



THE BLUEPRINT, INTERVENTION WAVES and their FOCUS

Disciplined dialogue based on a range of qualitative and quantitative data to inform literacy improvement (moral purpose)	Elements of the Blueprint emphasised: <i>Curriculum & teaching</i> <i>Conditions for learning</i> <i>Professional development</i> <i>Shared leadership</i>	Focus: Whole School Literacy Improvement through for the majority of students <ul style="list-style-type: none"> • Agreed curriculum structures and processes • Clear scope and sequence for eg reading • Explicit teaching • School-wide screening of students • Focused assessment and monitoring to identify children’s underachievement and their needs in order to inform teaching and learning 	FIRST WAVE ‘general school improvement’
	% depending on evidence – but the majority 		
	Elements of the Blueprint emphasised: <i>Evidence and disciplined dialogue</i> <i>Parent and community support</i> <i>Conditions for learning</i>	Focus: Identification of ‘troubled’ students <ul style="list-style-type: none"> • Sorting students using school-wide screening results • Further assessment of students to identify specific needs • Implementing strategies, scaffolding and structures to meet student needs 	SECOND WAVE ‘specialised intervention’
% depending on evidence – but a number 			
Elements of the Blueprint emphasised: <i>Evidence and disciplined dialogue</i> <i>Parent and community support</i> <i>Conditions for learning</i>	Focus: Identification of students ‘struggling’ to respond to Second Wave intervention action <ul style="list-style-type: none"> • Deeper assessment of students to identify individual needs • Highly focussed intervention based on individual needs. • Individualised programs. 	THIRD WAVE ‘individualised intervention’	
% depending on evidence - but a minority			