



Chevallum State School

School annual report

Queensland state school reporting

2021



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School overview

Chevallum State School has approximately 490 students from Prep to Year 6. It is the only community building in Chevallum and its multi-age philosophy and practices attract families from all parts of the Sunshine Coast. Chevallum School is focussed on developing a community of learners. In a caring, inclusive climate children take responsibility and become autonomous learners. In the cooperative, multi-age grouped classrooms, continuity facilitates an individualised, child-responsive approach, making learning an enjoyable experience to be shared. All members of the community are actively involved. We aim to develop balanced individuals who can operate as an integral part of the community, having respect for and understanding of individual and cultural difference. Our efforts at Chevallum School are directed towards providing children with a creative, stimulating learning environment that will foster positive self-esteem, a desire to learn, the confidence to take risks and the skills and knowledge necessary to achieve their full potential as a life-long learner in an ever-changing world. At Chevallum State School we believe there is no such thing as an 'average' child, and are committed to the development of the whole child. We aim to provide a curriculum that is responsive to the needs of each individual student. In providing such a curriculum we have structured our multi-age classrooms to allow for more flexibility than is possible with traditional age grouping. Age appropriate play-based pedagogy is embedded in every Early Years classroom. The Australian Curriculum is delivered with a focus on intellectually rigorous, transdisciplinary curriculum, preparing learners for the 21st century. Chevallum State School's Responsible Behaviour Plan is underpinned by the Principles of Restorative Practice. Restorative Practice encourages students to learn social and emotional skills they will use throughout their lives such as: active listening, problem-solving, expressing emotion appropriately, developing personal awareness, empathy and taking responsibility. Our school follows the four Cs in our code of behaviour – Care for ourselves, Care for others, Care for our learning and Care for our environment. On 23rd September, 1921 Chevallum School, a one teacher school, was officially opened by Mr. J. Huxham, Minister for Public Instruction. With growing numbers the school was relocated to the current site in 1987. From small beginnings in 1921 Chevallum State School has grown to be a leading light in distinctive educational practices.



School progress towards its goals in 2021

Introduction

2021 was Chevallum State School's Centenary. I would like to acknowledge the Principals, staff and families who came before me over the past 100 years and paved the way with their hard work and dedication to the school. Chevallum in 2021 is a successful, vibrant community of learners attracting students and their families from all parts of the Sunshine Coast.

2021, due to continued COVID-19 restrictions, was another year of unprecedented change and disruption to education. However, Chevallum School, through various home learning platforms and unrelenting home support continued to experience student learning growth during this time. 2021 was another year of ongoing improvement, particularly in terms of curriculum development and learning. Our 2021 enrolment remained stable at 474, representing students from Prep to Year 6. Our multi-age philosophy provided a consistent, positive direction and foundation for learning, whilst fostering our rich differentiated curriculum. Enrolments were at capacity with an operational waiting list of parents eager to enrol their children throughout the year and into 2022.

Our newly endorsed 2021-2024 Strategic School Plan, based on the Chevallum State School's 2020 Quadrennial School Review, provided the 'blueprint' for quality education at Chevallum State School for the next four years. Our school has continued to hold firmly onto our fundamental values of inclusion, respectful relationships, empowerment, high expectations and integrity, placing a high priority on building positive, caring relationships; using research-based pedagogical practices and fostering a culture of continuous learning for all.

In 2021, Chevallum State School continued to place a priority on making the curriculum locally relevant and constructed student learning experiences that were accessible, engaging and challenging. The *New Pedagogies, Deep Learning* (NPDL) framework provided the big ideas and conceptual threads that underpinned our curriculum design and teaching and learning practices in 2021. Deep Learning develops the learning, creating and 'doing' dispositions that young people need to thrive now and in their futures. Based on inquiry, creativity and purpose, New Pedagogies are unleashing students' and teachers' energy and excitement in new learning partnerships. Teachers and students collaborated to make learning highly engaging and steeped in real-life problem solving. The NPDL framework provided scaffolding for the rich, rigorous work of our teachers in play-based learning in the Early Years and project-based learning in the middle and upper phases of our school.

In 2021, Chevallum State School's *Explicit Improvement Agenda* continued to place a sharp and narrow focus on Writing. Our improvement strategies, linked to the school's *Annual Improvement Plan* (AIP) included creating consistent school-wide instructional strategies, authentic assessment and feedback systems to ensure writing skills were developed in our students so they can respond to either spontaneous and/or planned demands for purposeful writing across all learning areas. 2021, saw a deeper understanding and knowledge of the Australian Curriculum - English and General Capabilities - Literacy by all teachers ensuring consistent practices in each classroom including daily writing practices, feedback processes to improve writing quality and differentiated learning.

Chevallum State School continued the implementation of our Instructional Leadership Model based on Dr Robert Marzano's researched-based pedagogical framework, the *New Art and Science of Teaching* (NASoT). The new framework shifts the focus of teaching practices onto the desired effects of student learning within the classroom, including metacognition, engagement and deep learning skills, whilst still positioning a lens over instructional strategies and pedagogical practices of teachers. Our Instructional Leadership model is a systematic way in which our school continues to build teacher capability, a central tenet to the delivery of high-quality curriculum and improved student learning outcomes (i.e. learners empowering learners).

It was a privilege to be the Principal in this Centenary year and be able to acknowledge the dedication and commitment of the current staff and P&C Association to the students of our school and the values we all share. I look forward with anticipation to the future and the role Chevallum State School will play in education as we journey into the next 100 years.

