

Leader of Learning and Inclusion Report 2023/2024



As I reflect on the past year it is evident that as a staff, we have worked extremely hard to build a strong and supportive learning environment at CTK that fosters an inclusive space for every student's growth and development. With the support of CESA and outside consultants we have been on a learning journey to review current practices and present high-quality learning in an encouraging, community space. We continue this journey into 2024, to build a school where every student flourishes and grows.

Inclusive Education

Most staff have now completed professional development focusing on the Disability and Discrimination Act and we look to having every staff member trained by the end of Term 1. In 2023 we also had staff improve their skills in the area of Autism and develop a better understanding of neurodiverse students.

I continued to work 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. In 2024 we will be audited by the government on our 2022/23 funding cycle, and I am confident that all data is in place for this to be successful.

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.

Intervention Programs

In 2024 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 24 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.

We also introduced a new intervention program focused on students that have dyslexia or display dyslexic tendencies.

" The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia."

This approach was very successful last year and we look to continue in 2024 including training more staff.

Other intervention programs/groups that we offered students in 2023 were

- Fundamental movement skills
- Fine motor skills
- Social Skills Group

We continued to cater for our more capable students as well through our Stretch Groups. We had two groups for students in Year 4-6 with a focus on Maths. These groups worked with Mr Fiebiger weekly to increase their problem-solving skills and 'think outside of the square'.

Curriculum Focuses

In 2023 we continued to work with Tracey Grice, an independent Literacy consultant. We had structured morning Literacy blocks in place from the year before so focused on implementing a new resource – Units of Study in Reading across all year levels. This approach focused on Improving Reading in the school, particularly developing a love of reading in all students and teaching students to analyse, reflect upon and enjoy what they are reading. Tracey observed lessons, gave teacher feedback, and modelled lessons, which was enthusiastically welcomed by all students. We continue this focus in 2024 and will introduce Units of Study in Writing to complete our literacy blocks.

In Maths we began working with Anne Bayetto, an educational consultant. Across the year we gathered data on where students were at with their Numeracy skills and applied a 5-10min daily review to our Maths lessons with a focus on number skills. We also completed some Professional development with Anne on what a Maths block looks like and will continue this work into 2024.

Across the other curriculum areas, we began mapping the curriculum against V9 of the Australian Curriculum and learnt how to plan assessment tasks before units of work are written. We also spent time understanding and using CESA's new Performance Standards which are a resource to support assessment and creating rubrics.

Co educator Support

In 2023 our Co-educator group remained stable apart from one addition of a Co-educator to support the Year 5/6 class. This stability allowed us to further develop the educator's skills and provide regular support for teachers and students. Our Co-educator group had a good balance of male and female support staff who come from a variety of backgrounds including teaching degrees. 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.

Staff Professional Development

In 2023 staff participated in a wide variety of Professional Development, as a group and individually. CESA offered a great deal of this learning, but we also accessed courses from a number of reputable professionals. Some teacher Professional Development included:

- Anne Bayetto – What does a Maths block look like?
- Madhavi Nawana Parker – Staff wellbeing
- HPT flourishing Schools
- Leap Levels - EALD
- SEQTA – Reporting and Assessment
- PPLs – Personalised Plans for Learning
- Tracey Grice – Literacy
- Clarity Suite – CESA lead focus
- Curriculum Mapping – Clare Collier CESA
- Crossways – Religious Education Curriculum

Parent Workshop

This year we offered a parent workshop for our 2024 Reception parents as they embark on a journey with their children to beginning school. We had Madhavi Nawana Parker from Positive Minds Australia present a workshop to parents on "Starting School and School Resilience" This informative session gave parents some ideas and tools to use when preparing their child for school and how to develop resilience in children across their childhoods. The evening also allowed parent relationships to be developed and questions to be asked in a comfortable, community setting.

Resources

In 2023 we purchased a significant number of resources that could be used across the whole school. This included well-being resources and educational resources. The following resources were purchased in 2023

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| ⇒ Decodable readers | ⇒ Book boxes and bags |
| ⇒ New natural readers | ⇒ Reader's Notebooks for students in Yr 3-6 |
| ⇒ MiniLit and MacqLit program resources | ⇒ New Spelling Program for Yr 3-6 |
| ⇒ Zones of Regulation resources | ⇒ Outdoor benches |
| ⇒ Sensory toys for classrooms | ⇒ Outdoor large games |
| ⇒ Maths equipment – JP and UP | ⇒ Lego for lunchtimes |
| ⇒ Parent resource books | ⇒ Chess and Checker sets |
| ⇒ Units of study – Reading | ⇒ Benches and storage containers for outside |
| ⇒ From Phonics to Reading Resources | ⇒ New sandpit equipment |
| ⇒ New reading books across all year levels | |

Our focuses for 2023 include:

- Continue working with our Literacy coach Tracey Grice on our whole school Literacy Block
- Continue working with Anne Bayetto on our Maths block and introduce a Maths Intervention Program.
- Offer university of NSW optional Assessments for students in the gifted space.
- Continue learning about and using SEQTA.
- Continue CESA's focus on Clarity and the 14 parameters.
- Build a new assessment data storage system for better data analysis and case management.
- And so much more!!

As we look ahead to 2024, our continued focus on literacy and numeracy, refined curriculum mapping, collaborative practices, and a deepened understanding of different disabilities will further strengthen our commitment to creating a supportive and enriching educational experience for every student. We appreciate the continued support of our school community as we strive for excellence in learning and inclusion.

Emma Heinrich

Leader of Learning and Inclusion