

# Investing for Success

**Under this agreement for 2022  
Wandoan State School P-10 will receive**

**\$40,193\***

## This funding will be used to

- Increase the number of students from Prep to Year Ten, reading at or above Darling Downs South West (DDSW) reading benchmarks to 90%, by the end of 2022;
- Ensure that 100% of students are given the opportunity to reach National Minimum Standard (NMS) in NAPLAN for Reading and Writing;
- Progression of each student to next achievement level in English – 90% of school achieving 'C' level or above by the end of Semester Two;
- Provide timely and specific literacy intervention processes for identified students reading above or below year level expectations, to assist them to improve their academic outcomes;
- Provide support for all students across the school with their learning and wellbeing.

## Our initiatives include

Initiative	Evidence Base
Support the differentiated and school-wide ('Agreed Practice') approach to reading, oral language and literacy development through increasing speech language pathologist full time equivalent (FTE) fraction. The speech language pathologist will also build capacity of staff in the delivery of literacy intervention activities.	Fisher D, Frey N & Hattie D, 2016. Visible Learning for Literacy. 'Early Intervention, .47, Professional Development Programs .41' Effect Sizes pp. 169-173. Froma. P & Gary. A. (2009) Applications of Responsiveness to Intervention and the Speech-Language Pathologist in Elementary School Settings <i>Intervention and capability development in staff</i> , pp 1-75.
Continue to develop and provide focussed and intensive intervention for identified students (performing below and gifted and talented) requiring additional support to demonstrate improved performance against year level achievement standards, through the employment of an intervention teacher aide.	Fisher D, Frey N & Hattie D, 2016. Visible Learning for Literacy. 'Response to intervention Effect size 1.07 & comprehensive interventions for students .77.' Effect Sizes pp. 169-173.
Build capacity of teachers through providing TRS to work with HOD/C and Principal in backward mapping aligned Australian Curriculum units, with fidelity.	Fisher D, Frey N & Hattie D, 2016. Visible Learning for Literacy. 'Teacher Clarity. 75 Effect Sizes pp. 169-173.
Support student wellbeing through increasing the FTE of school-based Guidance Officer.	Department of Education Queensland. (2020) <i>Guidance Officers</i> : <a href="https://education.qld.gov.au/students/student-health-safety-wellbeing/student-support-services/guidance-officers">https://education.qld.gov.au/students/student-health-safety-wellbeing/student-support-services/guidance-officers</a>



## Our school will improve student outcomes by

Actions	Costs
Employ an Intervention Teacher Aide to work collaboratively with SLP to support implementation of data informed interventions for identified students.	\$20, 000
Increase FTE of DoE Speech Language Pathologist to support EIA and intervention practices across the school.	\$10, 000
Increase FTE of Guidance Officer to support the wellbeing and learning needs of students across the school.	\$5, 000
TRS and costs of attendance to 'Teach Like a Champion' school-wide pedagogical and classroom management practices training as well as TRS time to allow for curriculum offline planning for teachers.	\$5,193



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**Michael De'Ath**  
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**Queensland  
Government**