



Walkervale State School

School Strategic Plan Review 2020 – 2023

2024 – 2027 School Strategic Plan Implementation

Equity and
Excellence

*Realising the potential
of every student*



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

APPROVAL/ENDORSEMENT PROCESS

A Review of the Strategic Plan 2020 – 2023 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2024 - 2027 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

Ken Peacock

Principal

22/02/24

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15 / 04 / 2024

TABLE OF CONTENTS

SECTION 1 Background	Page 3
SECTION 2 Purpose	Page 4
SECTION 3 Community Engagement and Governance	Page 5
SECTION 4 Vision and Values	Page 6
SECTION 5 Process	Page 7
SECTION 6 The School Context	Page 8
SECTION 7 Strategies <ul style="list-style-type: none">• Snapshot of previous review (2019)• Review of 2020 – 2023 Strategic Plan• Key Affirmations• Key Improvement Strategies	Page 8
SECTION 8 Methods of Evaluation	Page 9
SECTION 9 Targets	Page 11

SECTION 1

BACKGROUND

Background:

The School Strategic Plan is the school's succinct statement to our community about what the school wants to achieve in the future and how it plans to get there. Effective planning, reviewing, monitoring and reporting in all Queensland state schools helps ensure that our shared vision of promoting Excellence and Equity through all students achieving. The School Strategic Plan includes descriptions of:

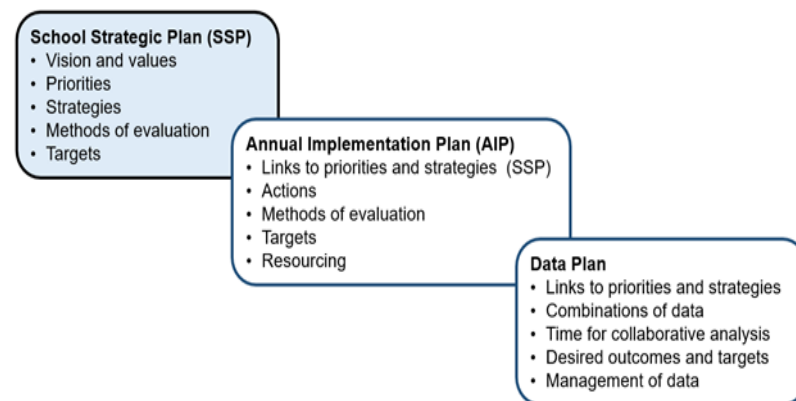
- the vision and purpose of education in our local context
- the values that students, staff and community are expected to demonstrate
- what the school is going to focus on over the next four years, with associated targets (this will include the explicit improvement agenda)
- how the school is doing this (strategies and resourcing).

Schools use the four guiding questions for planning, reviewing, monitoring and reporting to reflect on their planning:

- how are all students engaged and improving in their learning?
- how do we know?
- what adjustments are we making to ensure every student is improving in their learning?
- how do we know what is working?

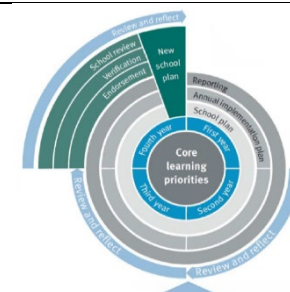
Effective strategic planning allows schools to identify the *right* work for the *right* time using the *right* resources for the *right* people. Schools develop and reflect on strategic planning as part of good decision-making practices and may also understand these processes in response to school reviews. Through the review process the Education and Improvement Branch provided valuable insights into our school planning as a critical friend.

The school improvement model guides us and provides valuable tools to continuously evaluate, over the next four years, how our key improvement strategies are impacting student learning.

School performance planning: School strategic plan

Purpose

All state schools develop a four-year plan (School Strategic Plan) to implement the strategic direction of the Department. The School Strategic Plan has a four-year outlook, which informs the Annual Improvement Plan (AIP). The School Strategic Plan is reviewed and updated annually to maintain currency and alignment. Every four years, schools review their plan in order to maintain an informed long-term strategic focus that reflects the priorities, initiatives and performance measures of the DoE Strategic Plan. Effective planning, reviewing, monitoring and reporting in all Queensland state schools helps ensure our shared commitment to Equity and Excellence – Every student realising their potential.



