The Third Wave Policy encapsulates how Good Shepherd Catholic School will identify and respond to the needs of individual students at “educational risk.”

**Principles**
The Third Wave Intervention Policy is based on the beliefs that:

1. All students are capable of making progress when given appropriate time, support and teaching and learning experiences.
2. Planning and student selection should be data driven and based on individual needs, allowing for different progress of students development.
3. Parents are valued partners in the student’s development.
4. Effective planning is dependent on an ongoing process of accurate assessment and continuous review involving all stakeholders.
5. Good classroom teaching has the potential to enhance student learning.
6. Even with good first wave teaching (classroom) and second wave teaching (Emu and Reading Recovery) some students will need additional support.
7. For students with learning difficulties, good classroom teaching (first wave) supported by Third Wave is the best balance.

**The Process**

1. Teacher meets with Third Wave Co-ordinator with the cover sheet of the CAP completed and supporting evidence such as work samples, teacher observation and records.
2. A CAP is written which includes:
   a. The cover sheet mentioned above
   b. Goals and specific objectives which are measureable, achievable in five weeks and observable
   c. Implementation strategies to support the student in achieving the objectives
   d. Who will be designated which strategy - the teacher, Teacher Assistant or Third Wave Co-ordinator.
   e. Resources required
3. The CAP is saved and stored on T-Share.
4. The plan is implemented by the classroom teacher, and the teacher assistants under direction from the Third Wave Co-ordinator.
5. After five weeks, the teacher meets with the Third-Wave Co-ordinator to assess goals and decide whether to exit the student, or modify the CAP.
6. The teacher notifies parents when a student has been placed on a CAP.
7. The CAP is reviewed every 5 weeks – the student can exit, or the CAP reviewed.
The role of the Third Wave Co-ordinator
- Act as a support and resource to teachers
- Regularly meet with teachers to write CAP
- Allocate Teacher Assistant time on a needs basis
- Assess students when required
- Recommend relevant resources to support the CAP
- Monitor and evaluate student progress against specific goals
- Meet with parents when required
- Train Teacher assistants in specific programmes
- Liaise with other internal and external stakeholders

The role of the Teacher
- Develop the CAP
- Implement the CAP
- Monitor goals
- Notify parents
- Maintain computer records (CAPs)

The role of the Teacher Assistant
- Under guidance, implement the CAP
- Maintain daily records

Criteria for access to Third Wave
- Data from Easy Mark, SA Spelling Test, Naplan, MAI, Observation Survey and other classroom assessments
- Classroom evidence from classroom teacher

Criteria for exiting students
When very specific goals are achieved, a decision is made to discontinue the student.