.

Tier Three involves intensive differentiation and adjustments and caters for our Students with Disabilities (HIVE - Highly Inclusive & Valued Education) and our Gifted and Talented students (GATE). They are supported by specialist teachers and/or trained teacher-aides. Outcomes and needs are regularly reviewed. Students verified with a disability are monitored closely by our Director of Inclusive Learning. All of our students with disabilities are integrated into our classrooms in a predominantly non-withdrawal model of support with intensive differentiation and adjustments. They are eligible to participate in any of our support and enrichments programs, dependent on data analysis. Identified G&T students undertake a *Passion Project* each term that investigates and explores a topic of interest to them. *Passion Projects* are completed independently at school or at home. There are weekly 'touch-base' lessons with the Academic Excellence teacher. See for a full list of Pimpama's support and enrichment programs.



Pimpama's Inclusive Cycle of Support

Identify

At the start of year (during the student free days) classroom teachers are presented with a **Data Story** for their class based on end of year assessment data. Class teachers with the Data and Intervention Teacher and Academic Excellence Teacher identify learning gaps and make informed decisions about the levels (tiers) of support required by each student. This allows for early intervention and immediate commencement

of some programs. The judgements are recorded by each classroom teacher on **Class Profiles** and all support provisions are recorded on OneSchool. Students, and the interventions they are receiving, are documented on a **Data Wall** in the Principal and Deputies' offices. This process is repeated each reporting period. With new Data Stories and notes from the reflection phase, fresh judgements are made on the intervention required for all students in the next intervention block. Students who make significant or limited progress are quickly identified and referred to our SSS (Student Support Services) committee to be considered for additional testing or intervention. Notes from the reflection process are communicated with specialist staff, who in return provide planning guidance.

Plan

Teachers plan appropriate learning experiences for students based on learning gaps and opportunities identified during deep analysis of the Data Stories. Using Pimpama's Curriculum, Assessment and Reporting Framework, sections of the Intervention Planning Template are completed collaboratively; identification of curriculum intent and alignment to ACARA, use of content specific data to identify focus groups, identification of differentiation strategies to support and enrich specific learning needs (using Marzano Handbook and Maker Model as a foundation). Itemised spreadsheets such as PAT and NAPLAN allow teachers to focus on key items and concepts.

Implement

Intervention block commences. Each block uses the Whole-Part-Whole instructional model. Learning intentions and success criteria are made explicit for each group (WALT & WILF).

Monitor

Teachers monitor each student's success through formative assessment, observations, anecdotal notes and checklists and adjust or modify the levels of support as appropriate. To ensure student needs are being met throughout the year, regular data analysis allows for year-round movement of students receiving support or enhancement.

Assess

Year level standardised school-based assessments are conducted as per Pimpama's Assessment Framework. Students who access Tier Two or Tier Three support undertake additional diagnostic tests. These diagnostic tests provide additional data such as age differentials and the progress is analysed by support staff. Aspects of student progress and diagnostic testing are communicated to parents and students. Data is exported from OneSchool into our school developed excel templates then compiled to produce each teacher's Data Story folder. Conditional formatting with colour coding simplifies the process and makes it easier for staff to interpret and use data in relation to school targets, benchmarks and student groupings. PAT and practice NAPLAN tests contain details of line items organised by type or strand enabling targeted teaching and differentiation. The process is repeated each reporting period.

Collaborative Reflection

The Data and Intervention Teacher analyses whole school data and reports back to staff regarding strengths and areas for improvement. The data analysis session, relished by Pimpama teachers, provides a focused environment wherein outcomes are celebrated and whole school targets are discussed. Identification of data positives and concerns helps to inform school improvement goals for the next intervention block. During this feedback session, the SWD and Academic Excellence Teachers also report back and reflect on the progress of their students. Teachers are presented with a copy of their Data Story, which also includes their cohort overview and whole-school benchmarks.

Individual Reflection

Using a combination of school-based spread-sheets, PAT online analysis, diagnostic tests and the OneSchool Dashboard, individual classroom teachers analyse and reflect on the data. They are then given release time to meet with the Deputy Principal for further reflection on their pedagogy, organisation and curriculum content. Teachers have the opportunity to provide individual feedback on intervention programs and are asked to identify individual students for whom they feel the intervention block has been particularly successful and those who have not responded in the anticipated way. Notes from these reflection meetings are referred through to the planning process for the next intervention block. Students also review individual goals which are based on our school goals, classroom goals and individual needs and interests.

(REPEAT PROCESS)

