

## SUPPORT PROGRAMMES

***We attempt to keep classes between 27-29 students therefore enabling teachers to differentiate their programme and to provide the learning support 'within' the classroom setting by that specific teacher.***

### **Learning Support Coordinators**

The Learning Support Coordinators (LSCs) are a central relational and operational connector who sits at the heart of the school's multi-layered support system, enabling equitable opportunities for every learner to thrive. This role strengthens teacher capability through coaching, coordinates data-informed access to internal and external specialist services (Ministry/RTLB), and ensures support is culturally responsive and consistent across the entire education setting in partnership with whānau.

### **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**

- Withdrawal groups and 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 a dedicated ESOL teacher and Learning Assistant with expertise in Kura Reo in collaboration with the DP: Guidance and Support and Learning Support Coordinators.

### **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**

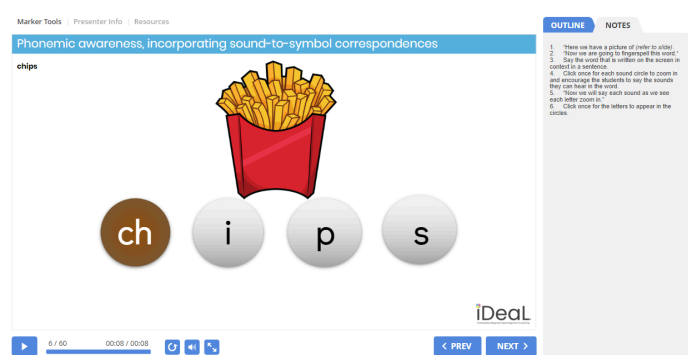
The High Fliers programme is a withdrawal programme designed to focus on the high needs of the funded ORS and ICS students. Due to a low number of students who receive funding this programme is also extended to students identified as low learners by their teachers who need literacy and/or numeracy support. Run by two experienced teachers for iDeal and

two experienced LA's for Numicon, a group of high needs students are withdrawn up to three times a week. The details of these programmes are listed below:

- Two experienced teachers to lead literacy and experienced LAs to lead numeracy
- Students will attend up to three times a week (two Humanities and one Math) - Students will not be removed from Form Time or Module subjects
- Space will be allocated with the funded students receiving priority.
- The groups will stay static to build a mini-learning community, unless significant progress is made and it would be more beneficial for the student to return to their classroom programme.
- It will last the year.
- Target will **primarily** be the **low achievers in core curriculum subjects**.

## iDeal Programme

The iDeal approach provides school-based intervention teachers with the knowledge, appropriate assessments, reporting systems and multisensory resources to explicitly teach foundation literacy skills in a structured literacy approach. It is a complete, comprehensive, and cost-effective approach that will lead to increased student outcomes in reading fluency, vocabulary and writing, when delivered as intended.



## Numicon Programme

Numicon is a unique multi-sensory approach to children's mathematical learning, focusing on three key aspects:

- Communicating mathematically
- Exploring relationships
- Generalising concepts to solve problems in everyday life experiences and contexts



Students use engaging materials, structured imagery linking to their sense of pattern and healthy competitive activities in their small groups to encourage active participation.

In 2026, we have added Numicon as a Government Funded provider. As a result we will have Numicon sets with additional resources and textbooks available in all Math classes for teachers and for LAs to work with students outside the Numicon intervention programme.

## 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

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

## 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 Kura Reo, Learning Support/SENCO, Professional Support [in consultation with Principal], ORS and Learning Assistants) 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], Learning Assistants, Pastoral Assitant, Guidance/ Counselling etc) and works with small groups or individuals.
- **Deputy Principal: Student Focus** - works within the Pastoral Care and Life Care Team on student wellbeing. Develops school-wide initiatives that empower students. Works closely with the DP: PC to mentor and support students during their transition following disciplinary action, as well as new students during their induction process.
- **Learning Support Coordinators** - are the central relational and operational connector, coordinating evidence-informed learning support within the school to maximise curriculum accessibility and enable equitable opportunities for every learner to thrive. The LSC strengthens internal teacher capability, partners with the DP: Guidance and Support to inform strategy, through data analysis and connects with other LSCs in the cluster for cross-school collaboration, ensuring smooth, well-planned transitions for students throughout their education pathway.
- **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. We have a full time SWiS, plus a fulltime Social Worker courtesy of Family Works.
- **Practice Leaders: Humanities and Math** - our most experienced Humanities and Math teachers 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** - this is the iDeaL programme, taught by two experienced teachers (one of them being one of the LSCs). This is an out of class intervention group targeting reading, writing and spelling skills to support students with funding and those who are at emerging or developing. This is overseen by the Deputy Principal: Guidance and Support.
- **Learning Support: Math** - this is run by an experienced Math teacher, who works with small groups of children identified as being at emerging or developing for their numeracy ability. This may involve more hands on math and materials with a focus towards key knowledge gaps. 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 out of 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
- **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.