



NEWMAN
COLLEGE

A CATHOLIC SCHOOL
EDUCATING IN THE
MARIST TRADITION

Support and Extension Structures and Processes

5 February 2026

Challenge — Collaborate — Create — Celebrate



LET YOUR LIGHT SHINE MATTHEW 5:16



Clare Cole-
Carter

SHINE
Discovery
Maths 3-6



Edwina
Battersby

Discovery
Maths 1-2



Catherine
Young

Numeracy
Support 4-6



Jane Short

Numeracy
Support 3



Anne-Marie
Terry

Literacy
Support 1-6

Numeracy
Support 1-2



Tier 3

Tier Three support provides intensive, individualised intervention for students with significant and ongoing learning needs. Interventions at this level are highly targeted and often delivered one-to-one or in very small groups. Progress is monitored closely and regularly to inform adjustments to teaching. The goal is to provide students with the intensive support they need to make meaningful progress and engage successfully with learning.

Tier 2

Tier Two support provides targeted, short-term intervention for students who are not making sufficient progress with Tier One classroom instruction alone. These supports are delivered in small groups and focus on specific skill gaps identified through assessment and progress monitoring. Instruction in Tier Two is still aligning closely with classroom learning. The aim of Tier Two support is to accelerate learning, close gaps early, and help students catch up to expected levels of achievement.

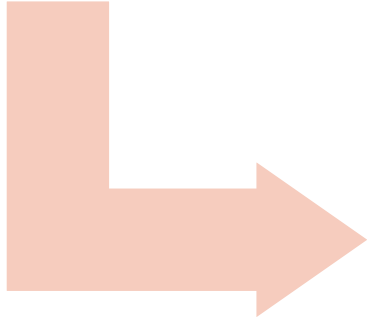
Tier 1

Tier One support consists of high-quality, evidence-based teaching and learning practices designed to meet the needs of the majority of learners. Teachers deliver explicit instruction aligned with the curriculum, use effective classroom strategies, and regularly monitor student progress. The focus is on strong core teaching—such as clear instruction, guided practice, feedback, and differentiation—to prevent learning difficulties before they arise.



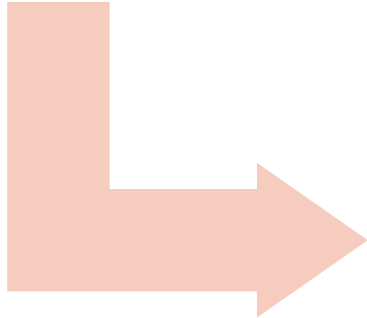
School Reports

- Student who received a D grade



Standardised Testing

- Students at risk in DIBELs, PLD PAT M, PAT R and Stepping Stones Maths



Program Specific Testing

- MiniLit and MacqLit pre tests

When groups are finalised in Week 2 letters will be sent out to students invited to the support program (MiniLit or MacqLit, Book Club or Maths Support)



Tier 1

Tier 1 focuses on providing enrichment within the regular classroom setting. This means that students are continuously challenged and engaged through differentiated learning experiences that match their abilities, interests, and learning styles. By extending the regular curriculum, classroom teachers can offer opportunities for critical thinking, problem-solving, and creativity in a way that nurtures the students' natural strengths.

Tier 2

Tier 2 small group sessions offer extra opportunities for students to dive deeper into subjects and engage with more complex tasks. They provide a more focused environment where students can explore advanced concepts at a pace that suits their abilities, working alongside peers with similar strengths. These sessions enhance, rather than replace, the core extension provided in the regular classroom, helping to ensure students are continually challenged and supported in their learning.

Tier 1

Tier 3 support refers to specialised, individualised educational assistance provided to students with Gifted Education Plans (GEPs). These students, who have typically been identified as gifted by an external psychologist, receive tailored learning experiences designed to meet their unique needs. These students may be working on a curriculum that is adjusted through an Individual Education Plan (IEP) to offer advanced challenges and opportunities that align with their needs.



