

Walkerston State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Walkerston State School acknowledges the shared lands of the Yuwibara (Yuibera) nation and the Yuwi people of the Yuwi language region.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	309
Indigenous enrolments	12.2%
Students with disability	13.9%
Index of Community Socio-Educational Advantage (ICSEA) value	957

About the review

 3 reviewers from 9 to 11 October 2024	 206 participants	 47 school staff
 107 students	 37 parents and carers	 15 community members and stakeholders

Key improvement strategies

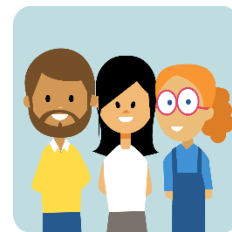
<p>Domain 1: Driving an explicit improvement agenda Clarify and communicate roles, responsibilities and accountabilities to ensure all staff understand their role in driving the improvement agenda.</p> <p>Domain 3: Promoting a culture of learning Systematically enact a multi-tiered system of behaviour support, including clear expectations and agreed practices, to embed consistent processes that support the full range of students.</p> <p>Domain 8: Implementing effective pedagogical practices Formalise opportunities for staff discussion of effective pedagogical practices to cultivate a shared understanding and language of pedagogy.</p> <p>Domain 7: Differentiating teaching and learning Develop a shared understanding of inclusive practices to ensure all students are appropriately engaged, challenged and extended in their learning.</p>

Key affirmations



Staff, parents and community partners describe a strong sense of belonging to the school, and a caring school culture.

A strong sense of community and belonging is highlighted by staff, students, parents and community members. Community members articulate a long-standing history of community involvement with the school, describing how the school has ‘a country feel despite the short distance to the city centre’. Community members voice the positive impact that students’ and staff members’ participation and engagement in community events has on the wider community culture. Staff articulate their deep commitment to engaging with families and building relationships with students, and positively contributing to the community.



Staff share that collegiality and mutual support are features of the school.

The principal expresses a commitment to developing a professional learning community that embraces collaboration and teamwork both within the school and across the cluster. Staff articulate that they enjoy working together in planning and implementing learning activities for the diverse range of students. They speak positively of processes that enable school-wide collaboration, including opportunities for teachers to work with colleagues to plan curriculum, discuss data, and share teaching strategies. Teachers speak appreciatively about the collegial engagement processes facilitated by school leaders.



Leaders and staff outline their strong collective responsibility for curriculum implementation.

Teachers discuss developing local and contextualised units to engage students in learning. They express confidence in knowing what to teach and when to teach it and speak appreciatively of the support provided by the Head of Department – Curriculum. Staff highlight significant work undertaken to establish consistent practices for moderating student work. They express these practices support teaching and learning collaboration at school and cluster levels. Teachers describe the value of learning walls and how they support students’ understanding of the teaching and learning cycle. Students talk about using learning walls, and how they support them to ‘know what to do’.



The school is characterised by a climate of care and support.

Staff articulate a collective belief that all students are capable of learning and succeeding, and speak of how they foster positive and caring relationships with students and provide an engaging curriculum that motivates all students. They articulate the importance of knowing their students through positive relationships and gathering information to support their individual needs. Students comment that teachers care for them, set high expectations and help them achieve progress in safe, organised, learning-focused classrooms. Students speak fondly of teachers and the care they offer them. Staff convey a strong desire to provide the best learning opportunities for all students.