To achieve our vision of Equity and Excellence, we will focus on the following areas.



Equity and Excellence highlights our system commitment.

Preparing every student for life in a changing and global world.

Starting strong



Strengthening protective factors in the early years to improve outcomes and make a positive impact on young people's lives.

Building on foundations



Consolidating strong foundations for lifelong learning and nurturing confidence of students to thrive in their future schooling years.

On track for success



Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through junior secondary.

Ready for the future



Preparing every student for their future and supporting positive transitions from school onto their next steps into further education and employment.

SECTION 3

COMMUNITY ENGAGEMENT AND GOVERNANCE

Parent and community engagement in school decision-making encourages greater ownership of the school's vision and ensures local needs are reflected. This engagement connects and strengthens the ability of schools and families to support student learning, wellbeing and outcomes.

Local school governance over decision-making, accountability and student outcomes is strengthened through the inclusion of the broader school community. As a department we recognise the importance of good governance on school planning processes which are embedded in the State Schools Improvement Strategy, our school improvement model and hierarchy.

2020-2023 School Staff Belief Statement

WALKERVALE STATE SCHOOL BELIEF STATEMENT

I believe every student can achieve their own 'extraordinary'.

My purpose is to provide engaging, age appropriate teaching and learning for every student.
Early intervention and providing the right ongoing support will ensure every student can succeed.

My responsibility is to build a respectful, caring environment with high expectations and consistent boundaries, where students belong and feel safe.

I believe that strong staff collaboration, alignment, and precision enables every student to achieve their 'extraordinary'.



Walkervale State School Staff collaboratively designed our staff belief statement during the 2020 - 2023 quadrennium having researched and analysed the 'Shared Beliefs and Understanding' section of 'Clarity What matters most in learning, teaching and leading' by Lyn Sharrat.



2024 –2027 School Community Belief Statement

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

With the launch of 'Equity and Excellence' in 2023 we set about evolving the Walkervale State School staff belief statement into a collaborative shared Walkervale State School community belief statement.

Equity and Excellence

Realising the potential of every student

In 2024 – 2027 we will work to implement 'Equity and Excellence' in order to embed our belief statement.

SECTION 4

VISION AND VALUES

VISION AND VALUES –

Walkervale State School is a state primary school located in Bundaberg, Queensland.

The school community draws on students from local residential areas as well as from across Bundaberg. Our school caters for students in Prep - Year 6.

We also offer an Early Childhood Develop Program for pre-prep children. The large grounds are presented attractively with landscaped areas and a range of facilities. A school pool is utilised both for school lessons and lunchtime sport.

Our school believes in its vision that 'Together we Achieve the Extraordinary'. The school motto encourages all students to realise their potential in academic, cultural and sporting pursuits.

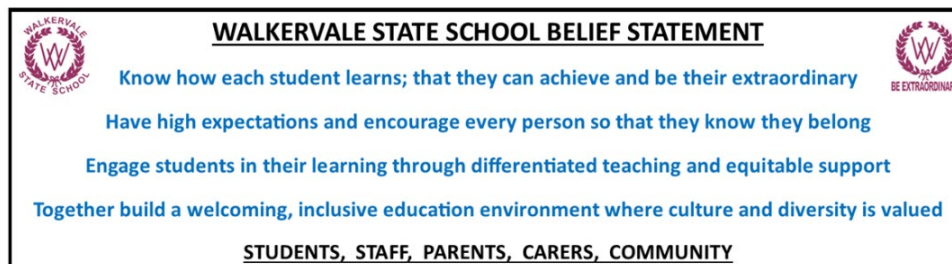
We support all Walkervale students to 'Be Extraordinary' in their own way.