Linda Short

Principal



School Progress towards its goals in 2021

Goals	Strategies	Progress
<p>Successful Learners</p> <p><i>Implementation of Australian Curriculum</i></p> <p><i>Key literacy and numeracy strategies</i></p> <p><i>Differentiation strategies</i></p> <p><i>Data inquiry cycles</i></p>	<p><u>Australian Curriculum Priorities</u></p> <ul style="list-style-type: none"> • Full Implementation of all 8 key learning areas (planning, assessment and reporting) • Embedded <i>General Capabilities</i> and <i>Cross Curriculum Priorities</i> within unit planning. (i.e. conceptual threads to ensure authentic, purposeful, inquiry-based learning) • Australian Curriculum planning, based on <i>New Pedagogies Deep Learning</i> framework, providing an inquiry approach to learning • Maintain <i>Vertical Learning Teams</i> for key learning areas of English and Mathematics, to set and review 2022 priorities and resourcing. <p><u>Literacy Priority:</u></p> <ul style="list-style-type: none"> • Balanced whole school reading and writing programs • Sustained our shared understanding and pedagogical practice of reading and writing through identified models • Implementation of a whole school 3 tiered learning support model with a strong focus in Early Years oracy • HOD-C, LS:LaN and English and Mathematics key teachers to provide ongoing PD and support for teachers and teacher aides <p><u>Writing Priority</u></p> <ul style="list-style-type: none"> • Introduce whole school daily writing strategy within all Learning Areas • Establish consistent school-wide instructional writing strategies based on <i>Sheena Cameron</i> support structures and resources for writing • A focus on common assessment writing tasks and facilitated moderation across phases (Prep-Year 6) <p><u>Numeracy Priority:</u></p> <ul style="list-style-type: none"> • Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting. • Build teacher capacity to remediate key misconceptions through Mathematics collaborative planning, moderation and NASOT Instructional rounds <p><u>Differentiation Priority</u></p> <ul style="list-style-type: none"> • Implement strategies and programs to cater for the ability levels and optimal learning for all students • Embed differentiation strategies across all year levels enhanced by the refocus of the <i>General Capabilities</i> and <i>Cross Curriculum Priorities</i> <p><u>Moderation</u></p> <ul style="list-style-type: none"> • Continue to implement facilitated moderation processes across key learning areas (M1-4) <p><u>Professional Learning Teams</u></p> <ul style="list-style-type: none"> • Formal implementation of PLTs across learning phases to establish regular data inquiry to improve outcomes through curriculum, assessment and instructional strategies <p><u>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> • Develop a NAPLAN action plan strategy with a focus on Writing, Spelling and Numeracy. 	<ul style="list-style-type: none"> • Australian Curriculum - General Capabilities and Cross Curricular Priorities implemented into whole school planning framework 2021 • Implemented • Implemented • Vertical Key Learning Teams set and reviewed 2021 priorities. • <i>Investing for Success</i> (I4S) 2021 agreement implemented • 2021 Model provided intervention support to students at 3 different levels of need in response to individual data. viz. established and implemented • Implemented • Implemented • Ongoing • Implemented • Ongoing • Implemented • 2021 endorsed Individual Curriculum Plans (I.C.Ps) implemented • 2021 <i>Whole Phase Unit planning with a conceptual thread focus</i> • Implemented • PLTs implemented, 2021 focus on Writing • Implemented

<p>Quality Teaching <i>Instructional Leadership</i></p> <p><i>Professional Learning</i></p> <p><i>Coaching and mentoring</i></p>	<p><u>Professional Learning Teams</u></p> <ul style="list-style-type: none"> Formal implementation of <i>PLTs</i> across learning phases to establish data inquiry cycles Collaborative whole school and learning phase planning, assessment and moderation <p><u>NASOT Pedagogical Framework</u></p> <ul style="list-style-type: none"> 2021 ASOT focus – Reflecting on Learning (Question 1) Instructional Rounds, formal observations and ‘Coffee Clubs’ based on ASOT Question 1 to build staff capacity through professional feedback and deprivatised practice <p><u>Annual Developing Performance Framework</u></p> <ul style="list-style-type: none"> Staff <i>Annual Performance Development Plans</i> (APDPs) aligned with AITSL: National Professional Standards for Teachers as well as AIP and NASOT Pedagogical Framework <p><u>Core Curriculum</u></p> <ul style="list-style-type: none"> Induction of new staff - policies and procedures, multi-age, co-operative learning, inclusive education, Restorative Practices and New Pedagogies, Deep Learning Continue to adjust and refine the Chevallum State School core curriculum to meet the needs of emerging curriculum, pedagogies and technologies and system priorities. (2021: <i>Universal Design for Learning</i> - Loren Swancutt; <i>Restorative Practices</i> – Marg Thorsborne; <i>Proficiency Scales</i> – Janelle Wills; <i>Teaching Retelling Strategy in Reading and Writing</i> – Sheena Cameron) <p><u>Cognitive Coaching</u></p> <ul style="list-style-type: none"> Planning and review of individual 2021 APDPs facilitated by a Cognitive Coach 	<ul style="list-style-type: none"> PLTs implemented in 2017 and continued in 2018 - 2021 Implemented Implemented Implemented 2021 Plan and Review APDP process completed Implemented Implemented Implemented
<p>Local Decision Making <i>Community partnerships and community collaboration</i></p>	<p><u>Community Partnerships</u></p> <ul style="list-style-type: none"> Seek parent input regularly through forums, surveys, interviews Use multiple communication channels with parents e.g. Email, SMS through ID:ATTEND, telephone, web portal and letter, parent class reps Promote parent participation by providing opportunities for families to observe learning and celebrate student achievement through class culminating events <p><u>Student Attendance</u></p> <ul style="list-style-type: none"> Improve student attendance data through family and student support personnel and programs e.g. G.O. Youth Worker, Rock and Water, Peer Mediation Full implementation of same day absence electronic reporting (i.e. ID:ATTEND) <p><u>Parent Education</u></p> <ul style="list-style-type: none"> Build parent knowledge through <i>Parent Education</i> programs and workshops – Literacy, Numeracy and social/emotional development <p><u>Successful Transitions</u></p> <ul style="list-style-type: none"> Supporting successful transitions through pre-Prep liaison and new Prep orientation programs, parent information sessions and Pre-Prep Network Cluster meetings Establish school-based Playgroup 	<ul style="list-style-type: none"> 2021 budget priorities staff & parent electronic survey data Successful use of ICTs in parent communication High parent attendance for 2021 school and classroom events 2021 student attendance data 2021 Quality parent education programs well attended with positive feedback Close liaison with Pre-Prep providers in 2021 Well attended 2021 Prep orientation programs Implemented



2021 was a year for celebration, professional revitalization and community connectedness in continued unprecedented times in education.

