

# Investing for Success

Under this agreement for 2022

Walkervale State School will receive

**\$320,352\***

## This funding will be used to

| Target  | Measures   |
|---|--|
| <p><b><u>Curriculum</u></b><br/>Develop the Australian curriculum calendar and school data plan in collaboration with network schools</p> <p>Develop structures to ensure precise, evidence informed pedagogical practices are in every classroom.</p> <p>Enact rigorous moderation processes, with all teachers and leaders collaboratively assessing student work.</p>  | <p><b><u>Baseline/endpoint:</u></b></p> <ul style="list-style-type: none"> <li>All year levels achieving 80% 'C' or better in english, maths then science</li> </ul> <p><b><u>Comparison:</u></b></p> <ul style="list-style-type: none"> <li>Previous semesters' english, maths and science achievement data</li> </ul> <p><b><u>Monitoring:</u></b></p> <ul style="list-style-type: none"> <li>Curriculum calendar including Collaborative assessment of student work (CASW) and moderation with network schools</li> <li>CASW includes cohort data/pedagogy learning walls as focal artefact for discussion</li> <li>Moderation planned, implemented and reviewed with network schools. Rigour improved each semester</li> </ul>                                     |
| <p><b><u>Inclusion</u></b><br/>Develop effective Prep transition and support processes for all children in collaboration with all Bundaberg state schools.</p> <p>Develop strategies, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability.</p> <p>Improve case management processes and the use of effective pedagogical practices to improve student learning.</p> | <p><b><u>Baseline/endpoint:</u></b></p> <ul style="list-style-type: none"> <li>Bundaberg wide Prep transition program enacted</li> <li>80% English 'C' or better achievement for all students with specific focus on Aboriginal and Torres Strait Islander students, students in care and students with disability</li> </ul> <p><b><u>Comparison:</u></b></p> <ul style="list-style-type: none"> <li>Previous corresponding semesters' English achievement data</li> <li>Student case management, learning and wellbeing data</li> </ul> <p><b><u>Monitoring:</u></b></p> <ul style="list-style-type: none"> <li>Case management and marker student Oneschool records</li> <li>Student learning and wellbeing records</li> <li>Cohort CASW meeting records</li> </ul> |
| <p><b><u>Behaviour</u></b><br/>Explicitly teach PBL expectations and their link to 'Pause' functions of the brain program.</p> <p>Further develop opportunities to improve student and staff wellbeing.</p>   | <p><b><u>Baseline/endpoint:</u></b></p> <ul style="list-style-type: none"> <li>85% of students acknowledged as having positive behaviour</li> <li>5% of students require school disciplinary absence procedures / support</li> </ul> <p><b><u>Comparison:</u></b></p> <ul style="list-style-type: none"> <li>Previous years' Walkervale State School behaviour data</li> <li>Queensland state, regional and like primary school disciplinary absence data</li> </ul>   |



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|   |  |
|---|--|
| Develop complex case management structure to provide timely support for students, staff and families. | <u>Monitoring:</u> <ul style="list-style-type: none"> <li>Oneschool behaviour monitoring data</li> <li>Identified students' case management records</li> </ul> |
|---|--|

## Our initiatives include

### Curriculum

- Creating greater precision in curriculum leadership, planning, collaboration and documentation.
- Developing greater rigour of moderation systems in collaboration with network schools.
- Provide staff release to develop pedagogical practices in collaborative assessment of student work (CASW).

### Inclusion

- Collaborate with Bundaberg schools to ensure consistency of prep transition in 2022 and leading up to 2023
- Provide differentiated learning within systematic curriculum delivery that reflects individual student needs.
- Ensure consistency of early, inclusive practices to support early years students by employing additional early years teacher and teacher aide support
- Provide additional teacher and teacher aide support for students in need across the school.
- Ensure adequate professional development is in place to complement support provided.

### Behaviour

- Provide release time for coordinators and others staff to collaborate, view quality practice and develop Positive Behaviour for Learning (PBL).
- Update PBL and Pause (functions of the brain) signage, resources, acknowledgement and learning opportunities for all students.
- Provide both human and physical support resources for students, staff and families in need.

## Our school will improve student outcomes by

| Curriculum   | Costs     |
|--|-----------|
| Head of Curriculum Position                            | \$149,000 |
| Staff Release for Systematic Curriculum Delivery       | \$13,000  |
| <b>Inclusion</b>                                       |           |
| Student Support (Teacher)                              | \$77,704  |
| Student Support (Teacher Aide)                         | \$49,648  |
| <b>Behaviour</b>                                       |           |
| PBL, Pause Implementation, Resources and Staff Release | \$11,000  |
| Student Support (Behaviour Case Management)            | \$20,000  |



**Ken Peacock**  
Principal  
Walkervale State School



**Michael De'Ath**  
Director-General  
Department of Education



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