

Walkamin State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Walkamin State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Far North Queensland Region
Year levels	Prep to Year 6
Enrolment	44
Aboriginal students and Torres Strait Islander students	4.5%
Students with disability	43%
Index of Community Socio-Educational Advantage (ICSEA) value	999

About the review

 <p>2 reviewers from 21 to 22 May 2025</p>	 <p>51 participants</p>	 <p>9 school staff</p>
 <p>23 students</p>	 <p>10 parents and carers</p>	 <p>9 community members and stakeholders</p>

Key improvement strategies


Domain 1: Driving an explicit improvement agenda
Collaboratively sharpen improvement planning, including precision in timelines, roles, accountabilities and measurable targets, to empower all staff in enacting the improvement agenda.

Domain 6: Leading systematic curriculum implementation
Systematically enact moderation processes throughout the teaching and learning sequence to inform next steps in teaching and learning and quality assure the teaching sequence.

Domain 8: Implementing effective pedagogical practices
Prioritise opportunities for leaders, teachers and teacher aides to discuss effective teaching practices to build a shared understanding and language about pedagogy.


Domain 5: Building an expert teaching team
Systematically enact capability development processes, including setting professional goals, to align staff professional learning to the Annual Implementation Plan.

Key affirmations




Staff speak proudly of the inclusive learning environment they have built, with students and their families describing a strong sense of belonging.

Students articulate how they advocate for each other’s needs, talking about accessibility and engagement for their peers. Staff, parents and students speak proudly of the diversity of abilities and cultures in the school, highlighting this diversity as a school strength. Staff emphasise positive, caring and trusting relationships with students and parents. Parents convey they feel welcome in the school and comment that staff are approachable, supportive and caring.




Parents highlight the student-centred approach to providing support based on individual student needs, with 100% of parents agreeing with the 2024 School Opinion Survey statement ‘This school works with me to support my child’s learning’.

Staff talk about how they get to know each child, understanding their readiness and interests. Parents praise staff for the support of their child, explaining staff ‘do anything they can’ to meet the needs of learners. Teachers discuss the value of using data to support students based on their individual needs. They talk about ‘what is making a difference’. Teachers refer to celebrating success of individual students, and implementing supports and adjustments.



Teachers value time working with the principal and colleagues, describing collaborative planning practices that build capability and confidence to deliver the curriculum.

Teachers appreciate the collegiality and support they provide each other in planning and enacting engaging learning experiences for students. They value opportunities to work with each other and learn from each other’s practice. Teachers praise time allocated to focus on curriculum and collaborate within and beyond the school. They highlight how cluster and school moderation at the planning stage contributes to curriculum capability development. The principal emphasises the experience, expertise and dedication of staff and how this positively impacts on learning success for students.



Students, staff and parents appreciate the range of learning experiences that engage students, promote connections and enhance wellbeing.

Staff, students and parents speak positively about the extensive range of co-curricular opportunities available, including project-based learning. Students talk about how they enjoy regular cooking and gardening activities. Staff describe the agency students have in advocating for interest-based learning opportunities. Parents, staff and community members value partnerships built through the small schools cluster. They highlight how these connections increase the range of social and learning opportunities for students, supporting their confidence and wellbeing.