A huge milestone was reached during 2021 – Chevallum State School celebrated its Centenary Year.

21-23rd October 2021 was set aside to highlight 100 years of education on the Sunshine Coast. Chevallum State School came from humble beginnings in 1921, starting with 12 students whose parents petitioned the State government to provide a locally accessible school. Today Chevallum State School has grown to be a successful, vibrant and nurturing school community of nearly 500 learners attracting students and their families from all across the Sunshine Coast. Centenary celebrations may have been restricted by COVID but not halted.

The commemoration of Chevallum State School's Centenary featured the following events: -

- Installation and an official opening of an outdoor learning space, commissioned by our P&C, featuring local artists' mosaic and clay art works depicting Chevallum State School's past, present and future.
- Launching of the Chevallum Centenary Book, *Chevallum – The First 100 Years*. The book was compiled by Kerri Day, former Chevallum parent and now staff member, after months of dedicated research. The book provides a window into the past and includes many personal anecdotes and a kaleidoscope of images.
- Compilation of materials for a time capsule from present students and staff to be opened for 125th Celebrations.
- Hosting of school tours of old and new Chevallum State School campuses.
- A special Centenary School Parade with invited guests including representatives from the State Government and Department of Education and former Principal Mrs Lyn Winch.
- Hosting a past staff, parent and student catered luncheon in the Lyn Winch Hall with speeches and recollections shared across the afternoon. The biggest highlight was a 97-year-old former Chevallum student gracing the event with her presence.
- Old School excursions attended by our Early and Middle phase students investigating how school life was a long time ago facilitated by Mrs Winch, Chevallum School Principal 1982-2015.
- Centenary Nostalgia Day for present students dressing up as a hundred-year-old or a student from 100 years ago while participating in learning experiences to understand schooling from a historical perspective.
- The student body learnt a traditional Chevallum school song from the nineties and a new school song was launched on the Centenary Parade by our Chevallum Community Choir.



Due to another year of COVID-19 restrictions, our 34th Strawbfest (for a second year) was transformed into the Great Strawberry Bonanza Take 2 - a four-week long series of fundraising events incorporating COVID safe practices. Our amazing parent community rose to the occasion led by the P&C's ingenuity, to create a unique, highly successful fundraising event. A special mention must be made of our local strawberry farmers and community partners (The Strawberry Growers Association), our local neighbours and businesses for their very generous support.

In Chevallum State School's one hundredth year it was a fitting time to honour the Twist Family who over three decades have generously supported our school community event, Strawbfest (the annual P&C fundraiser). Over the years, the Twists provided fields of strawberries for this special community event. Chevallum State School officially named the Senior Playground the *Twist Family Playground*.



In 2021, Chevallum State School's 2021-2024 Strategic Plan was endorsed by our P&C President, Kirsten Bowman, and Assistant Regional Director, Tony Roberts. Our Strategic Plan was based on the findings of the 2020 Chevallum State School quadrennial School Review. The Department of Education and Training's performance review provided independent and quality feedback by three independent reviewers on our current explicit improvement agenda. It was an excellent opportunity to share our practices with educators from outside of our school to confirm that Chevallum School is well-placed to provide a rich, rigorous and inclusive educational experience for our students now and into the future. We received very positive, constructive feedback including an in-depth analysis and recommendations for our future focus which were incorporated into our new 4-year strategic plan.

The key elements of the plan are: -

- Authentic child-centred learning catering for difference
- Multi-age cooperative learning structures
- Effective relationships – Family groupings providing 2-3 years of continuity
- Teachers as curriculum designers
- Professional Learning Community – collaborative culture
- Strong community partnerships

2021 saw the full implementation of *2020-2023 Chevallum Student Code of Conduct* which is underpinned by the *Principles of Restorative Practice*. *Restorative Practice* encourages students to learn social and emotional skills they will use throughout their lives such as: active listening, problem-solving, expressing emotions appropriately, developing personal awareness, empathy and taking responsibility.

All staff had access to and support from their colleagues creating a professional learning community that is valued by all.

2021 started with collaborative moderation days to refine school wide systematic delivery of the Australian Curriculum. These learnings created the basis for supporting teachers to align curriculum, pedagogy, assessment and reporting; and ensured consistency of teacher judgments and accuracy of reporting against the Australian Curriculum achievement standards.

Another aspect of the Chevallum professional learning community is the Pre-Service Teacher Education program. A high level of commitment is evident with over 10 Pre-Service students from 4 Australian Universities completing practicums and internships in our school. In 2021, Chevallum, for a second consecutive year, was unable to participate in the International pre-service programs involving the SUNY-Cortland program due to restrictions on international travel.

A high level of engagement in professional learning was evidenced. Major focuses included -

- Janelle Wills, Manzano New Art and Science of Teaching facilitator, presented a workshop to refine our whole school teaching and learning practice creating and using Proficiency Scales as a means to improve and track student learning outcomes. The workshop was aligned to our NASoT pedagogical framework and built on our Professional Learning Teams and Guaranteed and Viable Curriculum work with Gavin Grift, Collaborative Teams
- Chevallum SS hosted whole staff (teachers and teacher aides) workshops in Restorative Practices presented by Marg Thorsborne (N.B. Restorative Practices underpins our New Student Code of Conduct at Chevallum SS). Marg has a very practical, supportive approach to schooling and her emphasis is on building and maintaining healthy relationships.