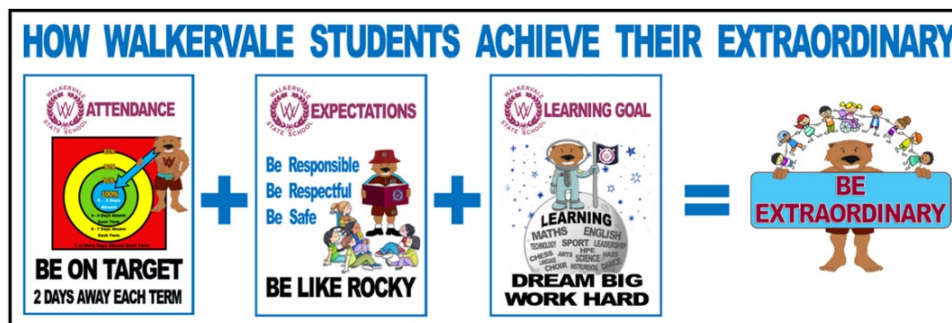
Walkervale State School's vision and values complement the strategic direction of the Queensland Department of Education. The department's Equity and Excellence strategy provides the focus, initiatives, priorities and support measures through which Walkervale SS beliefs can be embedded.



Implement 'Equity and Excellence' to embed our 'Belief Statement'.



Articulate priorities using concise language and visuals



Walkervale State School

School review conducted 20 to 22 March 2023

Every Queensland state school is reviewed by the Department of Education at least once every four years. School reviews provide important feedback to support schools in continuing to deliver quality education and improve learning outcomes for students.

Review highlights

- ✓ A school driven by a strong conviction to support every student
- ✓ Leaders and teachers supporting the vision of inspiring students to be extraordinary
- ✓ Leaders are passionate about providing equitable support for all classes based on need
- ✓ Ongoing collaborative curriculum planning and monitoring drives teaching and learning across the school



Consultation



Total of 129 interviews



10 community members and stakeholders



44 school staff



46 students



29 parents and carers

Each school review generates a number of key improvement strategies to inform continuous improvement in all state schools. The next steps are...

- ➡ Further develop data literacy of teachers and leaders to analyse student performance data to inform collegial conversations as part of Curriculum Collaboration Time focused on teaching and learning.
- ➡ Formalise professional learning processes to build support staff's understanding of the school's expectations aligned to classroom support practices and Australian Curriculum knowledge.
- ➡ Collaboratively develop agreed whole-school pedagogical strategies to enhance the impact of teaching practice on learning and engagement.
- ➡ Develop agreed processes and protocols for classroom observation and feedback, including opportunities to watch each other work, to build teacher capability and efficacy.
- ➡ Collaboratively review Positive Behaviour for Learning processes to embed consistency of practice and improve student attendance and engagement.

For more information about school reviews, go to www.schoolreviews.education.qld.gov.au

SECTION 6

THE SCHOOL CONTEXT

Indigenous land name (Traditional Owners): Taribelang Bunda, Bailai, Gurang, Gooreng Gooreng,

Education region: North Coast Region

Year levels: Prep to Year 6

Enrolment: 382

Indigenous enrolment percentage: 25.7%

Students with disability percentage: 35.3%

Index of Community Socio-Educational Advantage (ICSEA) value: 886

SECTION 7

STRATEGIES

The review of the 2020-2023 Walkervale School Strategic Plan included...

Snapshot of previous school review (2019)

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 **previous review** (2019) are...

- 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 highyield 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)

SUMMARY OF KEY AFFIRMATIONS FROM REVIEW

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.

KEY IMPROVEMENT STRATEGIES RESULTING FROM REVIEW

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.

SECTION 8

METHODS OF EVALUATION

Tools and resources the school will utilise to measure and monitor impact over the life of the plan.

School Improvement Hierarchy

The School Improvement Hierarchy (SIH) supports our school community to have conversations about what needs to happen next in our school's improvement journey.

The SIH consists of nine inter-related 'domains' of day-to-day activity. The domains do not cover every aspect of effective schooling, but they are our high value 'levers' on improvement which have been validated through a rigorous, national, research process.

The detailed descriptions for each SIH domain that appear on the National School Improvement Tool provide a common language for describing school actions.

Scanning and assessing a broad range of evidence against SIH domain descriptions may help collaborative inquiry teams to identify a range of specific problems of school practice that, if addressed, would make a significant difference to student outcomes.

