

CHEVALLUM STATE SCHOOL SCHOOL STRATEGIC PLAN

<p>School profile</p> <p>Chevallum State School opened its doors in 1921 and currently serves nearly 500 students, from Prep to Year 6. Nestled in beautifully landscaped grounds amidst strawberry fields, the school is centrally located to serve the communities of Chevallum, Palmwoods, and Eudlo. Students also travel from surrounding areas, including Beerwah, Kawana, Mooloolah, and Nambour, to attend.</p> <p>At Chevallum State School, we believe that every child is unique, and we are dedicated to helping each student reach their full potential. Our approach is to offer a curriculum that caters to the individual needs of every student. To support this, we have organised our classrooms to allow greater flexibility than traditional age-based grouping and prioritise inclusion for all students. We have adopted the Australian Curriculum V9, which is a government initiative which prepares learners for the challenges of an ever-changing environment. This trans-disciplinary curriculum addresses emerging student identities, new economic realities, evolving workplaces, advances in technology, diverse communities, and complex cultures.</p> <p>Our school is committed to being a welcoming and safe environment where individual differences are recognized and celebrated. We strive to create a supportive space where every student feels secure and valued.</p> <p>Chevallum State School’s motto is “Individuals Learning Together”, and we work to live by this in all that we do. We hope that you will experience this commitment during your time with us.</p>	<p>Vision</p> <p>Our students will achieve outcomes that reflect their capabilities and potential. We will achieve this through our teachers' deep understanding of the Australian Curriculum and their expertise in enacting teaching practices that respond to the learning needs of their students.</p> <p>Our students will engage in a culture that promotes belonging, community, sense of identity and collaboration. Students are supported to build in strategies, resilience and self-regulation. They are supported to take risks and build on restorative practices.</p>
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Wellbeing and engagement



Culture and inclusion



<p>School review key improvement strategies</p> <p>Domain 1: Driving an explicit improvement agenda Strengthen leaders’ instructional leadership practices to foster collective accountability for continuous improvement in curriculum design and teaching and learning across the school.</p> <p>Domain 2: Analysing and discussing data Refine processes for consistent collection, analysis and discussion of data including monitoring strategies to enhance student feedback and inform next steps for differentiation, and focused and intensive teaching.</p> <p>Domain 6: Leading systematic curriculum implementation Sharpen moderation processes, including with other schools to support alignment of curriculum with teaching and ensure consistent judgements and accurate reporting against the achievement standards.</p> <p>Domain 5: Building an expert teaching team Broaden processes for teaching staff to engage in professional networks, within and beyond the school, to learn from each other’s practices.</p> <p>Domain 6: Leading systematic curriculum implementation Collaboratively align school contextual structures and the whole school plan for curriculum implementation with system requirements to ensure every student accesses their entitlement to learning in a multi -age context.</p>	<p>The following priorities have been identified for the next four years, informed by the latest school review findings and analysis of school performance data. These priorities align directly with the school review improvement strategies and reflect the local context of .</p> <p>School priority 1: Educational Achievement (Explicit Improvement Agenda & Curriculum Alignment)</p> <p>Strengthen a whole-school culture of high expectations and continuous improvement through a clearly articulated and enacted Explicit Improvement Agenda (EIA). This includes aligning curriculum, assessment and reporting practices (AC V9) to ensure consistent, high-quality teaching and improved student outcomes, particularly for priority groups and high-achieving students.</p> <p>Linked Review Strategies:</p> <ul style="list-style-type: none"> Domain 1: Driving an explicit improvement agenda Domain 6: Leading systematic curriculum implementation <p>School priority 2: Wellbeing and Engagement (Consistent Whole-School Systems)</p> <p>Develop and embed a consistent, whole-school approach to behaviour, engagement and wellbeing that supports every student to feel safe, connected and ready to learn. This includes strengthening restorative practices, tiered supports and staff capability to create predictable, inclusive and supportive learning environments.</p> <p>Linked Review Strategies:</p> <ul style="list-style-type: none"> Domain 5: Building an expert teaching team Domain 1: Driving an explicit improvement agenda
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School priority 1:

Educational Achievement

Strengthen a whole-school culture of high expectations and continuous improvement through a clearly articulated and enacted Explicit Improvement Agenda (EIA). This includes aligning curriculum, assessment and reporting practices (AC V9) to ensure consistent, high-quality teaching and improved student outcomes, particularly for priority groups and high-achieving students.



