

Leader of Learning and Inclusion Report 2022



2022 was a busy year that began with some challenges in the first few weeks due to COVID. We quickly moved into a more stable environment in the middle of Term 1 and welcomed back parents, events, gatherings, and face to face discussions. As the year progressed, we focused on some key curriculum areas, reviewing our current practices and making some changes and additions with support from CESA Literacy and Numeracy coaches. Throughout 2022 we achieved an amazing amount and continued to build an environment filled with high quality learning, community spirit and resilience.

Inclusive Education

We continued to support all students with needs across the school lead by the Disability and Discrimination Act 1992 and the Disability Standards for Education 2005. These documents state that all students with a disability must be able to access and participate in education on the same basis as their peers.

To ensure this, I worked closely with teachers, parents, and students to put adjustments in place to allow access to all activities, lessons, experiences, and learning. PPLs (Personalised plans for learning) were written and discussed with parents and continually monitored and changed throughout the year.

We also continued collecting data for the NCCD (Nationally Consistent Collection of Data for students with a disability) which informs our funding cycle. The NCCD gives Australian schools, parents, guardians, education authorities and the community information about the number of students with disability in schools and the adjustments they receive.

Staff worked very hard throughout the year making adjustments within their classrooms to accommodate the needs of all students. As a school we became more efficient at collecting and storing our data, meeting regularly to have discussions, and ensuring we were catering for the changing needs of our students.

Later in the year CESA completed a review of their disability policies and agreements which saw a greater emphasis on student agency and making sure that every effort is made to include students with a disability in all facets of learning. From this we created student feedback forms that allow students to reflect on their needs, wants and best practice to support them. These were presented and discussed at our PPL meetings with parents.

Intervention Programs

In 2022 we continued with our successful MultiLit programs lead by two experienced ESOs. The programs targeted students who required extra Literacy support focusing on phonics, reading, and writing. Again, we achieved great results with most students increasing their reading fluency and overall Literacy skills. We were able to have over 20 students participate in the programs across the year and thank Frances Grocke and Di Fulwood for their motivation and precise running of the intervention lessons.

Other intervention programs/groups that we offered students in 2021 were

- Fundamental movement skills
- Fine motor skills
- Reading Intervention

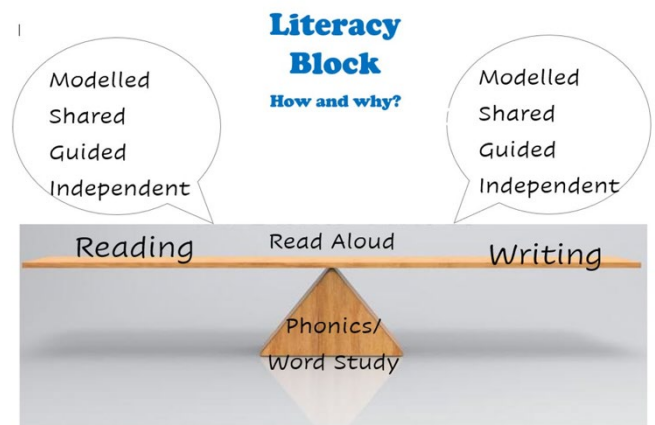
We also introduced two social skills groups that worked with an ESO. One group focused on the What's the Buzz program that is taught in all classes and the other group focused on game play, looking at turn taking, winning, losing, and cooperating with a small group of peers.

We continued to cater for our more capable students as well through our Stretch Groups. We increased our Stretch groups to 4 in 2022 and had a focus on 'thinking outside of the square'. This included creative problem solving and looking for solutions in a creative way.

We also had many students enter the 'Gifted Awareness Week' competition where students were asked to create a 3D model of an everyday item using only cardboard and sticky tape. We had two students who were successful in the competition. In 2023 we will review our approach to our gifted education program and continue our Stretch groups with a greater focus on explicit teaching based on each student's needs.

Curriculum Focuses

In 2022 we began working with Tracey Grice, a Literacy coach from CESA. We were focusing on our literacy block across the school and wanted to make some changes and align expectations from R-6. Some of the changes made were an uninterrupted block of time – preferably in the morning for 90 minutes. We also began to break down what needs to be included in a literacy block and what data we use to inform our practice and set goals for students. Our literacy blocks now contain three focuses – Reading workshop, Writing Workshop and Spelling/Phonics Workshop. Tracey began guiding us through our Reading workshop and how we can improve students' interest in reading and the reading skills they are using. This focus will continue in 2023.