The collaborative nature of these conversations will support wide ownership of improvement priorities and collectively commit school communities to action.

Inquiry

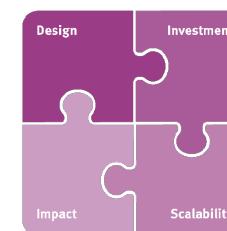
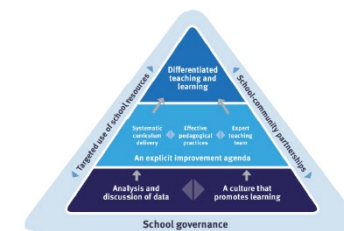
We support student outcomes when we intentionally collaborate through continuous cycles of inquiry. Understanding our impact means we more purposefully design, implement and review new approaches as part of an ongoing process. When learning through inquiry, focus on ensuring:

- group members' different strengths, skills and perspectives contribute to identifying, prioritising and addressing problems of practice
- approaches to improving student outcomes are implemented, monitored and reviewed to understand their effectiveness in responding to identified needs
- decisions and approaches are informed by evidence and are aligned to agreed frameworks and policies
- progress and outcomes are monitored and understood, and learnings are applied and shared.

Standards of Evidence

The Standards of Evidence can be used collaboratively in a variety of ways to help understand the impact we have on student learning by implementing evidence-informed initiatives. The Standards incorporate four dimensions — design, impact, scalability and investment. Each dimension contains five levels that indicate the relative strength of evidence. The Standards may be used:

- during planning to design new approaches (Scan and Assess, Prioritise, Develop and Plan)
- to evaluate actions already underway (Act)
- to calibrate (determine the quality of) evidence produced by undertaking new approaches (Review)
- to assess external evidence claims regarding the impact of third-party commercial programs and packages (Scan and Assess, Prioritise, Develop and Plan)
- to prepare to share practice-based evidence for the benefit of all Queensland state schools (Review).






SECTION 9

TARGETS

STRATEGIC OVERVIEW OF THE IMPLEMENTATION OF KEY STRATEGIES 2024 - 2027

Strategies, actions and resources, listed within each year's AIP, identify how improvement strategies within the School Strategic Plan are implemented, monitored and measured.

Focus Areas	Improvement Strategies for planning period 2024 – 2027 <i>Implementation Stages: P planning F finalise I implement O ongoing</i>	2024	2025	2026	2027
Educational Achievement  <p>Educational achievement</p> <p>Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:</p> <ul style="list-style-type: none"> • have a common goal that every student achieves at least one year of learning growth each year • have clear expectations for schools and help them to differentiate support so every student realises their potential. 	<p>Key Improvement Strategies:</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Other school improvement strategies:</p> <ul style="list-style-type: none"> • Collaboratively review and refine the data plan to ensure that data is meaningful, purposeful and interrogated systematically to inform classroom practice. (Domain 2) • Further develop the instructional leadership capability of all current and emerging leaders to ensure all are actively engaged in quality assuring curriculum delivery and pedagogical practices. (Domain 5) • Develop annual processes to monitor and review the Curriculum, Assessment and Reporting Plan (CARP) to ensure all students are receiving their entitlement to the AC. (Domain 6) • Embed the P-6 Curriculum Planning Model (P-6CPM) for all future multi-age classes to ensure that all classes experience the AC consistently and coherently. (Domain 6) • Provide opportunities for teachers to engage in moderating student work across year levels to deepen teachers' understanding of the sequence of learning in the AC. (Domain 6) 	I	I	O	O
		I	I	O	O
		P	F	I	O
		P	F	I	O
		I	I	O	O
		I	I	O	O
		P	F	I	I
		F	I	O	O

