



SAINT HELENA'S
CATHOLIC PRIMARY SCHOOL

Something Beautiful for God

2022 Annual School Community Meeting

Learning Support Annual Report

LEARNING SUPPORT from Mrs Clark: 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 three 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 new EAL/D program also incorporates students in Year 1. 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.

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 a focus for each session. (example: small group need work on sentence structure)

English as an Additional Language or Dialect (EAL/D): The EAL/D program was a new addition to St Helena's in Term 2 and is an in-class or small group withdrawal program that is created by the classroom teacher and the LSC and implemented by learning support staff. From Year 1 to Year 6, each student plan is tailored to the needs of individual students according to their acquisition of language proficiency in accordance with the EAL/D progress maps. EAL/D support utilises culturally and linguistically diverse practices.

2022 Data

In 2022, the focus for learning support focused largely on Reading and in-class support for Mathematics and Literacy. The need for decoding intervention in Year 2, 3 and 4 was a priority and followed on from our Tier 1 instructional program, Sounds-Write in Year 1 and 2. From data collected, it was also ascertained that support concerning fluency and comprehension was needed in our middle primary year groups. In-class support for both Mathematics and Literacy was provided at point of need for every class from Year 2 to Year 6.

Table 1.1: **Learning Support Teachers/EAs**

Year	Total Teachers/EAs FTE	Number of Teachers/EAs
2022	Teachers: 1 x 1.0 FTE (from T2 onwards) Education Assistants: 2 x 1.0 FTE 1 x 0.5 FTE (From T3, wk4) Total 3.5 FTE	1 Teacher (and LSC) 3 Education Assistants Total 4

Tables & Graphs 1.1 to 1.3 : **Intervention Student Numbers 2020 to 2022**

**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 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
Total	9	48	22	33	64

