

Walkervale State School 2026 Annual Implementation Plan



Educational achievement

Knowing and responding to each student's learning needs is essential to making sure they are on track to achieve their educational goals.

Our common goal is for every student to progress in their learning each year to achieve individual excellence, and to invest in the capability and expertise of our people to support them.

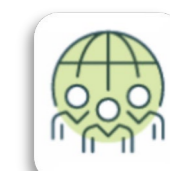
Brighter futures

Delivering excellence in every state school, for every student

Belonging and engagement

Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement in learning.

Our common goal is to create positive and inclusive teaching and learning environments where all staff and students feel confident, resilient and supported to thrive.



Key Improvement Strategies 2024 – 2027

- 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)

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

STUDENT ENGAGEMENT 2026 Priorities

*READING

Strengthen and align practices and build staff capability to effectively teach reading through the Australian Curriculum.

*ENGLISH AND MATHEMATICS

Enhance the focus of Professional Learning Teams on English and Mathematics as the core foundations of learning.

*SCIENCE

Implement the Australian Curriculum Version 9 in science.

*DATA ANALYSIS AND PLANNING

Strengthen data analysis and planning skills to support teachers and leaders to investigate student learning and identify targeted next steps in teaching.



SCHOOL BELONGING 2026 Priorities

*SCHOOL CULTURE

Strengthen school culture as the foundation for sustained school improvement.

*MULTI-TIERED SUPPORT SYSTEMS (MTSS)

Strengthen and align MTSS practices to better support individuals and groups of students.

*INDIGENOUS FAMILIES

Work in partnership with First Nations students and families to close achievement and attendance gaps.

*STUDENT TRANSITIONS

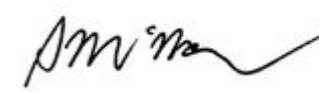
Enhance data-informed collaboration to support effective student transitions and ensure continuity of learning


Ken Peacock (Principal Walkervale S.S.)

18/3/26




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

18/3/26


Sharon McMorrow (School Supervisor NCR)