Strategies

Strategy 1:

Collaboratively refine and communicate the explicit improvement agenda (EIA) to ensure shared responsibility and accountability for the strategic direction, with a strong emphasis on priority groups aimed at elevating the proportion of students achieving '>C' levels by systematically monitoring progress towards ambitious school-wide and classroom-specific goals.

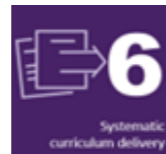


Actions:

- Establish and sustain a consistent evidence based approach to reading across the school aligned to literacy through the AC V9.
- Enable a deep understanding and effective implementation of the K-12 Framework among school leaders and staff through targeted professional learning, fostering a culture of collaboration and shared practices.
- Systematically implement quality-assured assessment practices aligned to the Australian Curriculum V9 to evaluate students' progress and understanding, safeguarding a high-quality learning environment.

Strategy 2:

Review and quality assure the school's Curriculum, Assessment and Reporting Framework (CARF) to ensure the 3 levels of planning are aligned vertically, horizontally and to the Australian Curriculum Version 9 (AC V9) and accessible to all teachers.



Actions:

- Deepen AC knowledge and assessment literacy of all staff through strengthening the enactment of the moderation cycle with a particular focus on 'before' and 'during' moderation and including external moderation to ensure teacher and student clarity of discernible differences for A' and 'B' Level of Achievement (LOA) and consistent teacher judgements.
- Systematically enact a coherent and aligned approach to curriculum assessment and data to support teacher judgement
- Systematically enact curriculum and instructional leadership systems to quality assure enactment of the intended curriculum with a focus on pedagogies and processes to lift learning outcomes of highly capable students and priority groups.
- Streamline and integrate three levels of planning both vertically and horizontally to optimise collaboration and accessibility for all teachers.
- Refine the precision of evaluating achievement levels, specifically focusing on A and B levels within the Australian Curriculum by strategically integrating rigorous local and external moderation practices.
- Design and execute evidence-based inclusive pedagogical approaches that specifically target the diverse needs of all learners, particularly identified student sub-groups, including those classified as highly capable.

School priority 2:

Wellbeing and Engagement

Develop and embed a consistent, whole-school approach to behaviour, engagement wellbeing that supports every student to feel safe, connected and ready to learn. This includes strengthening restorative practices, tiered supports and staff capability to create predictable, inclusive and supportive learning environments.



Strategies

Strategy 1:

Establish a whole-school Behaviour System anchored in a multi tiered approaches (restorative practices, ensuring proactive universal supports, targeted interventions, and intensive responses). Clarify roles and responsibilities and embed consistent processes to identify learning and wellbeing needs, enabling timely access to supports that strengthen academic progress, engagement, and student wellbeing.

Strategy 2:

Build the capability of all staff to confidently implement a suite of evidence-informed behaviour and classroom management practices. This includes consistent application of school-wide systems, explicit teaching of social-emotional and personal development competencies, and responsive approaches that meet the diverse needs of every learner.

Actions:

- Design and embed a clearly articulated behaviour system with restorative practices as the foundation for academic engagement and wellbeing, ensuring all roles and responsibilities are explicit and consistently enacted.
- Develop and implement a targeted mentoring and coaching framework that builds staff capability in evidence-informed classroom management, tailored to individual teacher strengths, needs, and classroom contexts to promote safe, predictable and supportive learning environments.
- Lead systematic progress-monitoring processes to review, refine and adjust interventions, ensuring data-driven decision-making that maximises student engagement, wellbeing and academic growth.

Measurable outcomes:

- A clearly documented and enacted whole-school Behaviour System with restorative practices as its foundation is implemented, with all staff able to articulate roles, responsibilities and tiered behaviour responses (via annual survey and induction evaluations).
- Reduction in targeted and intensive behaviour, demonstrating stronger and more consistent universal practice.
- All behaviour and wellbeing referrals actioned within agreed timeframes, reflecting clear processes and improved system efficiency.
- Behaviour, Engagement & Wellbeing Data (Priority Support Measures)
- Attendance: Aligned with state Education Strategy priority and regional targets
- Wellbeing: Student wellbeing indicators comparable to like schools and regional targets
- Academic and Engagement observed across all class groups.
- Increased student participation in school events and activities (co-design, leadership, or active roles) alongside parent engagement, reflecting stronger connections to school.