- In 2021 COVID restrictions required many professional learning opportunities to be presented virtually. A whole teaching staff 1.5-hour virtual workshop, Universal Design for Learning (UDL) in Inclusive Classrooms – was presented by Loren Swancutt (Co-founder and National Convenor of the School Inclusion Network for Educators). The workshop was aimed at increasing the knowledge and skills for utilising the principles of UDL to design engaging and accessible curriculum in inclusive classrooms. Teachers also participated in a virtual literacy workshop, *Teaching Retelling Strategy in Reading and Writing* presented by Sheena Cameron and Louise Dempsey (*The Literacy Place*). The workshop was a practical guide for teachers to improve student writing quality through proofreading and recrafting strategies. Importance was also placed on sharing and celebrating student writing to make them feel like authors and to enhance their enjoyment of the writing process.
- NASOT (*The New Art and Science of Teaching*) was another major PD focus with an excess of 15 hours of dedicated school time provided through *Instructional Rounds* and *Formal Observations* for staff on this important pedagogical journey.
- WHS training continued to be a high priority e.g. 95% of all staff hold a current first aid certificate.

Investing for Success (I4S) was a major funding initiative of the government. The school received - \$170 321 for 2021. Evidence-based strategies were developed to respond to the needs of students and deliver improved outcomes.

Our strategy included:-

- Integrating the school's current professional learning framework being cognizant of NASoT pedagogical framework, phase team structures and *Early Years'* philosophy into a model that focuses on implementation of the school's quality literacy and numeracy plan with an emphasis on differentiation and responsive intervention.
- Intervention strategies and programs to support 3 different levels of need in response to individual achievement and diagnostic data via (1) whole school explicit teaching for all students - core program; (2) small group supplementary teaching and (3) intensive teaching in critical areas
- In depth focus on oral language with development of further intensive intervention programs, especially in early years
- Monitoring and researching programs to determine appropriate target groups and effectiveness of tailoring individual programs
- Provision of appropriate resources including HR to implement the above
- Provision of school-based Professional Learning for teachers, teacher aides and parents to support implemented programs and strategies both at home and school.

Students' welfare was well supported during another year of disruption by COVID with the continued employment of a school youth worker. The value added to student wellbeing has been considerable. Community choir, Rock and Water, peer mentoring, chess programs as well as of course, the pastoral care are just some of the programs implemented. All students have accessed at least one of the school youth worker programs. The state government has now committed to continue to fund schools with existing Youth Workers.

There is a high level of parent involvement at Chevallum State School which is valued by staff, students and parents. The Stephanie Alexander Kitchen/Garden project was once again an outstanding success in terms of community involvement, sustainable practices and student life-long learning. Our Parent Education was provided in a systematic, responsive way with programs addressing a range of content including curriculum information as well as topics of parent interest. 2021 parent workshop topics included literacy, numeracy and emotional resilience.

In the Music program, because of continued parent support, a substantial budget was expended in 2021 for the purchase of musical instruments to support all music programs. Due to COVID restrictions some of public performance opportunities were diminished. However, the *Music Specialist* teachers found other unique ways to enhance student musical experiences in 2021. Unfortunately, the Sunshine Coast Eisteddfod was cancelled due to a COVID lockdown. Our school community was entertained by concert performances including the Chevallum Recorder Concert in July and the Instrumental Music Showcase Concert in November. Finally, four of our senior instrumental students were invited to an advanced music camp, where they were provided with the opportunity to build on skills and knowledge through a series of musical workshops.

To complement our classroom music program, musical artists were invited into our school to perform. Our Early Years students experienced a live classical music performance from the Sunshine Coast Chambers Music Festival; the musical performance *Musica Viva In Schools* allowed all students to experience a culturally diverse ensemble; Troy Allen of Wadjiny, educated our students through indigenous dance, storytelling and music, and to add another layer of diversity, Coolum Primary Rock band entertained our students as a goodwill gesture between schools.



2021, also saw the continued success of the Year two Enrichment program in preparation for our students entering the Instrumental Music Program in Year three or four.

Music connected our school during the festive season to the local community with the Recorder Ensemble playing Christmas Carols in the Sundale Garden Village in Palmwoods.

The *Regional Readers Cup Challenge* returned in 2021 after being cancelled in 2020 due to COVID restrictions. Chevallum Readers Cup Team came second in a field of over 30 state and private school teams. Our Library staff the hosted the *Chevallum Readers' Cup*. Each House entered a team into the competition and followed the original format of the Readers' Cup Challenge. Gurooman were the winning house and now have their team name on the perpetual cup proudly displayed in the library.



Sustainability at Chevallum is evident through our curriculum delivery and our community programs. With our recycling program, alignment of the school assessment tasks, specific classroom activities and the Stephanie Alexander Garden /Kitchen program, sustainability is a key driver in these learnings and actions. The student kitchen and garden program inspires life-long learning of healthy eating and sustainable living. As a living example of the school's commitment to sustainability, Chevallum senior environmental students facilitate the composting program across the school. Our school is on a journey to become more sustainable. We want to reduce our waste and improve our waste management systems. The school's ethos is to become more resourceful and create disposal and recycling systems that are 'best practice' e.g. litter free lunchboxes and using dedicated bins for different types of waste. Our Year 6 Environmental Leaders were instrumental in promoting sustainable practice during 2021, firstly by delivering key environmental messages on a Special World Environment Day Parade, secondly by organising and facilitating the Schools Clean Up Day for the younger students and assisting with the termly permaculture garden stalls to raise funds for our Stephanie Alexander Garden program.



