

Walkamin State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Walkamin State School** from **14 to 15 October 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Bradley Clark

Internal reviewer, EIB (review chair)

Rachel Korst

Peer reviewer



1.2 School context

Location:	Wattle Street, Walkamin	
Education region:	Far North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	60	
Indigenous enrolment percentage:	13 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	10 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	14 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	949	
Year principal appointed:	2014	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, guidance officer, Business Manager (BM), four teachers, four teacher aides, eight students, two Parents and Citizens' Association (P&C) executive members and six parents.

Community and business groups:

- Wind Farm environmental scientist and local store owner.

Partner schools and other educational providers:

- Mareeba State High School principal.

Government and departmental representatives:

- Lead Principal and State member for Hill.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018–2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
School budget overview	Headline Indicators (October, 2020 release)
OneSchool	Curriculum planning documents
Professional learning plan 2021	School newsletters and website
School improvement targets	Student Code of Conduct
School data plan	School Opinion Survey
School based curriculum, assessment and reporting framework	School pedagogical framework and Shared Language About Pedagogy



2. Executive summary

2.1 Key findings

The principal and staff members describe their dedication to students and the school.

Staff share a deep sense of pride in the school and a commitment to continual improvement. The principal and staff discuss a strong commitment to improving learning and wellbeing outcomes for all learners. The principal encourages experienced teachers to take on leadership roles leading whole-school agendas.

Staff articulate the belief that all students are capable of learning successfully.

Teachers share a belief that they feel well supported to cater for the range of learning needs in their class. A teacher aide is allocated to each class and teachers share appreciation for the contribution teacher aides make in providing targeted support to students. Teacher aides know students' learning needs and staff comment that they play a key role in the school's approach to differentiation. Teacher aides discuss supporting students with disability, supporting students to engage in learning, and implementing targeted interventions.

Teachers describe providing feedback to students on their learning.

Students detail having weekly spelling goals, know their current reading level and the progress they have made. A whole-school focus on developing assessment-literate learners is yet to be apparent in the school's Explicit Improvement Agenda (EIA). Clear, documented expectations regarding how teachers make learning visible for students and a whole-school approach to promote student efficacy and ownership of their learning are emerging.

The principal discusses a range of emerging school improvement priorities.

The school details that the implementation of a synthetic phonics program, Positive Behaviour for Learning (PBL), moderation and embedding effective pedagogical practices are future priorities. Some staff articulate a requirement to strengthen their understanding of the research underpinning these approaches. Staff discuss a desire to develop a deeper understanding of the implementation process regarding these initiatives. A systematic approach to implementation across the school, associated targets and further capability building opportunities are yet to be articulated by the school.

The principal is encouraging experienced teachers to take on roles leading whole-school agendas.

The principal recognises the need to continually build leadership density and capability across the school. A senior teacher has taken responsibility for leading the PBL approach. This is a school priority as identified by the principal. The principal acknowledges that capability building to support this agenda is emerging with plans to expand classroom profiling and deepen staff knowledge of the Essential Skills for Classroom Management (ESCM). A synthetic phonics champion is leading the implementation of the synthetic phonics program.



A range of data sets provides teachers with information regarding student achievement at set points in time.

Staff discuss that they track students' reading on the literacy continuum to monitor progress, set learning goals and shape learning interventions. Teachers discuss that they closely examine individual progress to identify students who may require further consolidation or intervention. Some teachers share that they examine class snapshots of this data and adjust learning experiences accordingly. The use of data to feed into teacher-led action research cycles to promote a culture of self-evaluation is yet to be apparent. The principal discusses a desire to support teachers to enhance data literacy skills strengthening professional, reflective practice and refine teaching and learning experiences.

Teachers articulate that they develop year level plans and unit plans taking into consideration students' prior learning experiences and learning needs.

Teachers detail that they use Curriculum into the Classroom (C2C) as a resource to ensure alignment with the Australian Curriculum (AC). C2C assessment tasks and marking guides are used with some staff discussing ways that they are beginning to make modifications to these resources. A Quality Assurance (QA) process of these modified units to ensure validity and alignment to the AC is yet to be developed. A whole-school overview, including three levels of planning, mapping out the units of work across the school is yet to be apparent.

The tone of the school is positive and nurturing.

The school places a high priority on building and maintaining positive and caring relationships between staff, students and parents. Staff and community members express a belief that the principal is central to the culture of the school. Staff view parents and families as integral members of the school community and partners in learning. Staff articulate that morale is high. The principal is recognised as playing an integral role in creating and maintaining a high level of positivity, problem solving and ongoing support for staff and the community.

The school celebrates a range of partnerships with local community organisations.

The principal acknowledges that strong community connections are important to improving learning outcomes for students. Programs are currently supported by a wide range of local people and businesses including the local store, Costa Farms, the Wind Farm Project, local police, Tinaroo Environmental Education Centre (TEEC), cluster primary schools and the local paper. An active Parents and Citizens' Association (P&C) supports the school through fundraising and contributes to the enhancement of educational and physical resources. The P&C coordinates a number of fundraising events including cent sales, fetes, and the sale of icy cups. Larger resources such as the newly installed kitchen are a significant source of pride for the school and community.



2.2 Key improvement strategies

Collaboratively outline strategies, timelines and success indicators aligned to the implementation of EIA priorities that provide clarity for staff regarding their role, accountabilities and school direction.

Strengthen the instructional leadership capability of the principal and emerging leaders to lead systematic and sustainable approaches for driving an EIA.

Clearly define the key pedagogical approach, focused on building assessment-literate learners, and support the implementation and sustainability of practice through detailed documentation.

Collaboratively develop a process to support teachers to develop engaging, locally relevant units of work through documented three levels of planning.

Enhance staff members' data literacy skills to track student progress, identify next steps for teaching, and reflect on the effectiveness of their teaching practice.