School priority 3:

Culture and Inclusion Through Data Informed Practices

Strengthen a whole-school culture that values diversity, inclusivity, and promotes equity, excellence, ensuring the voices of all stakeholders inform decision-making. This includes fostering a collaborative, responsive approach that promotes belonging, wellbeing, and high-quality teaching and learning in an accessible environment for all.



Strategies

Strategy 1:

Strengthen a whole school culture of inclusion and belonging.

Strategy 2:

Use data to drive and inform inclusion and targeted support for improved outcomes for all students.

Strategy 3

Strengthen inclusive practices to capture and respond to student, community and staff voice, strengthening engagement, cultural safety and a sense of belonging.

Actions:

- Strengthen staff capability in inclusive and relational practice through targeted professional learning, coaching and collaborative approaches, enhancing expertise in differentiation, culturally responsive pedagogy and multi tiered approaches.
- Align whole-school processes with EQ's Inclusive Education Policy, ensuring consistent and evidence-based use of differentiation and reasonable adjustments for all learners.
- Embed a whole-school data plan with consistent inquiry cycles to identify and respond to the needs of all students, particularly priority cohorts.
- Build staff capability in data literacy and the use of disaggregated academic, behaviour and wellbeing data to inform differentiation, intervention and curriculum design to align with evidence-based practice.
- Enhance communication and partnerships with families and community stakeholders, ensuring they remain informed, valued and engaged. This includes transparent sharing of progress, opportunities to participate in school activities, and strengthened collaboration to support student learning and wellbeing.

Measurable Outcomes:

- **Staff Capability:** Increased staff confidence in implementing inclusive, culturally responsive practices and multi tiered approaches

Staff consistently use data to inform planning, with evidence of differentiation and targeted intervention, resulting in improved student growth and engagement across all students.
- **Staff Satisfaction:** The percentage of staff who believe Chevallum is a great place to work and who would actively recommend it to others is above like schools, Regional and State Schools.
- **Student Voice:** Increased percentage of students reporting a sense of belonging, safety and inclusion at school. The proportion of students who report that Chevallum