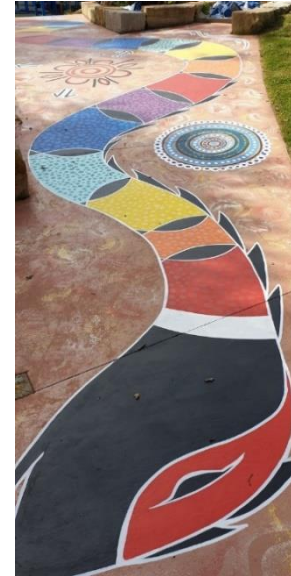
Other key environmental events across the year were the middle school's Pollinators Picnic during Australian Pollinator week where students and their parents were involved in a wild pollinator count in local areas to add to Australia's online database. Mr Barr, our teacher librarian and keen birdwatcher, and two Chevallum students took part in the Aussie Bird Count for 2021. A visiting WILVOS volunteer shared information about rescue, rehabilitation and release services on the Sunshine Coast with our middle school students.



In both music and sports, community groups that include a majority of Chevallum State School students continue to flourish. The Early Act group, Chevallum Community Choir, Recorder Ensemble, Chevallum Running Club and the Chevallum Netball Club. Sporting opportunities were also restricted in this COVID year. To expand the fun and participation level in sports, our students in 2021 participated in District Swimming, Chevallum District and Regional Cross Country, Chevallum Athletic Days – Junior and Senior, Mark West Cup/Paul Franklin Shield, Billy Moore 8-a-side Gala Day and the Swim (Years 2-4) and Surf (Year 5-6) Programs. To boost student interests in physical fitness the school hosted outside sporting groups who ran workshops and coaching clinics including Auskick AFL, North Coast Rugby League and Footsteps Dance Program. A special privilege for our Year 6 Sports Captains was being able to attend the official welcome home celebration for our Sunshine Coast Olympic and Paralympic athletes who participated in the Tokyo Olympics.



In facilities, major works development occurred and included a newly erected permanent shade cover over the Prep outdoor stage, new linkway for Family G, replacement of retaining walls near the tuckshop, repainting of our indigenous pathway in the Prep area, the Centenary reflection Circle and gardens to create better drainage and aesthetics in our grounds. P&C purchased new marquees with Chevallum branding for the purpose of sporting and community events and replaced goal post covers to ensure safety for all. Our ICT hardware was also updated and enhanced with the purchase of 24 new student laptops and 4 rechargeable storage cupboards. Our I4S budget afforded the purchase of many new sets of reading books and teaching materials to support literacy and numeracy.

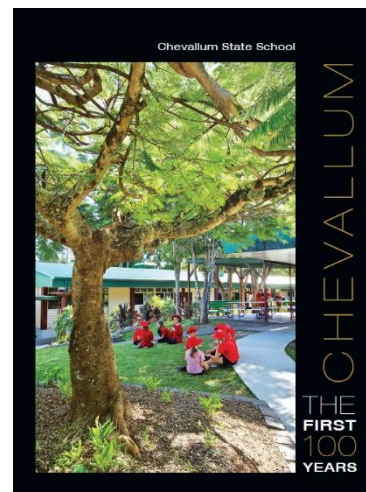


An enrolment management plan which ensures that we do not exceed our 497-student enrolment has been maintained for 2021. Our stability of student numbers across year levels has allowed forward planning for 2022-2023 in teaching staff allocation and class configurations.

In SummaryWhat a Great Year!

It's been a record year for awards and public recognition of the great work being done at Chevallum by staff, volunteers and students in a difficult year of restrictions and change. To recap in no particular order —

- Chevallum State School Centenary celebrations!



- Officially named the Senior Playground the *Twist Family Playground* in recognition of the Twist Family's three decades of generous support of our school community event Strawbfest
- The P&C's unique 2021 COVID safe fundraiser, ***The Great Strawberry Bonanza*** – a huge success in terms of community participation and celebration during restriction

- An Early Years' excursion to *Strawberry Fields* to keep the link from paddock to plate



- Highly engaging and successful Chevallum Home Learning program delivered through age-appropriate digital platforms during the COVID-19 school closure
- Past student successes are celebrated each year. Once again an ex-Chevallum student, was elected to a school leadership position, this time at Burnside State High. Many students from a wide cross section of schools feature in award ceremonies which we publish each year and congratulate all students.
- Chevallum EarlyAct club along with the whole Chevallum community raised over \$12 000 for the Day for Daniel FUNraiser
- Indigenous students and Year Six leaders presented a special NAIDOC parade with special guest Ezekiel Davis from the Mooloolah River, Sunshine Coast-Gubbi Gubbi country.
- Virtual celebration of Chevallum Science Week (Food: Different by Design) through a class based culminating day of STEAM focused activities.
- Book Week (Old Worlds, New Worlds, Other Worlds) celebrations including a book character parade



- Chevallum Early Act Club presented at the *Early Act Conference* held at Caboolture
- Flynn Jackson, 2020 Year 6 student, was presented with a special award for Public Speaking by Mr Rob Skelton, our current State Member for Nicklin, for the most inspiring speech of the 2020 Graduation night.



- Class culminating events return in 2021 – celebrating a Unit of Learning with parents and the community.



School context

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2021 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2019	2020	2021	2019	2020	2021
Prep Year	73	70	70	71	66	70
Year 1	76	72	69	75	72	70
Year 2	62	73	69	64	76	69
Year 3	62	72	74	62	75	72
Year 4	64	57	71	62	57	70
Year 5	69	65	59	69	65	59
Year 6	67	64	62	66	63	61
Total	473	473	474	469	474	471

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Year Levels	2019	2020	2021
Prep – Year 3	24	24	23
Year 4 – Year 6	23	23	24

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Future outlook

Chevallum State School's improvement priorities for 2021 are in the priority areas of *Successful Students* and *Quality Teaching*. The 2021 Explicit Improvement will have a continued sharp and narrow focus on writing in order to establish a school-wide model of best writing practice whilst building student writing stamina and confidence. 2021 will also see a continuation of the targeted 2020 areas of Mathematics and Attendance.

