

# Walkervale State School 2025 Annual Implementation Plan

Department of Education

## Equity and Excellence

*A progressive, high performing education system realising the potential of every student.*

- Educational achievement
- Wellbeing and engagement
- Culture and inclusion

**WALKERVALE STATE SCHOOL BELIEF STATEMENT**

Know how each student learns; that they can achieve and be their extraordinary

Have high expectations and encourage every person so that they know they belong

Engage students in their learning through differentiated teaching and equitable support

Together build a welcoming, inclusive education environment where culture and diversity is valued

**STUDENTS, STAFF, PARENTS, CARERS, COMMUNITY**

Realising the potential of every Aboriginal and Torres Strait Islander student

Valuing First Nations cultures and voice in our approach to engagement and learning is essential.

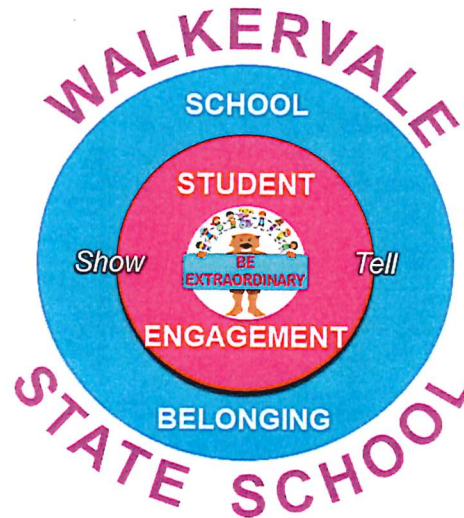
Connections to culture enrich the learning of every student and strengthens all of our work.

**2024 - 2027 Key Improvement Strategies**

- 1) 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 2)
- 2) Formalise professional learning processes to build support staff's understanding of the school's expectations aligned to classroom support practices and AC knowledge. (Domain 7)
- 3) Collaboratively develop agreed whole-school pedagogical strategies to enhance the impact of teaching practice on learning and engagement. (Domain 8)
- 4) Develop agreed processes and protocols for classroom observation and feedback, including opportunities to watch each other work, to build teacher capability and efficacy. (Domain 5)
- 5) Collaboratively review PBL processes to embed consistency of practice and improve student attendance and engagement. (Domain 3)

**SHOW and TELL** regular 1% improvements in **Student Engagement**

through **CLARITY** and **CONSISTENCY** of curriculum, learning, learner **SYSTEMS** and **HABITS**



**SHOW and TELL** regular 1% improvements in **School Belonging**

through **CLARITY** and **CONSISTENCY** of multi-tiered support **SYSTEMS** and **HABITS**

**Approvals:** This plan was developed in consultation with the school community and meets school needs and systemic requirements.

  
Ken Peacock (Principal Walkervale S.S.)

21/02/25

  
Sheree Jones (P&C President Walkervale S.S.)

21/02/25

  
Dave Hillhouse (School Supervisor NCR)

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## WALKERVALE STATE SCHOOL 2025 Annual Implementation Plan

