



# Learning Support Annual Report

2021

P Lambert/Learning Support Coordinator

## Overview of Learning Support at St Helena's

The Learning Support program aims to support students who are not reaching the required targets, even after quality differentiated teaching programs have been implemented in the classroom setting. Students in Years Two to Six are supported by two Education Assistants and one Teacher (who is also the Learning Support Coordinator [LSC]) trained to implement a range of programs and activities either in class or externally. The LSC oversees the programs and the timetabling and liaises with teachers. Teachers and the LSC work together to ascertain the needs of students and use data from a range of sources to support the referral.

### OVERVIEW OF PROGRAMS

**Levelled Literacy Intervention (LLI)** : LLI is a powerful, short-term intervention, that provides intensive, small-group instruction four times a week which supplements classroom literacy teaching. We use the LLI program to assist readers with comprehension and fluency, using engaging leveled books and fast-paced, systematically designed lessons. Lessons vary from 30 minutes to 45 minutes dependent on the level of group, with lower levels around 30 minutes. Each group consists of 3 students working at the same reading level. The program includes word work and writing activities to further engage and maximise student learning.

**Sounds~Write (SW)**: Sounds~Write is an evidence-based phonics program utilising a highly successful approach to the teaching of reading, spelling and writing. It begins at the lowest levels with the sounds in language and moves through to the written word. Lessons are around 30 minutes long, conducted three to four times a week. Groups consist of 3-4 students with like deficiencies. Students move through the program at a pace appropriate to the group, with the ability to move forwards and backwards according to need.

**Individual Reading (IR)**: Individual Reading is not a specific program, rather an opportunity to work with individual students who require a specific focus (fluency, decoding or comprehension). The program allows the use of a range of reading supports such as decodable readers, levelled readers and phonics activities. Students are supported two to three times a week for approximately 5 minutes at a time.

**Mathematics Support**: Mathematics support is not a specific program, rather an external or internal support designed to close the gap for individuals and small groups of students working below the benchmark for their year level. Support relies on teacher observations to inform teaching/intervention programs. Programs are designed by classroom teachers to be implemented by Learning Support Education Assistants and LSC.

**Writing Support**: Writing support is not a specific program, rather an in-class or small group withdrawal program created by the classroom teacher and implemented by learning support staff. The program focusses on the needs of students as required. Assessment is observation based, and leads to focus for each session. (example: small group need work on sentence structure)

## 2021 DATA

In 2021, the focus for learning support continued around Reading and Mathematics. We continued to see a need for decoding practice in Year 2 & 3 following on from whole school Sounds-Write in Years 1 & 2.

Table 1.1: Learning Support Teachers/EAs

Year	Total Teachers/EAs FTE	Number of Teachers/EAs
2021	Teachers: 1 x 1.0 FTE Education Assistants: 2 x 1.0 FTE  Total 2.0 FTE	1 Teacher (and LSC) 2 Education Assistants  Total 3

Tables & Graphs 1.1 to 1.3 : Intervention Student Numbers 2019 to 2021

*\*It is important to note that these numbers do not reflect student numbers, rather the number of interventions. Some students may receive intervention in more than one program during the course of the year, dependent on need.*

Table & Graph 1.1 Support in 2019

Year Level in 2019	Levelled Literacy Intervention (LLI)	Individual Reading	Sounds Write	Math Support (in-class & external)
2	3	13	6	9
3	6	12	3	12
4	3	10	5	7
5	0	0	0	20
6	3	9	0	11
<b>Total</b>	<b>15</b>	<b>44</b>	<b>14</b>	<b>59</b>