Strategy 1 Writing

(2021 Targets: 80% all students Prep -Year 6 at or above C grade in English; 20% students in U2B in Writing, Spelling, Punctuation and Grammar)

- Regular refocus of instructional strategies to ensure consistent school-wide practices
- Sustain a collaborative culture
- Sustain a trained team of Cognitive Coaches to mentor and support teachers in developing their professional practice
- Build staff capability through implementation of a whole school Art and Science of Teaching Pedagogical framework
- Develop data literacy through Professional Learning Teams
- Maintain authentic assessment practices and feedback systems
- Deliver oral language activities that target **phonological and phonemic awareness**
- Develop and promote parent education programs to support student learning
- Facilitate effective communication between school and community
- Promote school events and profile through a public relations communication strategy

Strategy 2 Numeracy (Mathematics)

(2021 Targets: 80% all students P-Year 6 at or above C grade in Mathematics; 20% students in U2B in Numeracy)

- Develop data literacy through phase and teaching teams
- Maintain authentic assessment practices and feedback systems

Strategy 3: Attendance

(2021 Targets: 93% student attendance)

- Maintain a safe and supportive school environment under-pinned by the principles of Restorative Practices
- Enact a proactive Attendance Policy
- Introduce Chevallum SS's New Student Code of Behaviour
- Introduce and enact a Chevallum SS Student Health and Wellbeing Framework



Characteristics of the Student Body

Chevallum State School is a co-educational school of 490 students from Prep to Year 6. It is the only community building in Chevallum and its multi-age philosophy and practices attracts families from all parts of the Sunshine Coast. 90% of the student population do not live in the school catchment area and most travel past at least two schools to attend Chevallum. Chevallum is focused on developing a community of learners.

In our caring, inclusive climate children take responsibility for their own learning and become autonomous learners. In the cooperative, family grouped classrooms, continuity facilitates an individualised, child-centred approach, making learning an enjoyable experience to be shared. All members of the community are actively involved. We aim to develop balanced individuals who can operate as an integral part of the community, having respect for and understanding of individual and cultural difference.

In our multi-age co-operative classrooms, the average class size is 23 in Prep-Year 3 and 25 in Year 4-6. Chevallum is a semi-rural area; the school is the only public building in Chevallum. In the last three years, 2019-2021 there has been continual demand for enrolment places across the school. We have a waiting list system, with an enrolment cap in the Prep year level of 75 students. It is anticipated that this demand will continue. This prediction is based on the number of Prep enrolments on waiting lists for the period from 2022-2025. The school does very little advertising in the media so the parents find out about the school from others or our website. They come because of the way in which we implement our philosophy of catering for the individual learning needs of our children in a multi-age structure.

Diversity is valued in all classrooms and throughout the school. Our school's inclusive practices mean that we attract students at various developmental stages. We have a very successful Special Education Program (SEP) which supports 13% of our students. All our SEP students are fully included in our classrooms. Our students also represent a diverse number of nationalities, including Japanese, Spanish, Mexican, Maltese, Portuguese, German, French and Filipino. 4% of our students are indigenous. Our multi-age practices foster leadership skills in all students. Our Year six student leadership program sees all students in a role. From ambassadors to sports, environmental and cultural captains, Early Act office bearers, library leaders and peer mediators, there are many leadership opportunities for every child, enabling them to maximise their individual skills and talents. The effect of these leadership opportunities can be seen in the number of School Captains our small cohort of exiting students produces in high schools across the Sunshine Coast. Every year for the last 25 years there has been at least one high school captain in a state or private school who graduated from Chevallum.

Our approach to curriculum delivery

Our distinctive curriculum offerings -

- *Curriculum is defined as all the experiences a child has at school. This includes the formal and the hidden curriculum. Chevallum School community understands that our learning outcomes are dependent upon the successful integration of our values and beliefs with best practice in learning and teaching.*
- *Our emphasis on catering for individual learning needs means that children are offered individual and developmentally appropriate programs in Literacy and Numeracy.*
- All teaching and learning is underpinned by the Australian Curriculum and occurs within a multi-age context with the focus being on developing deep learning capabilities including creativity, communication, critical thinking, character, collaboration and citizenship. (New Pedagogies, Deep Learning)
- Our values and beliefs as stated in our Strategic Plan (2021-2024) are an integral component of our school curriculum planning.
- Inclusive curriculum practices reflect our values and beliefs.
- Distinctive curriculum offerings include:
 - Futures orientated curriculum – New Pedagogies Deep Learning Project
 - Inquiry-based learning
 - Cooperative learning strategies
 - Habits of Mind
 - Restorative Practices
 - Early Childhood Practice influenced by the Reggio Emilia philosophy, Play-based learning and Age Appropriate Pedagogies
 - LOTE Italian – Prep-Year 6
 - Learning support programs
 - Student leadership programs
 - Student wellbeing programs – Rock and Water, student leadership programs, Youth Worker programs
 - Sports and physical fitness programs – perceptual motor program, class Physical Education Program and Sporting program
 - The Arts with a major focus on Music including an enrichment music program for all Year 2 students
 - Sustainability programs – Stephanie Alexander Kitchen/Garden Program (Year 4-6), composting, worm farm, native bees
 - ICTs as an integral part of our curriculum