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

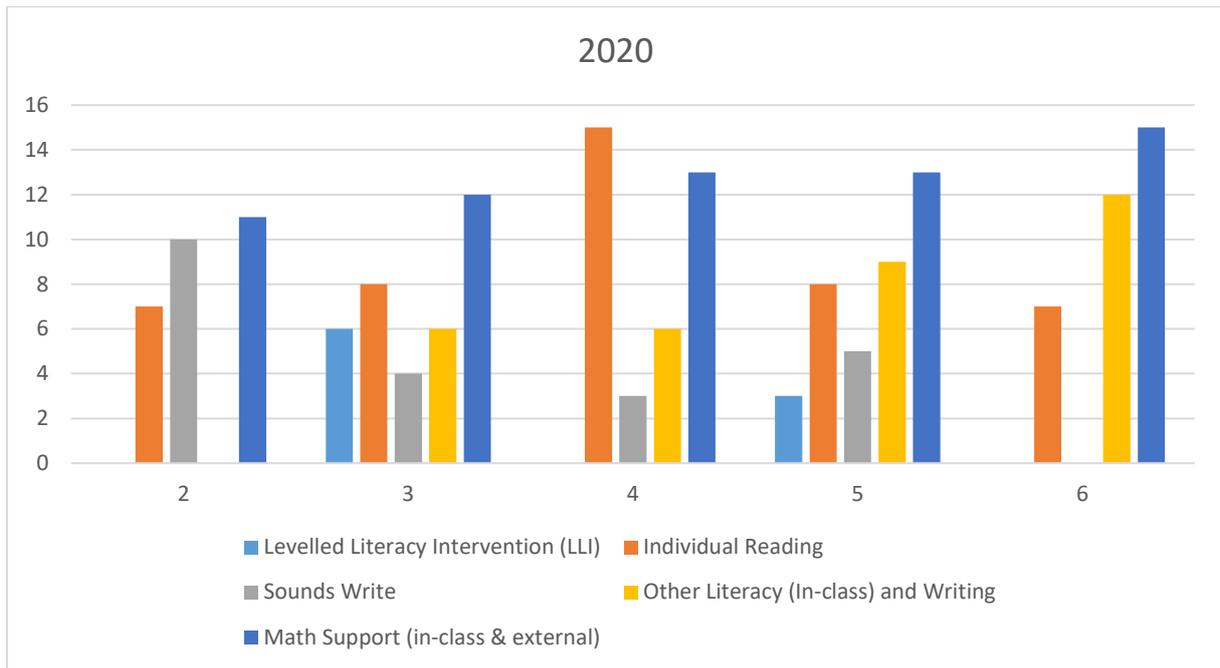


Table & Graph 1.2 Support in 2021

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
Total	12	47	15	12	51

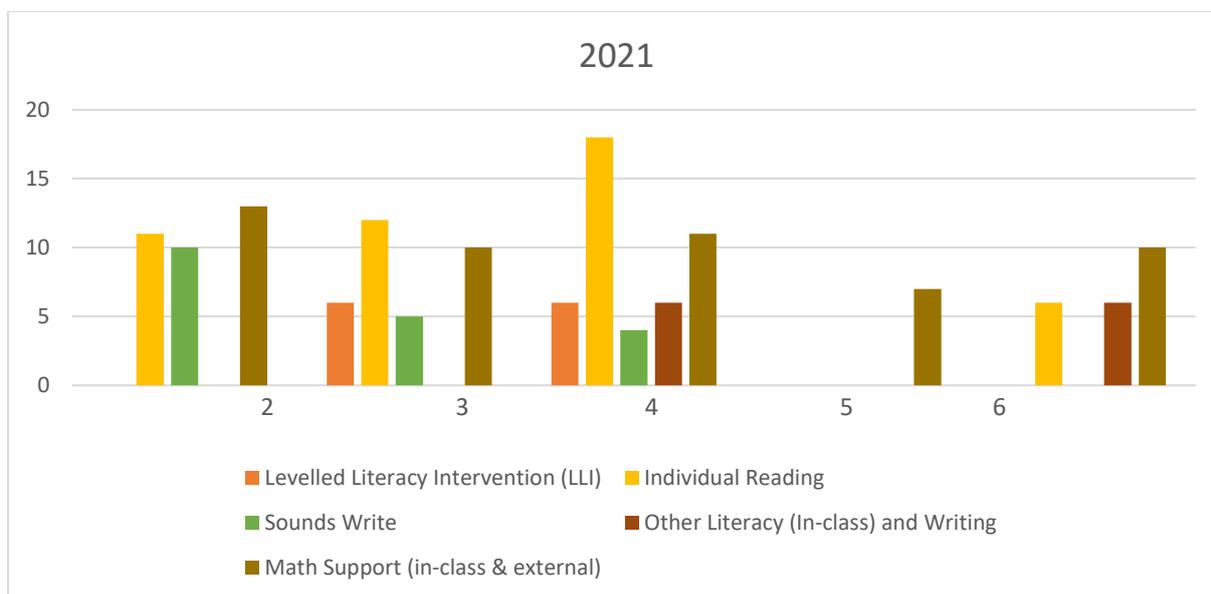
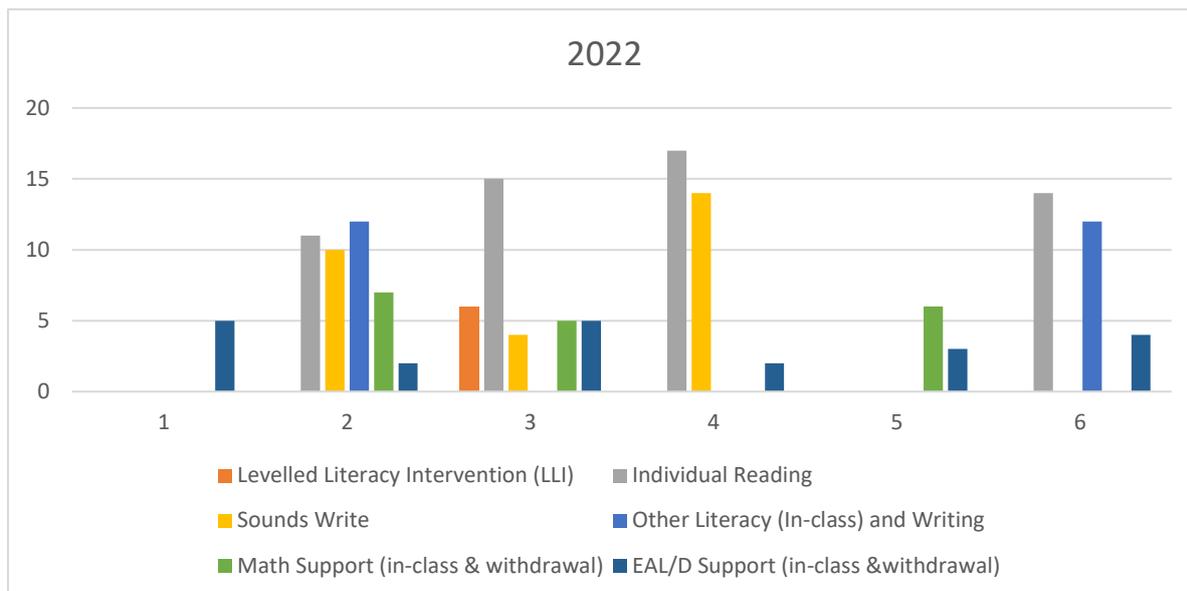


