

# Learning and Support provision at Wheeler Heights Public School 2025 (Parents and caregivers)



## Learning and Support in Schools

Learning and support are essential components of a thriving educational environment, benefiting all students by fostering a sense of belonging and enhancing their academic and personal growth. Tailored support helps to identify and address individual learning needs, ensuring that every student can access the curriculum effectively. By promoting inclusive practices and providing resources for diverse learners, we empower students to reach their full potential, build resilience and develop critical skills that will serve them throughout their lives. A strong foundation in learning and support not only enriches the educational experience but also cultivates a positive school culture where every student feels valued and capable of success.

This document details the learning and support programs available for targeted students in grades K-6.



## **Learning and Support Programs in Kindergarten**

**End of Year Assessments:** at the end of Early Stage 1, students are flagged for additional support based on their performance in Reading and Numeracy assessments. Those identified as "Working Towards" expectations receive targeted intervention to help them progress.

**Peer Reading Program:** the peer reading program involves Year 6 students working with their Kindergarten buddy for reading sessions 3 to 4 times per week. These sessions are tailored to meet the individual needs of each Kindergarten student, ensuring that all learners receive appropriate support. Activities may include recognising letter sounds, blending and segmenting CVC (consonant-vowel-consonant) words and reading decodable books. This collaborative approach not only enhances literacy skills but also fosters a sense of community and mentorship within our school.

## Learning and Support Programs in Year 1

### Mini-Lit

In Term 1, students are identified for intervention based on a range of data points. Students are selected to participate in the first round of intervention, which typically lasts for 10 weeks. Following this, a different group of students are identified for the second round of support.

Differentiation strategies are implemented within the classroom to cater to their specific learning needs. This may include the involvement of parent helpers, who can be trained by the Learning Support Teacher to facilitate reading and phonics consolidation activities effectively.

The Learning Support Team collaborates closely with classroom teachers to ensure that in-class differentiation is robust and tailored to support all learners. Data used for analysis includes Oral Reading Fluency (ORF), Essential Assessment results, Phonics Screener, end-of-year Kindergarten assessment outcomes and end-of-semester report grades for Year 1 students. This comprehensive approach enables us to provide targeted support and track student progress effectively throughout the term.



## **Learning and Support Programs in Year 2**

### Small group tuition

In Year 2, the school implements a program called 'Reading with Phonics.' Students participating in this program are withdrawn from their regular classroom for three 30-minute literacy sessions each week.

Classroom teachers, along with Learning and Support Teachers, utilise data from formal assessments and teacher observations to identify suitable candidates for the program. Additionally, the Learning and Support Teacher overseeing the program conducts assessments with each candidate to further evaluate their suitability.

The programs typically involve 2 groups of 5 students but this is flexible depending on need.

The program spans a semester and offers flexibility, allowing students to enter or exit the program duration as needed.

### Year 2 volunteers readers Term 4 Weeks 5 -10.

Using available assessment data and teacher observations, approximately six students are selected to participate in the volunteer reading program. This program primarily runs for Year 3 students throughout most of the year, while Year 2 students are introduced to the program at the end of Term 4.

## **Learning Support Programs in Stage 2 (Years 3&4)**

### MultiLit

The Reading Volunteer Program is designed to support students who are identified as at risk in their reading development. The selection process begins with the analysis of Oral Reading Fluency (ORF) data, which helps to identify students who may benefit from additional reading support. Approximately six students are paired with each volunteer to ensure focused and effective assistance.

Once at-risk students are identified, they undergo a Multi-lit placement test to assess their specific reading needs. This assessment plays a crucial role in determining which students will participate in the program, taking into account the number of available spaces and the specific needs of each student.

The program operates for eight weeks each term, providing an intensive reading intervention for the selected students. As students successfully complete the Multi-lit program, they graduate, allowing for the identification of the next group of students who will benefit from this valuable support.

Reading volunteers facilitate the Multi-lit program, dedicating their time and efforts to help students improve their reading skills. Sessions are held from Monday to Wednesday, running from 9:30 AM to 11:15 AM. Students who are identified as needing additional support attend these sessions three times a week, ensuring consistent practice and reinforcement of their reading abilities.

## **Learning and Support Programs in Stage 3 (Years 5 & 6)**

Support for students is tailored to their specific needs. By using available external and internal assessment data, teachers are able to identify students who may require additional assistance to enhance their literacy and numeracy skills.

For our Year 5 and 6 students, In-class support is prioritised over withdrawal interventions to ensure that students receive help while remaining engaged with their peers and the regular classroom environment. This method fosters a sense of belonging and helps maintain the continuity of their learning experiences.

The targeted support is designed to address the unique challenges faced by these students. It includes differentiated instructional strategies and resources that cater to varying learning styles and needs. Teachers work collaboratively to create an inclusive atmosphere where students can thrive academically while receiving the necessary support.

By focusing on in-class assistance, we aim to provide immediate feedback and support, allowing students to apply their learning in real-time. This approach not only enhances their understanding of the curriculum but also builds their confidence and resilience as learners.

## **High Potential and Gifted Education programs and opportunities**

High Potential and Gifted Education (HPGE) plays a crucial role in nurturing the talents and abilities of advanced learners, ensuring they are appropriately challenged and engaged in their educational journey. By providing specialised programs and differentiated learning opportunities, HPGE fosters critical thinking, creativity and problem-solving skills, enabling gifted students to reach their full potential. Recognising and supporting these students not only enhances their academic experience but also promotes their social and emotional well-being, helping them to develop a positive sense of self and a passion for lifelong learning. In an inclusive educational environment, HPGE contributes to a richer, more diverse learning community where all students can thrive.

Across the school there are a number of HPGE groups and opportunities on offer. Students are selected through a comprehensive process including analysis of summative and formative data and teacher observations.

# HPGE Timetable

TERM 1	TERM 2
Intellectual Domain - support for in-class Differentiation	Intellectual Domain - support for in-class Differentiation
Intellectual Domain - support for NAPLAN preparation	Intellectual Domain - <b>Writing Stage 1, 2, 3</b>
Intellectual Domain - Stage 3 problem solving - selection of Maths Olympiad Team	Intellectual Domain - <b>Maths Olympiad. Stage 3</b>
Intellectual Domain - <b>Poetry Writing Competition by Reading Team</b>	Intellectual Domain - <b>Multicultural Speaking Competition</b>
Creative domain - Year 4 students - external <b>musical</b> through Arts Unit	<b>Creative domain - Art</b> - Focussed opportunity for high potential kids, Workshop. Volunteer. Threatened Species Competition??
Physical Domain - PSSA, Athletics and Swimming Zone etc	Physical Domain - PSSA, Cross Country Zone etc Paul Kelly Cup
Social Emotional Domain Sustainability Leaders	Social Emotional Domain Sustainability Leaders

TERM 3	TERM 4
Intellectual Domain - support for in-class Differentiation	Intellectual Domain - support for in-class Differentiation
Intellectual Domain - <b>Maths Olympiad. Stage 3</b>	Intellectual Domain - <b>Debating Days in Year 4</b>
Intellectual Domain - <b>Maths Withdrawal Stage 1 and 2</b>	Creative and intellectual domain - STEM Project opportunities? Volunteer? Staff member? How could
Creative domain - Wheeler Spectacular. Dance Groups, Dancesport	Personal Interest Projects - sustainability, community,
Physical Domain - PSSA,	Enrichment Days
Social Emotional Domain Young Communicators	Stage 1 and Stage 2 withdrawal sessions
Social Emotional Domain Sustainability Leaders	Social Emotional Domain - Leadership