<ul style="list-style-type: none"> Establish a whole school data cycle to ensure quality outcome and build staff capacity <p>Measurable outcomes</p> <p>Success Measures:</p> <ul style="list-style-type: none"> Increase the proportion of students demonstrating active engagement and driving their own learning. Increased proportion of students reporting a sense of belonging and expectations for success at school. Increase the percentage of students exceeding expected growth in English, Mathematics and Science. Increase in the percentage of teachers demonstrating expert formative assessment practice. Increase the percentage of teachers embedding the school’s pedagogical practices, model of instruction and purposeful use of emerging technologies into their daily practice. School self-evaluation against the School Improvement Hierarchy reflects progression towards excelling in all dimensions. All students make expected rate of progress or greater at each year level and between year levels. ▪ Increase the percentage of students achieving A and B. <p>Behaviourally:</p> <p>Leaders:</p> <ul style="list-style-type: none"> Stay the course by maintaining strategic consistency while remaining adaptable to change for maximum impact. Be visible as an instructional leader by actively engaging in planning meetings and classrooms. Quality-assure our work and maintain a clear through line from planning to practice, aiming for a tangible impact. Actively implement and quality assure our P-6 framework to enhance staff capabilities and precision in teaching. Celebrate and utilise staff as change champions, promoting the sharing of high-quality practices among teaching teams for continuous improvement. Provide additional and ongoing support whilst refining induction processes for inevitable change of staff. Establish and implement accountability systems to foster an inclusive and supportive learning environment for all students. Regularly take time to pause and celebrate our accomplishments and successes. <p>Staff:</p> <ul style="list-style-type: none"> Demonstrate leadership, curriculum innovation and quality teaching to inspire learning. Create a stimulating and engaging learning environment underpinned by high expectations, evidence-based practices and innovative teaching. Use assessment practices that position students as leaders of their own learning. Use meaningful data to reflect on practice, track student progress and set goals. Commit to ongoing, collaborative professional learning, consistency in expectation, professional dialogue and reflective practice Use annotated models of excellence both internally and externally to critique and enhance production of high quality work. <p>Students:</p> <ul style="list-style-type: none"> demonstrate mastery when they apply their knowledge and skills within authentic, meaningful tasks 	<ul style="list-style-type: none"> Restorative conversations, classroom resets, and tiered behaviour responses are documented and reviewed by teacher/leadership team. Data reviews each term show fidelity in OneSchool collections and monitoring of behaviour, engagement or wellbeing growth expectations (multi tiered systems). <p>Behaviourally:</p> <p>Leaders:</p> <ul style="list-style-type: none"> Maintain a strong and visible presence across the school, actively connecting with students, families and the wider community. Celebrate both staff and students—recognising not only those who meet expectations, but those who consistently demonstrate initiative and go above and beyond. Conduct regular Learning Walks and Talks (Academic and Behaviour) to coach, model, and reinforce expected behaviours and the practices outlined in our Student Code of Conduct. Strengthen staff capability through targeted, timely support and professional development. Provide teachers with a clear, structured and predictable behaviour support processes to assist students with complex needs. <p>Staff:</p> <ul style="list-style-type: none"> Creating safe, connected classrooms to establish consistent, predictable routines. Explicitly teach and model the school expectations of Chevallum’s 4C’s. Demonstrate calm, consistent adult behaviour to promote strong relationships and positive learning environments. Plan and deliver engaging, challenging lessons that cater to the diverse needs of all learners. Embed visible recognition strategies in every lesson, ensuring exemplary behaviour receives early and intentional attention. Respond calmly to behaviour using a restorative approach—providing take-up time and following the steps of connect, identify, restore, re-connect. Follow up consistently and professionally, taking ownership and engaging students in private, reflective conversations using scripted interventions and restorative practices. <p>Students:</p> <ul style="list-style-type: none"> Demonstrate pride in themselves, their class, school uniform and their school, showing respect to all members of the community. Take responsibility for their choices and actively participate in repairing relationships when harm occurs. Engage in learning to the best of their ability and support others in doing the same. Show kindness, empathy and care towards all within our school community. 	<p>is a good school, I am interested in my school, and who would recommend it to others, consistently exceeds results for Like Schools and State Schools.</p> <ul style="list-style-type: none"> Parent Confidence: Parent responses indicating that “Chevallum is a good school, and that they would recommend it to others”, remain above the performance of Like Schools and State Schools. Parent Feedback Satisfaction: Parent confidence that “the school provides clear, useful and timely feedback about their child’s progress” is consistently higher than Like Schools and State Schools. <p>Behaviourally:</p> <p>Leaders:</p> <ul style="list-style-type: none"> Model a strong commitment to data literacy by actively engaging in professional learning alongside staff and showcase the direct impact of data-informed decisions on teaching and learning outcomes. Align the school's data plan with strategic priorities, ensuring purposeful data collection that directly influences student progress and achievement. Regularly assess the effectiveness of data usage, making adjustments to ensure a targeted and results-driven approach to supporting our school’s success measures. Design and promote learner engagement strategies, providing support to staff for seamless integration into classroom practices. Enhance pedagogical practices by clearly articulating our school’s approach and provide tailored professional learning to all staff to drive improvements in learning areas of the Australian Curriculum V9. Lead and implement inclusive events that bring together all community stakeholders, aiming to enhance involvement, strengthen relationships, and reinforce the school's identity as a nurturing, high-performing, family-oriented environment. <p>Staff:</p> <ul style="list-style-type: none"> Actively participate in targeted professional learning sessions focused on improving data literacy. Commit to expanding pedagogical practices, particularly in English, Mathematics, and Science, to maximise student progress and achievement. Implement a school-wide relational approach with consistency and rigor, fostering learner behaviours aligned with the school's expectations. Proactively engage parents, carers, families, and community partners in the learning process, building a shared commitment to the school's improvement priorities. Establish and maintain effective communication channels to keep all stakeholders informed and engaged in the school's initiatives. <p>Parents, Carers, Community Members:</p> <ul style="list-style-type: none"> Be aware of and support the school’s behaviour expectations. Be a positive role model and encourage children to display our school expectations at all times. Encourage independence and self-discipline. Show an interest in their child’s schooling.
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- analyse, evaluate and synthesise ideas considering multiple perspectives
- engage in creative and critical thinking by articulating ideas with confidence and clarity across various media platforms

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

Craig Hazen

P&C/School Council

School Supervisor

A. Hansen