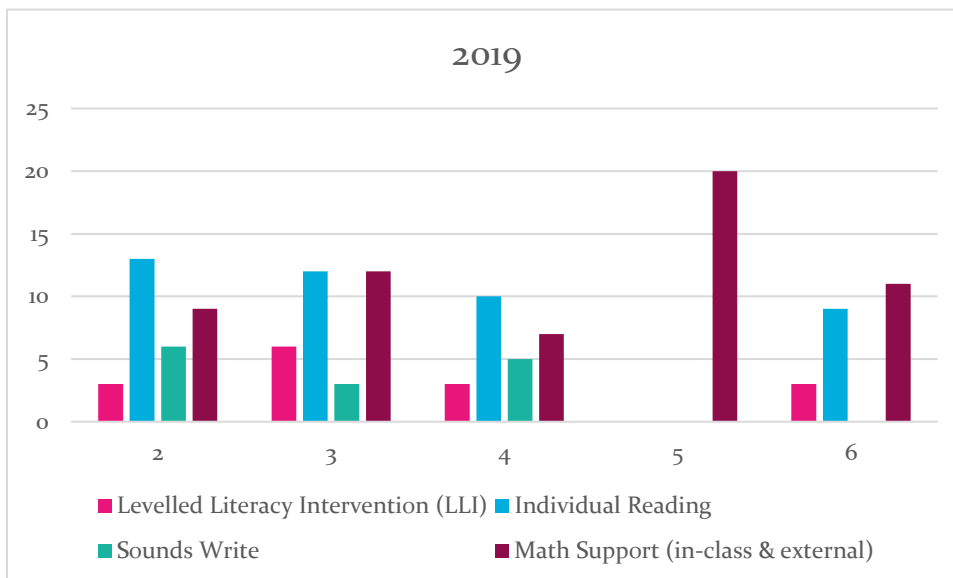


Table & Graph 1.2 Support in 2020

Year Level in 2020	Levelled Literacy Intervention (LLI)	Individual Reading	Sounds Write	Other Literacy (In-class) and Writing	Math Support (in-class & external)
2	0	7	10	0	11
3	6	8	4	6	12
4	0	15	3	6	13
5	3	8	5	9	13
6	0	7	3**	12	15
<b>Total</b>	<b>9</b>	<b>48</b>	<b>22</b>	<b>33</b>	<b>64</b>