Chevallum Co-curricular activities

<p><i>Community Service Clubs</i></p> <ul style="list-style-type: none"> • Early Act <ul style="list-style-type: none"> ✓ Rotary State Conference ✓ Day for Daniel – National fundraiser ✓ Story Dogs – Local fundraiser <p><i>Competitions</i></p> <ul style="list-style-type: none"> • Chevallum Readers Cup • Regional Readers Cup • Sunshine Coast Junior Eisteddfod – cancelled COVID • Year 3-6 Australian Maths Competition • QTMA Year 5/6 Mathematics Quiz • Bebras - CSIRO computational thinking challenge • Queensland Science Contest – STAQ 2021 • Mooloolaba Rotary Writing competition • Hosted Regional Maths Competition <p><i>Leadership</i></p> <ul style="list-style-type: none"> • Early Act • International Women's Day MT – female ambassadors • Rock and Water • Schools Clean Up Day • Student Support Tutor Program • Peer Mentoring Program • High School Transition Days – Burnside <ul style="list-style-type: none"> • Leadership Programs <ul style="list-style-type: none"> • Year 6 Leadership Camp • Year 6 leadership <ul style="list-style-type: none"> • Ambassadors • Cultural Leaders • Sports Leaders • Environmental Leaders • Library Leaders <p><i>The Arts</i></p> <ul style="list-style-type: none"> • Chevallum Community Choir • Year 2 Music Enrichment Program • Instrumental Music Programs – Strings and Wind/Percussion • Instrumental Music Concert • Chevallum Recorder band • Indigenous presentation – dance, storytelling and music (Troy Allen of Wadjiny) • Musica Viva • Voices on the Coast Literacy Festival – virtual • Sunshine Coast Chamber Music Festival - visit Early Years • Advanced Music Camp for senior students • Coolool Primary Rock Band visit <p><i>The Environment/sustainability</i></p> <ul style="list-style-type: none"> • Stephanie Alexander teaching kitchen and garden program (Year 4-6) • Chevallum Kitchen Garden termly stalls • The Aussie Bird Count • Pollinator Picnic – Middle Phase 	<p><i>Sport – restricted due to COVID-19</i></p> <p><i>District</i></p> <ul style="list-style-type: none"> • Swimming • Cross Country • Athletics • Soccer – Charli Finnis <p><i>Regional</i></p> <ul style="list-style-type: none"> • Cross Country – Annja Croft • Hockey – Nathan Boniface (Sunshine Coast U11) <p><i>State</i></p> <ul style="list-style-type: none"> • Surf Life Saving – Annja Croft (bronze U12 relay) <p><i>School</i></p> <ul style="list-style-type: none"> • Chevallum Cross Country • Junior and Senior Sports days • Chevallum Netball Club <p><i>Other school sports</i></p> <ul style="list-style-type: none"> • Mark West Cup/Paul Franklin Shield • Year 5 and 6 Rugby League, Billy Moore 8-a-side Gala Day • Auskick Lessons (P-Year 4) • NRL coaching sessions (p-Year 6) • Footsteps Dance Program (Year 2-Year 4) • Surf Program • Swimming Program • Running Club <p><i>Other</i></p> <ul style="list-style-type: none"> • Camps <ul style="list-style-type: none"> ○ Year Six Leadership 2-day camp at Alex Conference Centre Camp Alexander Headlands (70 students) ○ Upper school QCCC Mapleton Camp (150 students) ○ Middle school Luther Heights, Coolool (200 Students) - cancelled due to COVID restrictions • Incursions/ Excursions <ul style="list-style-type: none"> ○ Water wise Show, Old Chevallum School, Maleny Dairy and township, Fire Safety Visit, McMartin's Strawberry Farm, Virtual Science Show, Sunshine Coast Environmental Education Centre interactive workshops, Maroochydhore Regional Bushland Botanic Gardens, Bug Incursion, Wilvos visit • Sports Captains Welcome Home our Sunshine Coast Olympians and Paralympians • Schools Clean Up Australian Day • Chess Club • Story Dogs Reading Program • World of Maths (Prep-Year 6) • Science Week • Life Education Year 5 and 6 Program • Special Parades <ul style="list-style-type: none"> ○ Centenary Parade ○ Year 6 Investiture ○ ANZAC Parade ○ Early Years Easter Parade ○ Book Week ○ World Environment Day ○ NAIDOC ○ Remembrance Day
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How information and communication technologies are used to assist learning

Chevallum State School is committed to improving student learning outcomes through integrating ICT into the curriculum. The implementation of our futures orientated curriculum requires the ongoing development of teacher ICT skills and transformative practice. Our professional learning is characterised by a balance of "just-in-time" learning and planned programs that meet individual teacher's needs so that all teachers have an e-Learning vision where they reflect on their own practice, stay digitally connected and act in order to transform digital pedagogy and culture.

Student and teacher access to ICT hardware is a major priority and reflected in our budget. All co-operative classrooms have digital whiteboards/Smart T.V.s and a maximum ratio of 1:5 student /computer (laptops and PCs) access. Other digital technologies such as iPads, EV3s, WeDo 2.0 and Bee-Bots are used to support learning.

Even though we believe that "Putting a mouse in a Prep student's hand is just as important as putting a pencil", the focus is about how to use technology efficiently and effectively to support learning and teaching.



Social climate

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

Chevallum State School's Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Our school strives to be a happy and safe place - a supportive school environment in which individual differences are acknowledged and valued, and in which each student, staff member and parent feels safe and happy.



Our inclusive curriculum and practices based on the principles of Restorative Practices support positive relationships which are an important part of our learning community. There is a focus on student self-management and personal responsibility within an interdependent learning environment. Our Student Code of Behaviour reflects these values and practices. Specific strategies to address bullying are underpinned by proactive programs across the school such as our Structured Play Program, Circle Time and the Rock and Water program. Other strategies include formal and informal Restorative Practices conferences.

