

Walkerston State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Walkerston State School** from **7 to 9 September 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Anthony Palmer	Internal reviewer, EIB (review chair)
Jason Smith	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	McColl Street, Walkerston	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	317	
Indigenous enrolment percentage:	9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	15 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	971	
Year principal appointed:	2020 Term 3 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Business Manager (BM), 18 teachers, nine teacher aides, administration officer, cleaner, facilities officer, chaplain, cluster Head of Special Education Services (HOSES), 23 parents and 87 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, vice president, treasurer and secretary, Walkerston Library librarian, Walkerston-Pleystowe Returned and Services League of Australia (RSL) representative and Walkerston Fire Station representative.

Partner schools and other educational providers:

- Mirani State High School principal, Walkerston Daycare centre representative, Wonder Kids Early Learning Centre representative and Childcare and Kindergarten (C&K) Walkerston Community Kindergarten director.

Government and departmental representatives:

- State Member for Mirani and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2020)
Headline Indicators (May 2020 release)	School budget overview
OneSchool	Curriculum planning documents
School pedagogical framework	ICP process flowchart
Whole school assessment document	Responsible Behaviour Plan for Students
School Opinion Survey	School newsletters and website
School SharePoint site	Facebook page
Individual Planning Sheet (differentiation)	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

Staff members, students and parents express great pride in their school.

Staff members of the school focus on developing positive, caring and mutually respectful relationships across the school community. These relationships are highly valued and contribute significantly to the supportive and inclusive culture that permeates across the school. Students express that they have a strong sense of belonging and feel supported by all staff members.

The school tone reflects a campus-wide commitment to the vision *'Putting learning first - every child, every day'*.

The belief that every student will learn and achieve, given time and support, is apparent across the school. Teachers acknowledge that although students will progress at different stages in their learning, and at different rates, failure is not an option. The senior leadership team and staff members readily discuss their shared commitment to providing quality learning for all students.

The school has a documented whole-school plan for curriculum delivery aligned with the Australian Curriculum (AC).

The school utilises Curriculum into the Classroom (C2C) materials as a whole-school approach for curriculum delivery, with a pedagogical framework based on Age-appropriate pedagogies (AAP) for the early years and Gradual Release of Responsibility (GRR) for all year levels. Staff members detail significant work in previous years to develop their knowledge and understanding of the AC. Teachers express appreciation for the efforts and work of the Head of Curriculum (HOC) in supporting, organising and leading curriculum at the school. The HOC identifies an emerging focus on the development and use of the AC general capabilities and cross-curriculum priorities.

Staff members in their day-to-day work are committed to the success of all students.

Through utilisation of the C2C curriculum program, the school has placed a major emphasis on ensuring the maximum number of students achieve at least a 'C' rating in English, mathematics and science. School Level of Achievement (LOA) data indicates progress towards this goal. The senior leadership team and teachers articulate a desire to ensure the learning needs of all students are met in day-to-day teaching, including those students who have the potential for high achievement. Some teachers indicate an interest in obtaining more guidance in planning and in the modelling of appropriate pedagogies to better cater for students who have the potential to achieve at a higher level.

Classrooms are organised as attractive, structured, purposeful learning environments.

Classrooms reflect staff members' high expectations that all students will succeed in their learning. 'Tickled Pink' processes are used by teachers to provide immediate feedback to



students to indicate they are making appropriate progress in their day-to-day learning. Quality exemplars of teacher-made resources are on display on learning walls as reference points and to stimulate learning in all rooms. Some staff members indicate that an emphasis on displaying more examples of quality student work could further promote intellectual rigour.

The school has a team of dedicated staff members who take a collective responsibility for the learning and wellbeing needs of all students.

Senior leadership team members undertake classroom walkthroughs related to school priorities on a weekly basis and provide summaries of their observations at staff meetings. The senior leadership team acknowledges that a planned strategy to enhance the culture of continuous professional improvement through modelling, mentoring, coaching and feedback processes is yet to be established.

The principal articulates the importance of developing and strengthening positive parent and community relationships to enhance learning opportunities for students.

Conversations with parents identify high levels of satisfaction regarding the quality of their child's education and the safe and supportive learning environment. Many parents express the desire to be more engaged as key partners in their child's learning. Parents and Citizens' Association (P&C) members are actively involved in operating the 'breaky club' and tuckshop, supporting students and families through the provision of these valuable services. The P&C contribute to the organisation of school events including sports carnivals, the school fair, school musical and Year 6 graduation.

The school facilities and grounds are welcoming and well maintained.

Classrooms, administration and a library are neatly organised and structured through the grounds, complemented by gardens, playgrounds, an oval, covered playing court and hall. Student leaders detail the initiation of sustainability projects in the school, including a vegetable garden, worm farm and recycling programs, and express appreciation for the facilities officer and principal in supporting these projects. Staff members articulate pride in their work to maintain and enhance the presentation of the school environment.

Staff members speak positively of the collegial and supportive environment that exists in the school.

School staff indicate one of the highlights of the school is the collegial support available. A strong ethos of mutual trust is apparent. Staff members express appreciation for the open and approachable nature of school leaders. Staff members collectively articulate feelings of optimism and enthusiasm for the future direction of the school.



2.2 Key improvement strategies

Review the integration of AC general capabilities and cross-curriculum priorities, with a particular focus on culture, to broaden the school's inclusive whole-school curriculum plan.

Deepen teachers' knowledge and capability to apply differentiation processes in their day-to-day teaching, including a focus on high potential and high performing students.

Strengthen the promotion of academic rigour in classrooms including the display of quality student work.

Develop and implement a systematic approach to enhancing staff capability through the provision of modelling, mentoring, coaching and feedback opportunities.

Strengthen relationships with parents, families and community organisations to enhance learning and wellbeing opportunities for students, and involve parents as active partners in the school.