Focus Areas	Improvement Strategies for planning period 2024 – 2027 <i>Implementation Stages: P planning F finalise I implement O ongoing</i>	2024	2025	2026	2027
<u>Wellbeing and Engagement</u>  <p>Wellbeing and engagement</p> <p>Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:</p> <ul style="list-style-type: none"> • know each student and understand what works best for them • support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes. 	Link to Key Improvement Strategies: <p>Collaboratively review PBL processes to embed consistency of practice and improve student attendance and engagement. (Domain 3)</p> Link to other school improvement strategies: <ul style="list-style-type: none"> • Develop a whole-school succession plan for key staff to ensure a smooth transition within roles. (Domain 4) • Further develop the Professional Development (PD) plan to reflect Annual Performance Development Plan (APDP) needs of staff and school priorities. (Domain 5) • Develop formal processes to quality assure agreed pedagogies to provide effective feedback to teachers on pedagogical practice. (Domain 8) 	F	I	O	O
<u>Culture and Inclusion</u>  <p>Culture and inclusion</p> <p>The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:</p> <ul style="list-style-type: none"> • embrace diversity by creating welcoming, inclusive and accessible educational settings • value student, parent/carer, community and stakeholder voice in our approach to teaching and learning. 	Link to key improvement strategies: <p>Collaboratively develop agreed whole-school pedagogical strategies to enhance the impact of teaching practice on learning and engagement. (Domain 8)</p> Link to other school improvement strategies <ul style="list-style-type: none"> • Provide further opportunities for staff, community & student voice regarding how the school enacts its vision for a culture that promotes learning to build stronger ownership for, & alignment of, programs & practices. (Domain 3) • Further develop teacher capability in planning for Aboriginal and Torres Strait Islander Histories and Cultures across the curriculum to allow students to see themselves, their identities and cultures reflected in the curriculum. (Domain 6) • Deepen leader and staff knowledge and understanding of inclusive education to collaboratively develop a strong inclusion position statement that highlights the school's commitment and the attitudes, behaviours and practices that are valued so that they can be replicated by all community members. (Domain 7) • Develop transition partnerships and relationships between the Early Childhood Development Program (ECDP) and future school Prep staff to improve information and resource sharing and effectively support the needs of vulnerable students entering formal schooling. (Domain 9) 	F	I	I	O

Equity and Excellence in action:

School priorities



Educational achievement

Wellbeing and engagement

Culture and inclusion

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.

Our school priorities

Starting strong



Strengthening protective factors in the early years to improve outcomes and make a positive impact on young people's lives.

Students who attend school regularly, are engaged in the classroom and progress in their learning are more likely to have better outcomes across their schooling journey.

Our school priorities from kindy to Year 2 are:

- knowing each child and student's needs to support positive and confident transitions into and through school
- achievement in English and mathematics
- maximising learning days.

Building on foundations



Consolidating strong foundations for lifelong learning and nurturing confidence of students to thrive in their future schooling years.

Early learning experiences shape young minds and inspire them to become lifelong learners. Building, through upper primary, on the foundational literacy and numeracy skills established in early primary is critical for learning success.

Our school priorities in primary Years 3 to 6 are:

- knowing each student's needs through upper primary as they prepare to transition to junior secondary
- achievement in English and mathematics
- maximising learning days.

On track for success



Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through junior secondary.

Evidence tells us that maintaining engagement in learning in junior secondary is crucial to keeping students at school and moving onto their senior schooling years.

Our school priorities as students transition through junior secondary are:

- knowing each student's needs to support positive transitions into and through secondary school
- achievement in English and mathematics
- maximising learning days.

Ready for the future



Preparing every student for their future and supporting positive transitions from school onto their next steps into further education and employment.

Effectively planning and monitoring every student's learning pathway through their senior schooling and post-school destination keeps students on track to achieve successful outcomes.

Our school priorities in senior secondary are:

- supporting every student with a plan to stay on track to attainment and meaningful post-school pathways
- positive transitions and knowing the post-school destination of every student.

Our priority support measures

For **every** student in Prep to Year 2, we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For **every** student in middle and upper primary (Years 3 to 6), we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For **every** student in junior secondary (Years 7 to 9), we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For **every** student in senior secondary (Years 10 to 12), we will monitor:

- Year 10-12 retention
- QCE/QCIA attainment
- post-school destinations.

● Underpinned by curriculum, teaching and learning ●

● Embedding First Nations outcomes across every priority ●