Chatswood Public School P&C

Enhanced Learning Support Proposal
September 2015

Executive Summary

Even in a high performing school like Chatswood Public School, approximately 20% of the school population will require learning support. Unfortunately the learning support funding the school receives from the NSW Education Department is low because of our high SES and strong NAPLAN results. Australia-wide funding of learning difficulties like dyslexia is extremely low compared to the USA and Europe. Learning support at our school is under-resourced and as a result it is impossible to provide quality intervention to all those who need it.

Our principal, Tim Dodds has committed to funding 3 days of learning support per week in 2016 over and above the 2.5 days per week funded by the department. This proposal suggests that the P&C approve an additional funding dedicated specifically to learning support for 2016 to allow:

- More children in need of learning support to receive effective and timely help. This will give these children a much better chance of leaving primary school with appropriate levels of literacy and numeracy
- *Carry over benefit to ALL students* – dedicated intervention and improved outcomes for children who are struggling in the classroom will free classroom teacher attention for all students.

Executive Summary

执行人员摘要

即使是在像 Chatswood 公立小学一个高性能的学校，约 20%之学生需要特别学习支援。不幸的是，因为我们高社会经济地位和良好的 NAPLAN 成绩，我们学校从新南威尔士州教育署获得的特别学习支援资助并不多。相比起在美国和欧洲，对于学习困难如诵读困难，澳大利亚的特别学习支援资助非常低。资源不足的结果就是不可能提供优质的干预措施与所有有需要的学生。

我们的校长 Tim Dodds 承诺在 2016 年在教育处提供的每周 2.5 天的资助之上，额外资助每周 3 天的特别学习支援。此提案建议 P & C 在 2016 年批准额外致力于特别学习支援，允许：

- 更多需要特别学习支援的孩子得到有效和及时的帮助。这将会给这些孩子一个更好的机会在离开小学校达到适当的识字及算术的水平
- 给所有学生结转的好处 - 为需要特别学习支援而设之专门的干预措施和改进的成果会帮助班主任在课堂上有更多的空间去关注所有学生。
Executive Summary (Korean)

채스우드 초등학교와 같이 학업 성적이 뛰어난 학교에서도 학생수의 20%가 학습 지원(learning support)을 필요로 합니다. 우리 학교의 높은 SES와 나폴란 시험 성적이 면에 NSW 교육부에서 지원하는 학습 지원 예산은 너무 적습니다. 호주 전역에 걸친 난독증과 같은 학습 장애를 위한 예산은 미국과 유럽에 비해서는 현저히 낮은 편입니다. 현재 본교의 학습 지원 프로그램의 낮은 예산으로 매틀임에 지원 받아야 할 학생들에게 적절히 지원을 못하고 있는 상황입니다.

Tim Dodds 교장 선생님께서는 본교 예산으로 2016 년부터 주 3 일의 교직원 예산 지원과 교육부가 주는 주 2.5 일의 교직원 지원을 약속하였습니다. 이 제안은 특별히 학습 지원 프로그램을 위해 쓰여지고 2016 년에 학부모회가 추가 예산을 더 집행하여 아래와 같은 지원을 하려는 내용을 담고 있습니다.

- 더 많은 어린이들이 수리, 언어 학습 분야에서 더 효과적이고 시기적절한 학습 지원을 초등교육시기에 받도록 합니다.
- 모든학생들에게 도움이 됩니다.--학습에서 수업을 따라가기 힘들어 하는 학생들에게 적절한 도움을 줄 수 있는 교직원을 배치함으로써 부진한 아이에게 시간을 써야 했던 학급 담임 선생님이 다른 아이들에게 더 많은 시간을 할애하게 됩니다.

