

# Investing for Success

**Under this agreement for 2022  
Talwood State School will receive**

**\$11,930\***

## This funding will be used to

Expected improvements are:

- The students receiving Speech tutoring will reach Regional Benchmarks in Reading.
- Students will develop higher levels of Phonological and Phonic awareness. Evidence of this will be through data collections in students weekly Spelling work and recorded Reading levels.
- Students will reach National Minimum Standard for NAPLAN Reading.
- Students will reach age appropriate stanine for PAT Reading.

## Our initiatives include

| Initiative  | Evidence-base  |
|---|--|
| <p>Individual therapy is completed 1:1 with the child, via videoconference. A Teacher Aide is present and learns the skills in the process of assisting delivery. The Teacher Aide is a support person sitting with the child to help with following directions and participating in therapy while under the supervision of the teacher.</p> <p>The process includes: Initial Consultation, Assessment, Therapy and Reporting.</p> <p>Individual therapy is proven to generate the greatest outcomes in the shortest time. Individual therapy has the most impact when completed intensively, at least once a week. Individual therapy with a tailored home-program, to be completed between weekly sessions.</p> <p>The school could up to have 4 children receiving support at any one time. When a child reaches the expected improvement level another child identified through data will take their place.</p> | <ul style="list-style-type: none"> <li>• Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes. Source: Hattie (December 2017) Visiblelearningplus.com.</li> <li>• Diagram: S Waack (2018) Visible-learning.org</li> <li>• Douglas Fisher and Nancy Frey. 2007. Checking for Understanding: Formative Assessment Techniques for Your Classroom. Chapter 2.<br/><a href="http://www.ascd.org/ASCD/pdf/books/fisher2007_ch2.pdf">http://www.ascd.org/ASCD/pdf/books/fisher2007_ch2.pdf</a></li> <li>• Speech-language therapy. Department of Education Queensland.<br/><a href="https://education.qld.gov.au/students/students-with-disability/specialist-staff/speech-language-therapy">https://education.qld.gov.au/students/students-with-disability/specialist-staff/speech-language-therapy</a></li> <li>• Department of Education Queensland.<br/><a href="https://education.qld.gov.au/student/Documents/aa-sltkeylearning05.pdf">https://education.qld.gov.au/student/Documents/aa-sltkeylearning05.pdf</a></li> <li>• Department of Education Queensland.<br/><a href="https://education.qld.gov.au/student/Documents/50-years-speech-language-therapy.pdf">https://education.qld.gov.au/student/Documents/50-years-speech-language-therapy.pdf</a></li> <li>• Speech Pathology Australia, in the document Speech Pathology 2030 – Making Futures Happen</li> <li>• Dunn, LM and Smith JO 1965, Peabody Language Development Kit, American Guidance Service, CirclePines, Minnesota, USA.</li> <li>• Department of Education<br/><a href="https://education.qld.gov.au/student/Documents/aa-slt-services-in-ss.pdf">https://education.qld.gov.au/student/Documents/aa-slt-services-in-ss.pdf</a></li> </ul> |

## Our school will improve student outcomes by

School Speech Pathology Program – Individual therapy \$11 930.  
 Teacher Aide assistance – School funds.  
 Resources/ printed/ created – School funds.  
 Case management of children participating in program – School Funds.  
 Professional Development for Teacher Aides in Speech/ Language delivery – Participation in program.

**Jocelyn Freeman**  
 Acting Principal  
 Talwood State School

**Tony Cook**  
 Director-General  
 Department of Education



**Queensland  
Government**