<b>ENGAGEMENT PRIORITY:</b>	SHOW and TELL regular 1% improvements in STUDENT ENGAGEMENT through CLARITY and CONSISTENCY of curriculum, learning, learner SYSTEMS and HABITS (Linked to 2024-2027 Key Improvement Strategies No. 1, 2, 3, 4)	Phase: Implementing			
<b>Strategies</b>		<b>Resources</b>			
<p><b>Collaborative Learning Community (CLC)</b> Work with coach and other schools to 'Realise the Potential of our Indigenous Students' and develop and decrease the achievement gap between Indigenous and non-Indigenous students.</p> <p><b>Leading Curriculum Teaching Learning (LCTL)</b> Collaborate with SEOC and other school teams to share/improve curriculum, learning and learner systems including, data analysis, lines of inquiry, learning walks and talks and moderation.</p> <p><b>Professional Learning Teams (PLT)</b> Strengthen PLT curriculum, learning and learner process, roles, responsibilities and accountabilities for leaders and teachers.</p> <p><b>Setting Professional Goals (SPG)</b> Improve SPG process and support staff members to gain 1% improvements in personal and professional habits aligned with system improvements in student engagement.</p>		<ul style="list-style-type: none"> <li>*School Improvement Coach</li> <li>*School funded HODC position</li> <li>*SEOC</li> <li>*SORD data and</li> <li>*A-E pivot charts</li> <li>*Reference Texts- Atomic Habits,</li> <li>*Belonging in School <i>illustrated</i> <i>playbook</i></li> <li>*Continuum of Engagement</li> <li>*Curriculum Gateway</li> </ul>			
<b>Actions</b>		<b>Artefacts</b>			
<p><b>CLC:</b> data analysis, sharing of curriculum, learning and learner practices, focussing on First Nations students' achievement and Indigenous perspectives.</p> <p><b>LCTL:</b> lines of inquiry using 'Understanding Teacher Expertise Model' (UTEM), Learning Walks and Talks (LWT), Collaborative Assessment of Student Work (CASW) and moderation processes</p> <p><b>PLT:</b> V9 Australian Curriculum English and Maths, whole school approach to pedagogy, teaching of reading, essential elements for learning walls</p> <p><b>SPG:</b> 'Belonging in School' and 'Atomic Habits' professional learning and practical learning engagement habits</p>		<ul style="list-style-type: none"> <li>*Whole School Data Wall</li> <li>*Timetabled PLT time</li> <li>*Learning Walls</li> <li>*Network notes, moderation feedback</li> <li>*SPG documentation</li> <li>*CLC documents</li> <li>*CASW notes</li> <li>*1% Engagement examples</li> </ul>			
<b>Measurable Outcomes (STUDENT IMPACT)</b>		<b>Monitoring</b>			
Students achieve <u>above relative performance expectations</u> in English and Maths (% B+ and % C+) with a reduced achievement gap between Indigenous and Non-Indigenous students. Evidenced using SORD Relative Performance Data (Terms 2 & 4) and indicative LOA data compared with previous student and school achievement (Terms 1 & 3).		Green-on track Yellow-underway Red-yet to commence		Term 1	Term 2
<b>Success Criteria</b>	Students can (SHOW) regular 1% learning improvements in <u>learning engagement</u> by using the learning wall and their own work to answer these 5 questions (TELL)...	Staff can (SHOW) regular 1% improvements in their curriculum, learning and learner <u>habits</u> using planning/assessment, the learning wall and students' work to (TELL)...	Leaders can (SHOW) regular 1% improvements in the <u>clarity and consistency</u> of curriculum, learning and learner <u>systems</u> using planning/assessment, learning wall and students' work to (TELL)...		
	What learning they are engaged in; How and why they are learning it; How they know they have learned it; What their next learning engagement step is; Where to go for help	Ways they are using engagement in teaching; How and why they are using it; How they know students are engaged; What their next engagement step is; Where to go for help	What they are leading in engagement; How and why they are leading it; How they know staff are using it; What their next engagement step is; Where to go for help		
<b>BELONGING PRIORITY:</b>	SHOW and TELL regular 1% improvements in School Belonging through CLARITY and CONSISTENCY of multi-tiered support SYSTEMS and HABITS (Linked to 2024 – 2027 Key Improvement Strategies No. 1, 2, 4, 5)	Phase: Implementing			
<b>Strategies</b>		<b>Resources</b>			
<p><b>Bundaberg Education Precinct (BEP):</b> Work with BEP schools, organisations and community members to ensure that Bundaberg State Schools are places of belonging for Indigenous and non-Indigenous students and families.</p> <p><b>Multi-Tiered Support Systems (MTSS):</b> Refresh PBL and 'Pause Process' within whole school and targeted tiers of MTSS and embed data informed complex case management (SCEN) for the intensive support tier.</p> <p><b>Walkervale Reconciliation Action Plan (WRAP):</b> Complete, celebrate and implement WRAP actions based on relationships, respect and opportunities in the classroom, around the school and with the community.</p> <p><b>Setting Professional Goals (SPG):</b> Improve SPG process and support staff members to gain 1% improvements in personal and professional habits aligned with system improvements in school belonging.</p>		<ul style="list-style-type: none"> <li>*BEP Backbone Team and Action Area Team</li> <li>*PBL Regional Principal Advisor</li> <li>*MTSS/PBL Committee/SLaW</li> <li>*SCEN Complex Case Meetings</li> <li>*WRAP Team</li> <li>*School funded Complex Case position 0.2</li> <li>*Disaggregated SORD data</li> <li>*Reference Texts- Atomic Habits,</li> <li>*Belonging in School <i>illustrated</i> <i>playbook</i></li> </ul>			
<b>Actions</b>		<b>Artefacts</b>			
<p><b>(BEP):</b> Acknowledgement of Country signs, Aboriginal &amp; Torres Strait Islander flags explanation, significant First Nations events calendar, River Connections, Elder videos, Walkervale Reconciliation Action Plan (WRAP) actions.</p> <p><b>(MTSS):</b> MTSS (including PBL and Pause) school and classroom behaviour and attendance processes, complex case process, 'Dimensions of Belonging' PD, PBL and SORD data analysis</p> <p><b>(WRAP):</b> Staff Engagement with WRAP, First Nations histories and cultures in curriculum planning, cultural responsiveness for staff, teach about reconciliation and build relationship with community,</p> <p><b>(SPG):</b> 'Belonging in School' and 'Atomic Habits' PD and 1% practical school belonging examples and habits</p>		<ul style="list-style-type: none"> <li>*MTSS Document</li> <li>*PBL minutes</li> <li>*Power BI pivot chats</li> <li>*Level of Engagement continuum</li> <li>*SPG documentation</li> <li>*WRAP</li> <li>*Dimensions of Belonging examples</li> <li>*Atomic Habits 1% improvement Examples</li> </ul>			
<b>Measurable Outcomes (STUDENT IMPACT)</b>		<b>Monitoring</b>			
Walkervale students achieve <u>above relative performance expectations</u> in attendance and days lost to learning with a reduced gap between Indigenous and Non-Indigenous students Evidenced using SORD Relative Performance Data <i>and</i> MTSS/PBL student and school data compared with previous student and school achievement.		Green-on track Yellow-underway Red-yet to commence		Term 1	Term 2
<b>Success Criteria</b>	Students can (SHOW) regular 1% learning improvements in their MTSS <u>school belonging</u> . (TELL) how their belonging relates to learning engagement using the...	Staff can (SHOW) regular 1% learning improvements in their MTSS school belonging <u>habits</u> . (TELL) how improved school belonging relates to student learning engagement using the..	Leaders can (SHOW) regular 1% improvements in the <u>clarity and consistency</u> of MTSS school belonging <u>systems</u> . (TELL) how school belonging improvements relate to learning engagement using the...		
	What's my Level of Engagement continuum, Dimensions of Belonging examples and answers to the 5 questions on Student Engagement	Level of Engagement continuum, Dimensions of Belonging examples and answers to the 5 questions for staff on Student Engagement	Level of Engagement continuum, Dimensions of Belonging examples and answers to the 5 questions for leaders on Student Engagement		