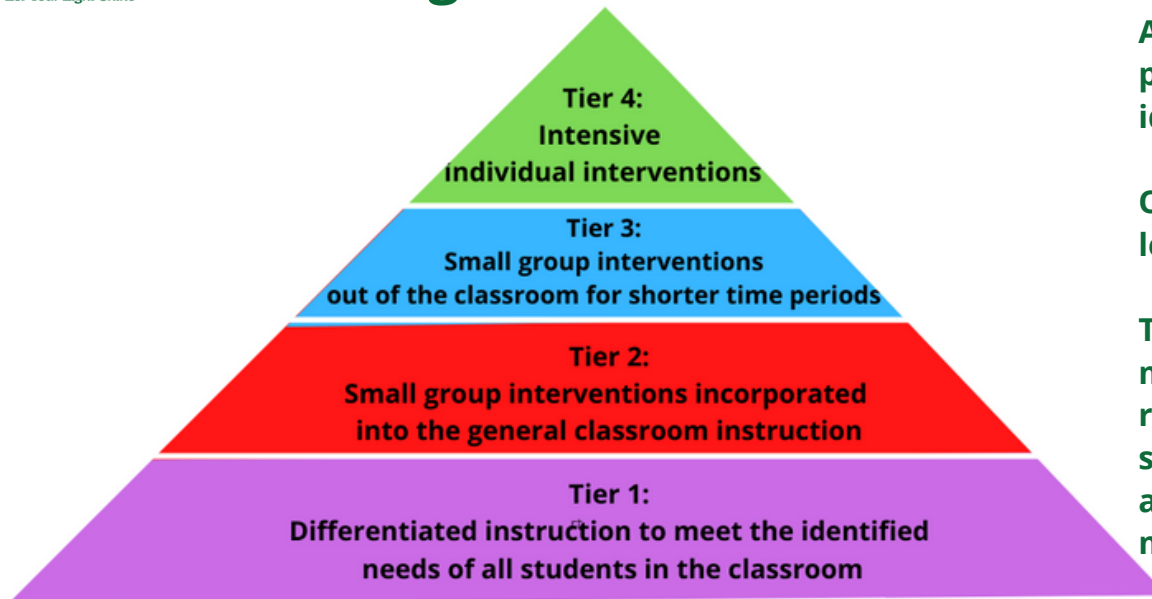


# O.L.G.C Response to Intervention Model

## Matching instruction to student needs.



At O.L.G.C. the Response to Intervention Model (RTI) provides all students with instruction matched to identified learning needs.

Our support model has four-tiers, with increasing levels of intervention in response to student needs.

The model is flexible, allowing for more support, more challenge or more specific adjustments as required, with fluid movement between levels of support as appropriate. O.L.G.C.'s systematic assessments indicate where support or extension may be required.

<p><b>Tier 1:</b> Differentiated instruction to meet the identified needs of all students in the classroom.</p>	<p><b>Tier 2:</b> Small group interventions incorporated into the general classroom instruction.</p>	<p><b>Tier 3:</b> Small group interventions out of classroom for shorter time periods.</p>	<p><b>Tier 4:</b> Intensive individual interventions.</p>
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Is the responsibility of the classroom teacher.

- Teachers can employ a range of adjustments to build student strengths and address individual student learning, attentional or behavioural needs.

Is the responsibility of the classroom teacher.

- May involve staff from the Diverse Learners team Eg, EAL-English as an Additional Language Teacher, Learning Support Assistants, Diverse Learners Teachers working in the regular classroom to support students in small groups.
- May involve teachers grouping students across a grade for specific instruction. Eg, literacy support group; Maths extension.

These may involve short-term programs targeting specific strategies or learning goals. Inclusion in these programs is evaluated on a term-by-term basis.

- Interventions co-planned by Diverse Learners Coordinator and classroom teacher(s)
- Eg, Literacy enrichment/extension cluster groups; EAL-English as an Additional Language groups; Learning Support Groups; Maths Olympiad (challenge) program; EMU. (Year 1 Maths support) intervention

Specialised and targeted programs generally out of the classroom.

This level of support often requires a co-disciplinary team approach with outside school therapists, medical specialists .

- Eg, Counselling, Speech Therapy or Occupational Therapy (organised by parents, delivered on-site during the school day); delivery of Health Care Plan; Well-being/ Behavioural Support Plans; additional instruction from staff from the Diverse Learners Team.