19/03/26

WALKERVALE STATE SCHOOL 2026 Annual Implementation Plan

Engagement Priority:	Enable students to SHOW and TELL their next steps toward Educational Achievement through improvements in curriculum, learning, learner systems and habits (Linked to 2024-2027 Key Improvement Strategies No. 1, 2, 3, 4)			 Supporting red tape reduction in Queensland state schools				
Strategies (systems and habits) Reading Strengthen reading outcomes by implementing evidence-based practices (systems) aligned with the Department’s ‘Reading through the Australian Curriculum’ commitment ensuring consistent, high-quality instruction (habits) across all year levels. English and Maths Improve English and maths’ curriculum and pedagogy knowledge and engagement (systems) to inform and strengthen data-informed practices (habits) that lead to improved levels of achievement (A-C and AB) Science Implement the Australian Curriculum Version 9 Science (systems) with a focus on consistent teacher planning, clear learning intentions, and aligned assessment (habits) Data Strengthen the effective use of student data to inform teaching practices, (systems) ensuring targeted instruction that responds to learner needs and improves outcomes (habits)				Resources *Breakspeare Agile Leadership Program *School funded HODC position *SORD data *Data pivot table *Reference Texts *Curriculum Gateway *Promoting Literacy Development Program *Reading Portal				
Actions (Implemented using the ‘Breakspeare Agile Leadership Program’ including the 4Es Implementation Portfolio Mapping tool- EXPLORE, EXPERIMENT, EXPAND, EMBED) Promoting Literacy Development (PLD): Experiment and expand on the implementation of PLD’s evidence-based reading practices from prep to year 6 to align with the Department’s ‘Reading through the Aust Curriculum’ commitment Professional Learning Teams (PLT): Expand and embed PLT protocols, including Learning Walks and Talks, to strengthen collaborative practice and improve the quality and consistency of teaching Science: Explore and experiment with Australian Curriculum Version 9 science implementation Data Plan Expand and embed leader and teacher use of SORD Level of Achievement (LOA) data and data pivot table in combination with mid-term indicative LOA data and other Data Plan evidence				Artefacts *Agile Leadership tools *PLT calendar *LWTs process *Learning Walls *Data Plan *Student work and voice				
Measurable Outcomes (STUDENT IMPACT) 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).			Monitoring Green-on track Yellow-underway Red-yet to commence	<table border="1"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4
Term 1	Term 2	Term 3	Term 4					
Success Criteria	LEADERS and SYSTEMS Leaders can... use ‘Breakspeare Agile Leadership’ tools to expand and embed clear and consistent curriculum, teaching and learning systems, ensuring effective implementation across the school.	STAFF and HABITS Staff can... articulate how they are collaboratively using data to strengthen their curriculum, teaching and learning knowledge and practice to better engage students in their learning.	STUDENTS and ACHIEVEMENT (show & tell) Students can... demonstrate learning progress using the learning wall and their own work to explain the overview (purpose, audience, mode) of their work and the parts they are learning to both successfully reach and be successful (know, think, do) at their learning destination.					
Belonging Priority:	Enable students to SHOW and TELL their next steps toward Educational Achievement through improvements in multi-tiered support systems and habits (Linked to 2024 – 2027 Key Improvement Strategies No. 1, 2, 4, 5)			 Supporting red tape reduction in Queensland state schools				
Strategies (systems and habits) School Culture Develop intentional (systems) and daily (habits) that build connection, school culture and promote consistency and high expectations for learning and behaviour. Multi-Tiered Support Systems Improve student support (systems) using data-informed decision-making and consistent research-informed practices (habits) to ensure every student receives the right support at the right time Indigenous Families Strengthen Indigenous family voice and inclusion by co-design opportunities (systems) where cultural perspectives, community priorities, and shared decision-making shape teaching, learning, and school life (habits) Transitions Enhance transition processes (systems) to provide consistent, supportive pathways for students and families that build confidence, strengthen relationships (habits), and ensure continuity through each stage of schooling.				Resources *Breakspeare Agile Leadership Program *SORD data *Data pivot table *Reference Texts- Atomic Habits, Real Schools, Belonging in Schools *Curriculum Gateway *Classroom Management Hub				
Actions (Implemented using the ‘Breakspeare Agile Leadership Program’ including the 4Es Implementation Portfolio Mapping tool- EXPLORE, EXPERIMENT, EXPAND, EMBED) Dimensions of Belonging and Real Schools explore and experiment with practices that build school culture using ‘Real Schools’ and ‘Dimensions of Belonging’ frameworks to create safe, connected and purposeful learning environments PBL and Real Schools Explore and experiment with ‘Real Schools’ relational practices that complement Positive Behaviour for Learning (PBL) within our Multi-Tiered Systems of Support (MTSS) to support positive behaviour CEC and WRAP Experiment and expand on the role of the Community Education Counsellor (CEC) to build opportunities for collaboration with Indigenous families through the Reconciliation Action Plan (WRAP) Into, throughout and out of school transitions Expand and embed transition processes for students and families into ECDP and prep, throughout years 1-6 and into high school				Artefacts *Agile Leadership tools *MTSS Document *PBL minutes *Power BI pivot chats *Level of Engagement continuum *SPG documentation *WRAP *Dimensions of Belonging examples				
Measurable Outcomes (STUDENT IMPACT) Students achieve <u>above relative performance expectations</u> in attendance and School Disciplinary Absences with a reduced gap between Indigenous and Non-Indigenous students. 2026 School Opinion Survey ‘Common Items’ have a 90+% agreement rate for students, staff and parents			Monitoring Green-on track Yellow-underway Red-yet to commence	<table border="1"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4
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Success Criteria	LEADERS and SYSTEMS Leaders can... use ‘Breakspeare Agile Leadership’ tools to expand and embed clear and consistent school belonging systems and ensure their effective implementation across the school.	STAFF and HABITS Staff can... articulate how they are strengthening their school belonging habits to better engage students in their learning.	STUDENTS and ACHIEVEMENT (show & tell) Students can... demonstrate improved school belonging through improved attendance and behaviour and school opinion survey feedback					