\*\*A mix of Reading and Writing using Sounds-Write program as a foundation

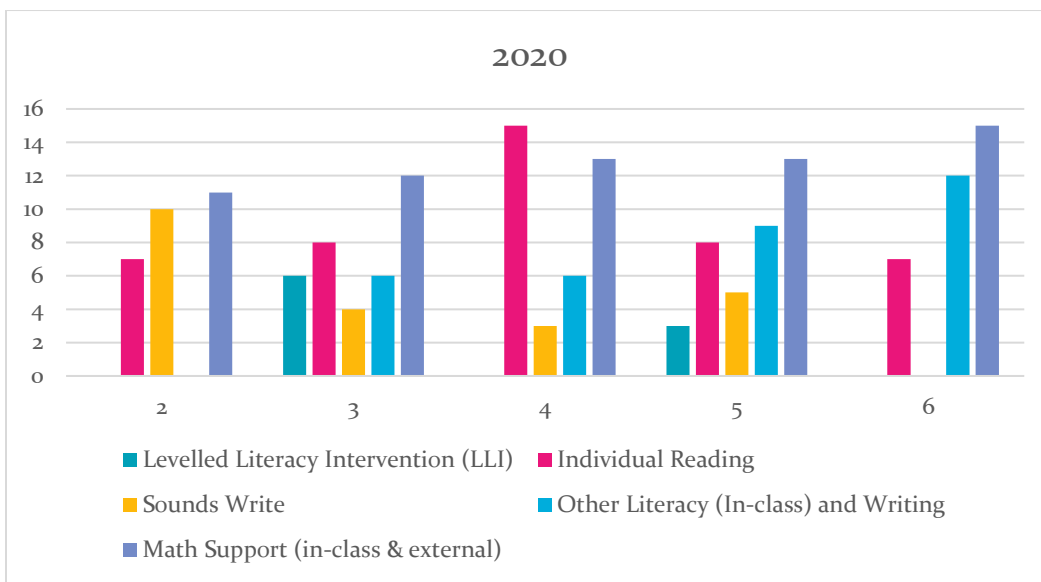
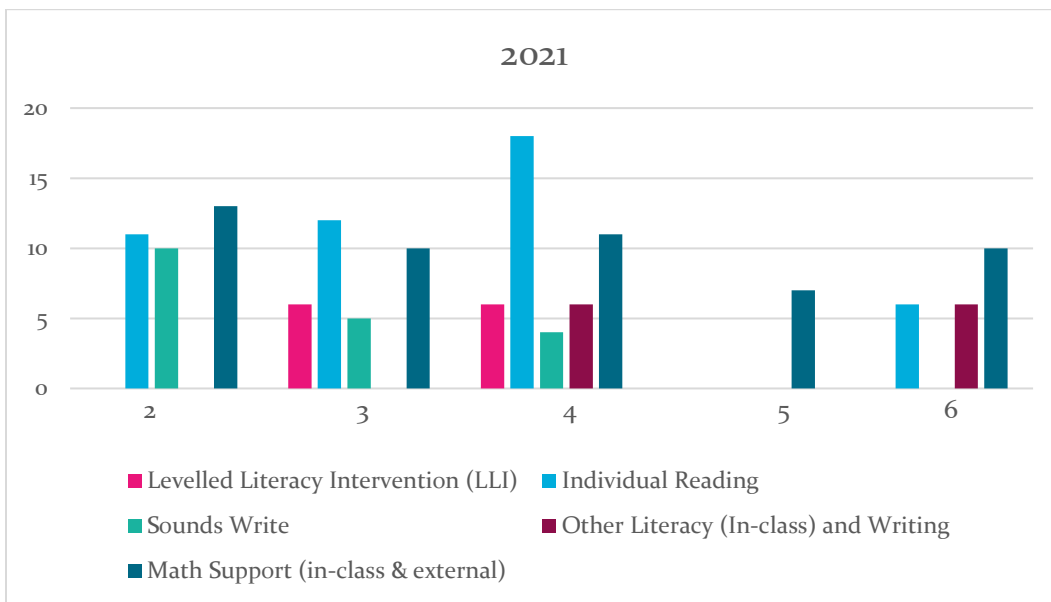


Table & Graph 1.3 Support in 2021

Year Level in 2021	Levelled Literacy Intervention (LLI)	Individual Reading	Sounds Write	Other Literacy (In-class) and Writing	Math Support (in-class & external)
2	0	11	10	0	13
3	6	12	5	0	10
4	6	18	4	6	11
5	0	0	0	0	7
6	0	6	0	6	10
<b>Total</b>	<b>12</b>	<b>47</b>	<b>15</b>	<b>12</b>	<b>51</b>



A total of 84 Literacy interventions occurred in 2021, a decrease of 28 interventions. The main reason appears to be in part, due to the in-class model for reading and writing support in the Year 5 cohort. The Year 5 teachers felt that support at point of need across the class (not child specific) was more appropriate, within Writing, in particular. The Year 6 students also worked within the classroom, but specific students were a focus. All other year levels targeted specific students to work in small groups, both within and outside the classroom setting. (In Literacy and Mathematics)

We discontinued using the Math assessment tool introduced in 2019, as the process became too cumbersome to administer to students across Years 2 to 4. The LSC will liaise with classroom teachers early 2022, to discuss other assessment tools that can be used to gather data. This will be a focus for ascertaining growth, alongside the PatM assessment tool currently used schoolwide.

## SUMMARY

The mix of in-class and external support continues to target a larger range of students at St Helena's. Numbers of students being supported (excluding Year 5 as mentioned above) remains constant. The Sounds-Write program continues to focus on building decoding and encoding skills within our students (particularly Years 2 & 3), whilst the LLI program focuses on fluency and comprehension.

The increase of 0.6 FTE from the commencement of 2020 continues to positively impact on the increased support to students across the school, both in-class and externally.

2021's focus on Curriculum Adjusted Plans (CAP), has meant parents must now sign the CAP ensuring a detailed conversation around the support being offered to their child/children. These signed copies are loaded into SEQTA for future reference.