

Walkervale State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Walkervale State School** from **20 to 22 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

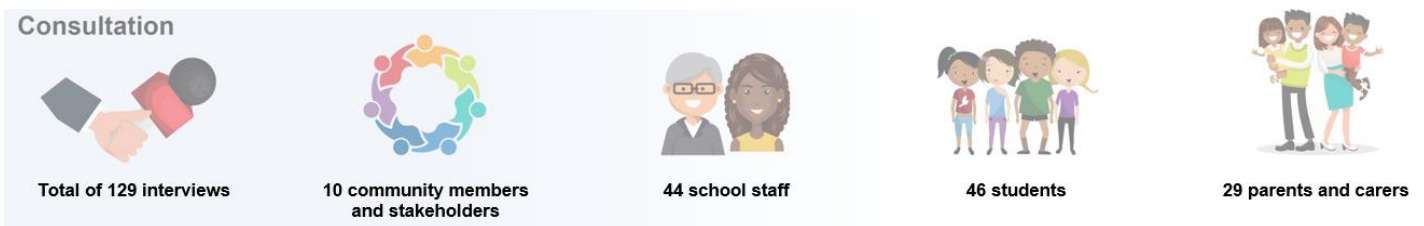
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	Internal Reviewer, SRR (review chair)
David Cramb	Peer Reviewer
Robyn Conlin	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Byellee, Gureng, Goorang, Taribelang Bunda
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	384
Indigenous enrolment percentage:	25.7%
Students with disability percentage:	35.3%
Index of Community Socio-Educational Advantage (ICSEA) value:	886

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **24 to 26 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 906 and the school enrolment was 468 with an Indigenous enrolment of 20% and a student with disability enrolment of 10%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop a whole-school inclusion framework to enhance outcomes for all students including Aboriginal students and Torres Strait Islander students, students with disability and high achieving students.
- Further develop staff knowledge and understanding of Version 8 of the Australian Curriculum (AC) and the Department of Education (DoE) P-12 curriculum, assessment and reporting framework (P-12 CARF) to enhance systematic curriculum delivery to all students and quality assure its enactment.
- Collaboratively review the school's draft pedagogical framework, decide on signature high-yield teaching practices and quality assure the school-wide implementation of the framework.
- Strengthen instructional leadership capabilities and facilitate teacher engagement in systematic observation, feedback and coaching processes to improve curriculum delivery and school-wide teaching practice.
- Further develop structures and systems that enable all staff to engage in intentional collaboration within and across teams to strengthen the delivery of the agreed Explicit Improvement Agenda (EIA).

2. Executive summary

2.1 Key affirmations

Staff speak highly of the school and are driven by a strong conviction to support every student.

A caring and supportive learning environment is established. Leaders advocate a belief in fostering positive relationships between staff and families, and teachers promote an inclusive and student-centred approach to education. Parents describe teachers as committed and passionate regarding student learning and support.

The leadership team has developed and is driving a clear improvement agenda that supports their vision of inspiring students to be extraordinary.

Leaders describe recent efforts to collaboratively redefine school belief and vision statements and to ensure that they are embedded in strategic planning and everyday discussion. Leaders share the belief that strong staff collaboration, alignment and precision enables every student to achieve their 'extraordinary'. They discuss a strong focus on networking with local schools and building connections with regional staff.

Leaders are passionate about providing equitable support for all classes based on need.

A full inclusion model is implemented with a focus on students being taught at levels of need in their age-appropriate groups. Teachers work to differentiate based on the needs of their learners, and are supported with advice and resources from support staff. Leaders discuss the physical change in proximity of support staff in relation to classrooms to enact their inclusive model.

The leadership team acknowledges that Curriculum Collaboration Time (CCT) processes are the key driver of improving teaching and learning across the school.

Leaders and teachers discuss the significant work and ongoing consideration in ensuring that the school is developing a coherent and sequenced plan for delivery of the AC. Teaching teams and leaders meet weekly for one hour to collaborate in the CCT process. They identify the significant importance of teachers and leaders collaborating regularly to ensure consistent understanding and application of the AC through the CCT process. Teachers discuss highly valuing this time and clearly articulate how it benefits teaching and learning.

2.2 Key improvement strategies

Domain 2: Analysis and discussion of data

Further develop data literacy of teachers and leaders to analyse student performance data to inform collegial conversations as part of CCT focused on teaching and learning.

Domain 7: Differentiated teaching and learning

Formalise professional learning processes to build support staff's understanding of the school's expectations aligned to classroom support practices and AC knowledge.

Domain 8: Effective pedagogical practices

Collaboratively develop agreed whole-school pedagogical strategies to enhance the impact of teaching practice on learning and engagement.

Domain 5: An expert teaching team

Develop agreed processes and protocols for classroom observation and feedback, including opportunities to watch each other work, to build teacher capability and efficacy.

Domain 3: A culture that promotes learning

Collaboratively review Positive Behaviour for Learning (PBL) processes to embed consistency of practice and improve student attendance and engagement.