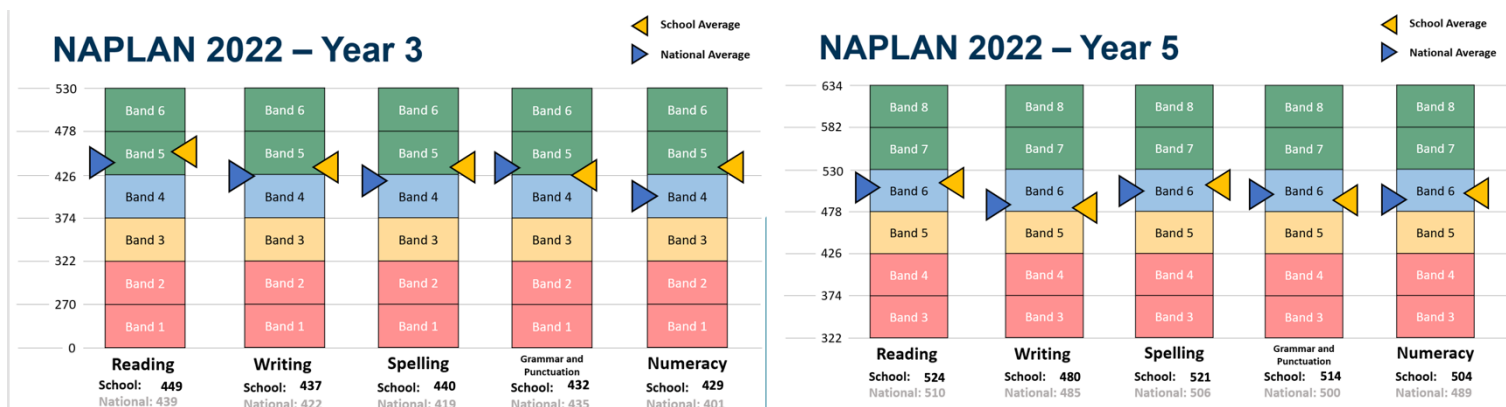


In Maths we continued our work with Lisa-Jane O'Connor from the Primary Maths Association. We had been involved in a two-year focus looking at the BASE 10 number system and how this early knowledge is so important for all learners.

Halfway through the year we then built upon our knowledge by looking at calculating and how students can become automatic Maths learners by having a good knowledge of the four number operations. We also added to our Maths resources to support this learning and created many sets of hands-on tasks. Our focus for 2023 is to enter the intervention space in Maths and how we can support students who are struggling in this area.

NAPLAN

We had some excellent results in our NAPLAN tests in 2022 from both our Year 3 and Year 5 students. For the last time the tests were sat mid-term 2 and we received our results later in term 3. This didn't leave us a great deal of time to analyse the tests and set goals for students, but we made time as a staff to highlight our strengths and weaknesses and change our teaching practices to suit. The NAPLAN test is one test on one day that does inform our teaching practice and student capabilities, but it is not the only assessment used to set goals and grade students. We also use many other assessments across the year to inform our teaching and to set goals for students. This includes PAT testing in Reading and Maths and our WARP and WARL assessments which gauge a student's reading fluency rate and ability to decode.



Co educator Support

In 2022 our Co-educator group changed and grew with a good balance of male and female support staff. We welcomed some Co-educators who are studying teaching and had our final year with some Co-educators who were completing their degree. Our Co-educators are a wonderful group who provide amazing support to both teachers and students taking on a variety of roles and specialist areas. Daily they are flexible, patient, and dynamic, always willing to attempt new things and think outside of the square. Our Co educators have run programs, worked 1:1 with children and in small groups, supported students during break times, attended excursions and camps and worked alongside teachers to deliver learning. We are very grateful to have these amazing educators in our school and wish those who moved on at the end of 2022 every success in the future.

Staff Professional Development

Once we were past Covid restrictions we were able to meet face to face again for professional development. CESA still offered many online courses and meetings, but the changes allowed teachers and professionals to have connect on a much deeper level.

Some teacher Professional Development included:

- Whole year Maths focus R-6 - Base 10 Maths with Lisa-Jane O'Connor from Primary Maths Association
- Behaviour and Resilience - Mark Le Messurier
- Technology and Inclusive Education – apps and programs
- SEQTA – timetabling, planning, and reporting
- PPLs – Personalised Plans for Learning
- Nature Education
- CESA Blueprint Step for Change
- Tracey Grice – Literacy
- COVID remote learning
- Clarity Suite – CESA lead focus

Parent Workshop

Mark Le Messurier

This year we offered a parent workshop with teacher, counsellor, author and public speaker Mark Le Messurier. Mark works in a private practice as a mentor to children and adolescents and as a coach to parents. He is also the writer of our social skills program 'What's the Buzz' which we follow as a school. Mark spent the afternoon with staff focusing on 'What misbehaviour is telling us?' He then presented to a small group of parents on 'The art of handling tricky behaviours'. The workshops came from Mark's book 'Guiding kids through the tough moments'. Everyone gained some great knowledge and tips from the presentation, and we look forward to welcoming Mark back in the future.

Resources

Every year we look at what resources we have, what is no longer relevant and what we can purchase or introduce to further enrich learning. We purchased a variety of resources across the year with a particular focus on Literacy, Maths, and Inclusive Education. The following resources were purchased in 2022 –

- ⇒ Seven Steps to Writing Success Online Resource membership
- ⇒ Fine motor resources for fine motor skills groups including pencil grips
- ⇒ Decodable readers and guided reading sets
- ⇒ Decodable readers for upper primary students
- ⇒ MiniLit and MacqLit program resources
- ⇒ Zones of Regulation resources
- ⇒ Membership to Primary Maths Association
- ⇒ Upper Primary readers
- ⇒ Sensory Hammocks for the yard

- ⇒ Sensory toys for classrooms
- ⇒ Maths equipment – JP and UP
- ⇒ Parent resource books
- ⇒ Upper Primary Reading box – comprehension
- ⇒ Units of study – Reading
- ⇒ From Phonics to Reading Resources

2023 looks to be a very exciting year with many changes across the school including staff, program focuses and leadership. Our end goal is to provide all students and their families with a safe, welcoming, and high-quality learning experience where all needs are met, thinking is challenged, and questions are encouraged and answered.

Our focuses for 2023 include:

- Piloting a phonics program for students in R-2 'From Phonics to Reading' created by Wiley Blevins, a US educator. We look forward to welcoming Wiley to our school in May 2023.
- Continue working with our Literacy coach Tracey Grice on our whole school Literacy Block
- Enter the Maths intervention space guided by CESA's Numeracy coach Carla Thomas
- Continue learning about and using SEQTA. This will be our reporting system in 2023
- Continue CESA's focus on Clarity and the 14 parameters.
- And so much more!!

Emma Heinrich
Leader of Learning and Inclusion