SHINE 1-2

Selection Criteria

- Teacher recommendations
- COGAT Testing
- Recent School Reports

SHINE 3-6

Selection Criteria

- Top 20th Percentile in AGAT testing (annually)
- Gifted Profile Reports

DISCOVERY MATHS

Selection Criteria

- NAPLAN – Exceeding
- A Grade - Maths
- Top 20th Percentile PAT Maths
- (2 out of three)

When groups are finalised in Week 2 letters will be sent out to students invited to the extension program (SHINE, Discovery Maths)

MiniLit and MacqLit

MiniLit and MacqLit are evidence-based literacy intervention programs designed to support students who are experiencing difficulty with reading.

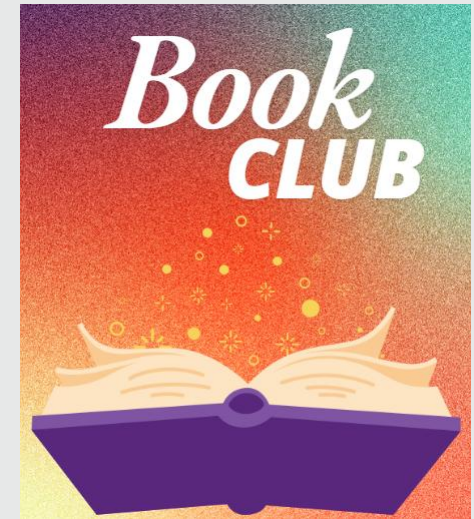
Small groups of students follow a set of structured direct instruction lessons focusing on building foundational reading skills such as phonemic awareness, phonics, decoding, spelling and fluency.



Book Club

Book Club is a comprehension focused program designed to target students who read fluently but are having trouble with comprehension.

The program targets vocabulary, syntax, and background knowledge development in an explicit and targeted way.



Numeracy Support Yr 1-6

The Numeracy Support program is designed to support students in accessing the curriculum content of their year level.

A small group of students are withdrawn to work with a teacher who follows the class lesson sequence but at a different pace and with additional scaffolds for learning.

The group will also focus on building fluency of basic facts and foundational number sense.



DISCOVERY MATHS



The Discovery Maths program offers students opportunities to think more deeply, creatively, and flexibly about Mathematics.

Through rich problem-solving tasks, collaborative challenges, and real-world investigations, students are encouraged to reason, justify their thinking, and explore multiple strategies of more advanced concepts than the current year level curriculum.

SHINE

The SHINE program is designed to provide an engaging and challenging curriculum for students to develop their aptitudes and talents.

In the SHINE program students are encouraged to solve, hypothesise, investigate problems, concepts, or topics. They are also encouraged to navigate their own learning. The purpose of this program is to enrich student's learning.



MacqLit, MiniLit and Book Club	SHINE	Discovery Maths	Maths Support
Yr 1, 3, 4: 10.05 – 10.35	Yr 1 and 2: Tuesday Period 5	Yr 1: Thursday Period 1	Yr 1: Wed-Fri Period 2/3
Yr 2, 5, 6: 12.10 – 12.40	Yr 3: Tuesday Period 3	Yr 2: Thursday Period 3	Yr 2: Wed-Fri Period 1/2
	Yr 4: Wednesday Period 5	Yr 3: Wednesday Period 4	Yr 3: Tues-Wed Period 4
	Yr 5: Wednesday Period 6	Yr 4: Wednesday Period 3	Yr 4: Tues-Wed Period 3
	Yr 6: Tuesday Period 6	Yr 5: Wednesday Period 2	Yr 5: Tues-Wed Period 2
		Yr 6: Wednesday Period 1	Yr 6: Tues-Wed Period 1



CAP

- Curriculum Adjustment Plan
- For students with a disability

IEP

- Individual Education Plan
- For students working off the year level curriculum

GEP

- Gifted Education Plan
- For students identified as Gifted through testing and professional reports



QUESTIONS

Thank you

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