What is needed

There is an opportunity for the P&C to supplement departmental funding of learning support in two ways:

1. 2 additional days per week of a Learning Support Teacher (to supplement the Learning support days already funded by the Department of Education and the school). This will provide:
   - 4 additional Multilit groups (Years 3-4)
   - Wellbeing & Social Skills programs (Years K-6)
   - Transition programs (Years K-6)
   - Support classroom teachers to provide best practice classroom environments (Years K-6)

2. 2 days per week (4 x 4 hour days) of a Learning Support Officer to provide:
   - 4 Minilit groups, each receiving 4 hours per week of intervention
   - Up to 16 Children in years 1-2 would receive best practice literacy early intervention, in turn reducing their need for ongoing learning adjustments

What this will achieve:

- More children in need of learning support will receive effective and timely help. This gives them a much better chance of leaving primary school with appropriate levels of literacy and numeracy

- Carry over benefit to ALL students – dedicated intervention and improved outcomes for children who are struggling in the classroom would free classroom teacher attention for all students.
Best practice early intervention program (Minilit) can be used widely at our school for the first time:

- Early intervention gives the best return on investment
- These children should require much less assistance in later years

- Multilit can be extended
- Fairer treatment of children who fall under the Disability Discrimination Act
- A more inclusive and understanding culture within our school
- Increased understanding among teachers of how to help children with learning differences, such as dyslexia
- Literacy and numeracy will be tracked and programs adjusted over time to ensure maximum return on investment

Why is it needed

Even in a high performing school like Chatswood Public School, approximately 20% of the school population will require learning support. Learning support can be thought of as help for students in regular classes who experience difficulties in learning and behaviour. These students receive additional assistance in literacy, numeracy, language and behaviour.

Children can require learning support for a range of reasons, including but not limited to:
- Dyslexia
- Dyscalculia
- ADHD
- Autism
- Language difficulties/delay
- Intellectual disability
- Anxiety
- Behavioural difficulties

A need for learning support is usually NOT related to:
- Intelligence of the child
- Lack of effort by the child
- Parent’s education
- Parenting style
- SES (Socio Economic Status)

These are lifelong conditions, however with targeted intervention these children can have improved outcomes

Early intervention is critical:
- Most of the conditions listed above can be identified at a young age, for example dyslexia is identifiable with a 92% accuracy at the age of 5.5 years\(^1\)
- Early intervention offers the best chance of success
  - 74% of poor readers in the 3\(^{rd}\) grade remained poor readers in the 9\(^{th}\) grade\(^2\)
- Early intervention is most cost effective

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\(^1\) National Institute of Child Health and Development 1998

\(^2\) Francis et al 1996
Students that have not attained reading fluency by the end of 3rd grade cost 7-8 times as much in time & money\(^3\)

If children in need are not provided with support:
- Many never catch up & don’t meet their potential
- Self-esteem suffers
- They may refuse to attend school
- Learned helplessness can develop
- Mental health issues often follow
- 48% of prison inmates have dyslexia (versus 10-20% in general population)\(^4\)

Unfortunately the learning support funding the school receives from the NSW Education Department is low because of our high SES and strong Naplan results. Australia-wide funding of learning difficulties like dyslexia is extremely low compared to the USA and Europe. We are under-resourced and as a result it is impossible to provide quality intervention to all those who need it:

- Only the most extreme cases receive support
- Many children are missing out on intervention
- Some intellectually capable children are leaving primary school with preventable literacy and numeracy gaps

Other local school P&Cs address this issue by specifically funding learning support within their schools, for example:

- **Lindfield Public (720 students) - P&C Fund:**
  - Learning Support Teacher for an additional 3 days per week
  - Approximate cost $53K per annum ~ $73 per child

- **Lane Cove West (580 students) - P&C Fund:**
  - Learning Support Teacher for an additional 2.5 days per week
  - Approximate cost $44K per annum ~ $76 per child

- **Castle Cove (500 students) - P&C Fund:**
  - 7 days of additional learning support (learning support officers, literacy and numeracy)
  - Approximate cost $75K per annum (approx $15K extension, $60K remedial) ~ $120 per child

Chatswood Public P&C already contribute $85K per annum to the school which is used for a range of valuable initiatives (including maths tuition for advanced students). This current request is for additional funding to be dedicated specifically to learning support.

\(^3\) Wendorf, 2005
\(^4\) Moody 2000
Timeframe

The aim is for the first year of additional learning support funding to be approved in term 4 2015 so that it can be included in the budget for 2015-2016.

In term 3, 2016 the school will be asked to present the benefits that were gained as a result of the additional learning support funding and are expected to request a similar sum in the 2016-2017 budget which will have to be voted on in term 3 or 4, 2016.

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