Study Support: Developing more than skills

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School context

- Open entry school
- 1500 students P – 12
- Large classes
- Currently 2 Special Education staff for the Secondary School (1000 students -10 to 12% are specifically tracked from Year 7 – Year 12 by SE staff.
- Total funded students in the school: 20
- Language Disorders, Auditory Processing, Aspergers – ASD, SLD, Dyspraxia, Tourette Syndrome, ADHD.
- Primary school - a strong focus on intervention
- 50 feeder schools

Why Study Support?

- Testing from 2006 indicated a need for support
- 2007 -2011 consistently between 25 – 35% of Year 7 intake have reading comprehension ≤ 20th percentile (Pat comprehension) 2011 33%
- The percentage of students with numeracy≤ 20th percentile (Pat Maths) has increased over this time. 2011 35%
- Testing results and teacher feedback indicated broad learning issues: spelling/comprehension/numeracy/organisation

Prior to 2006

- Students were removed from English classes and given a ‘one size fits all’ program.
- They were given the same spelling, grammar and reading activities as each other
- Little progress in achieving curriculum outcomes
- Significant behavioural issues
- Poor self-esteem
- Class teacher was English trained

Literacy Support > Study Support

Why change from Literacy Support to Study Support

- Students felt 'removed from the curriculum' getting further behind (literacy was an extra subject)
- Literacy teacher limited time to visit students
- Most **would not/could not** read the set texts
- Detention was high (incomplete work)
- Output low/quality low
- Attitude poor – What's the point?
- Little class teacher ownership over students with 'special needs.' "Those ones in Literacy!"

Features of Study Support

Student centred:

- Early testing identification
- No LOTE for Year 7/8, an elective Year 9
- Responds to their own learning issues
- Encourages them to recognise where they need support and makes them have responsibility
- Encourages organisation and time management
- Gives them 'breathing space' at school and at home
- Enormous boost to self esteem
- Peer support
- Closely monitored
- SS numbers: Year 7 (25) Year 8 (34) Year 9 (12)

Study Support → Learner Engagement

- Who takes responsibility for the SS class
- Who teaches the class
- What is the role of subject teachers
- What is my role – as Head of SS

  (Tracking 10 – 15 % of whole Senior School Year 7 - 12)
- What is the role of the Teacher Assistant
- What is the profile of SS
  - *whole school
  - *in teachers' minds (↓ workload/support/reinforce)
  - *in students' minds
- Visiting teachers (timetabled on)

School wide initiatives

- English department has rearranged its curriculum to allow for pre-reading
- Class teachers are expected to differentiate and this is done in collaboration with Special Education staff
- 'Literacy' aspects of all curriculum areas has and continues to be addressed (Science/maths…)
- School wide development of common language
- Exam 'Reading Room' is timetabled and staffed.
- Head of Special Education is part of the HODs/Senior Management

Key strategies in Study Support

- Pre-teaching (all texts/movies/plays)
- Close liaison with parents/class teachers
- All texts are in the SS room (H&G, Maths, Science)
- Open door invitation to class teachers
- Just had our own laptops approved
- Modified tasks/assessments
- Recommendations come directly from working with students to class teacher and visa versa.
- SSG meetings – for modified programs (all attend)
- SS class teachers are expected to follow up with class teachers – diaries/emails