Table & Graph 1.3 Support in 2022

Year Level in 2022	Levelled Literacy Intervention (LLI)	Individual Reading	Sounds Write	Other Literacy (In-class) and Writing	Math Support (in-class & withdrawal)	EAL/D Support (in-class & withdrawal)
1	-	-	-	-	-	5
2	0	11	10	12*	7	2
3	6	15	4	0	5	5
4	0	17	14	0	0	2
5	0	0	0	0	6	3
6	0	14	0	12	0	4
Total	6	36	28	24	18	21

*Other Literacy includes the introduction of Learning Mastery Files to increase the automaticity of previously orthographically mapped high frequency words in Year 2.



A total of 109 interventions occurred in 2022, an increase of 25 interventions. The inclusion of our EAL/D support program has enabled students across the school population who qualified for the program to access explicit and targeted intervention to support their acquisition of academic English. The in-class model of Math support was largely preferred by teachers which enabled a more flexible grouping of children to be supported within the classroom environment at their point of need. During math support, those classes that had identified a specific group of children requiring intervention still allowed for flexibility of groupings with peers being able to join support groups if required. An increase of students requiring Sounds-Write support was in response to data that identified students who needed intense intervention for the development of phonics. These Sounds-Write groups also focused on writing (dictation), reading fluency and comprehension in response to data collected in the middle years.

This year was the introduction of adaptive testing for PAT-Math and PAT-Reading for Years 1 to Year 6. Alongside the PAT data, the LSC has been in discussions with the Leadership team and staff about the implementation of additional methods of collecting useful data to be able to target specific learning needs or deficits in aspects of literacy that need to be targeted. Data and the interpretation of data will continue to be an ongoing focus for 2023.

The LSC has also been researching the St Helena's Response to Intervention model with the aim to include additional programs to the Learning Support Repertoire to be able to better account for the needs of individual students. Refining our Tier Three intervention methods will be a focus for 2023.

SUMMARY

The mix of in-class and external support continues to target a large range of students at St Helena's. The 2022 addition of a 0.5 FTE Multi-lingual Education Assistant working in the EAL/D space with both in-class and withdrawal groups has been a positive addition to the scope of the Learning Support Team. The Sounds-Write program continues to focus on building valuable decoding and encoding skills within our students (particularly Years 2, 3 & 4), whilst the LLI program focuses on fluency and comprehension.

The in-class model of support has worked well for Math, however it is felt that Literacy support would be more beneficial in small, targeted withdrawal groups in 2023. We will continue to monitor the effectiveness of this support in 2023.