

Investing for Success

Under this agreement for 2022
Swayneville State School will receive

\$53,118*

This funding will be used to

Target	Measures
1. Increase the number of students passing the regional benchmark in Reading by 20%	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ PM Benchmarks end of 2021 ○ MiniLit Diagnostic • Comparison: <ul style="list-style-type: none"> ○ CQ Benchmark Data • Monitoring: <ul style="list-style-type: none"> ○ PM data and MiniLit ○ Annual Performance Review (APR) process data.
2. Increase SWD and NCCD student engagement. Increase SWD attendance by 10%.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ NCCD Data ○ Attendance Data • Comparison: <ul style="list-style-type: none"> ○ Like Schools Attendance Data • Monitoring: <ul style="list-style-type: none"> ○ Weekly attendance, student feedback, staff feedback

Our initiatives include

Initiative	Evidence-base
1. Establish an evidenced based approach to Reading intervention by building teacher capability by identifying the reading demands of the Australian Curriculum learning areas and subject in C2C units of work	FINDING THE FUNDAMENTALS OF READING, Dr Jon Quach, Professor Sharon Goldfeld, Professor Janet Clinton and Dr Tanya Serry, University of Melbourne.
2. Ensure NCCD and SWD students receive additional support and assistive technology to maximise learning and engagement	NOISE - A STRESS FACTOR? ACOUSTIC ERGONOMICS OF SCHOOLS, Gerhart Tiesler and Markus Oberdörster, Institute for Interdisciplinary School Research, University of Bremen



Our school will improve student outcomes by

Actions	Costs
Provide targeted professional learning (incl. MiniLit) supported by planning, modelling, observation (including school visits) and feedback processes.	PD \$1050
Using additional teacher aide hours to assist with the implementation of targeted intervention and literacy rotations across the whole school	\$30 710
Reading for Life with Lyn Stone PD – High impact teaching in reading	\$319 x 2
Using additional teacher aide hours to support SWD NCCD students	\$4 400
Purchase adaptive technologies (microphone and sound system and Widget Online)	\$1890 \$470 \$60 \$100
Release Teachers for planning reading across all curriculum areas develop and implement a whole school approach to teaching spelling (Terms 1,2,3)	\$8545
Purchasing Minilit Resource Kit, supporting learning resources and resourcing Decodable readers	\$5255



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Swayneville State School



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**Queensland
Government**