All teaching staff are trained in Restorative Practices ensuring a consistent and caring approach to supporting and maintaining student and staff well-being. Our Youth Worker and Guidance Officer are an integral part of the student well-being support team offering added pastoral care.

Parent and community engagement

Our approach to engaging with parents and the community is aligned to the department's Parent and Community Engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes.

There are a number of strategies used to involve parents in their child's education.

These include:

- Open Door Policy to all classrooms
- Weekly class appointment times for parents to access when required
- Parent volunteers in classrooms
- Parents and community members who provide specific expertise in school and integrated tasks
- Inclusion in decision making at various levels through:
 - ✓ Classroom Parent Representatives Forum
 - ✓ Parents and Citizens Association
 - ✓ P&C businesses including Café, Uniform shop, WOOSH (after/before school care)
- ✓ Stephanie Alexander Kitchen/ Garden project volunteers
- ✓ Communication is also enhanced through these strategies. There are also written communication processes including school website, regular emailed school and class newsletters to parents/carers.

Formal activities include:

- Information sessions on Supporting Student Literacy and Numeracy, Parenting, Emotional intelligence; Supporting Students with Special Needs; Role of play in learning, Assessment and Reporting practices in Early Childhood.
- Class parent information nights and morning teas
- Formal Parent/Teacher Interviews
- Parades

Informal activities include:

- All end of Unit Task culminating presentations and events. There is on average 90% parent response to these presentations and class evening incursions.



Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 health emergency, the annual school opinion surveys of students, teachers and staff were not administered in 2020. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2019	2020	2021
This is a good school.	98.7%		97.4%
My child likes being at this school. ²	98.7%		95.7%
My child feels safe at this school. ²	98.7%		94.0%
My child's learning needs are being met at this school. ²	96.2%		92.9%
My child is making good progress at this school. ²	94.9%		95.6%
Teachers at this school expect my child to do his or her best. ²	96.2%		99.1%
Teachers at this school provide my child with useful feedback about his or her school work. ²	94.8%		97.2%
Teachers at this school motivate my child to learn. ²	97.4%		95.7%
Teachers at this school treat students fairly. ²	94.9%		95.7%
I can talk to my child's teachers about my concerns. ²	96.2%		98.2%
This school works with me to support my child's learning. ²	94.9%		95.6%
This school takes parents' opinions seriously. ²	93.6%		86.4%
Student behaviour is well managed at this school. ²	94.9%		87.9%
This school looks for ways to improve. ²	98.7%		92.8%
This school is well maintained. ²	96.2%		95.6%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2019	2020	2021
I like being at my school. ²	91.3%		85.6%
I feel safe at my school. ²	96.5%		92.7%
My teachers motivate me to learn. ²	95.6%		94.5%
My teachers expect me to do my best. ²	97.4%		100.0%
My teachers provide me with useful feedback about my school work. ²	89.6%		91.9%
Teachers at my school treat students fairly. ²	91.3%		91.0%
I can talk to my teachers about my concerns. ²	84.2%		75.7%
My school takes students' opinions seriously. ²	89.6%		86.5%
Student behaviour is well managed at my school. ²	80.9%		85.3%
My school looks for ways to improve. ²	94.7%		92.7%
My school is well maintained. ²	96.5%		95.5%
My school gives me opportunities to do interesting things. ²	97.4%		96.4%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2019	2020	2021
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	92.3%		100.0%
I enjoy working at this school. ²	100.0%		100.0%
I feel this school is a safe place in which to work. ²	100.0%		100.0%
I receive useful feedback about my work at this school. ²	100.0%		100.0%
Students are encouraged to do their best at this school. ²	100.0%		100.0%
Students are treated fairly at this school. ²	100.0%		100.0%
Student behaviour is well managed at this school. ²	100.0%		97.7%
Staff are well supported at this school. ²	94.9%		100.0%
This school takes staff opinions seriously. ²	94.7%		100.0%
This school looks for ways to improve. ²	97.4%		100.0%
This school is well maintained. ²	100.0%		100.0%
This school gives me opportunities to do interesting things. ²	100.0%		100.0%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.
3. DW = Data withheld to ensure confidentiality.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

School disciplinary absences**Table 6: Count of school disciplinary absences at this school**

Type of school disciplinary absence	2019	2020	2021
Short suspension	5	3	6
Long suspension	0	0	0
Exclusion	0	0	0
Total	5	3	6

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.



School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



A screenshot of the My School search interface. It features a search bar on the left with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

3. Click on *View School Profile* to access the school's profile.

[View School Profile](#)

4. Click on *Finances* and select the appropriate year to view school financial information.



A screenshot of the My School navigation menu. The menu items are: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark red background.



Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Headcount	41	42	42	24	25	25	<5	<5	<5
FTE	35	36	36	16	16	16	<5	<5	<5

Notes

- Teaching staff includes school leaders.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- FTE = full-time equivalent

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and other years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2019	2020	2021
Overall attendance rate for students at this school	91%	90%	91%

Notes

- The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
- Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2019	2020	2021
Prep Year	90%	91%	91%
Year 1	91%	90%	92%
Year 2	91%	91%	90%
Year 3	92%	90%	91%
Year 4	92%	89%	91%
Year 5	90%	91%	90%
Year 6	90%	89%	90%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The image shows a search interface with a text input field labeled "Search by school name or suburb". To the right are three dropdown menus labeled "School sector", "School type", and "State", followed by a magnifying glass search icon.

3. Click on *View School Profile* of the appropriate school to access the school's profile.



A rectangular button with a red border and the text "View School Profile" in red.

4. Click on *NAPLAN* and select a year to view school NAPLAN information.



The image shows a horizontal navigation menu with several items: "School profile", "NAPLAN" (which is highlighted with a white background and a red border), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

Notes

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.