



Chevallum State School

Strategic Plan 2017 - 2020



School Profile

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 classroom, 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.

Vision

The Chevallum State School community is committed to providing a cooperative learning culture in order to foster innovative, life-long learners who are resilient and compassionate in an ever changing world.

Values

Inclusion, Respectful Relationships, Empowerment, High Expectations, Integrity





Chevallum State School

Strategic Plan 2017 - 2020

Improvement Priorities

Successful learners

Success indicators

1. Authentic student-centred learning
2. Teacher/student feedback loops including individual goal setting
3. Regular PLT meetings on student data analysis
4. ICT connectivity and computer-student ratios
5. 3 tiers of targeted student intervention
6. Systemic, school-based and individual assessment data trends
7. Audited whole school curriculum yearly overviews and unit plans
8. Relational data findings
9. Student SOS data findings
10. Annual School Budget allocations and priorities
11. Extra-curricular programs and initiatives

Strategies

	2017	2018	2019	2020
Retain multi-age co-operative learning structures	✓	✓	✓	✓
Establish and maintain effective relationships through multi-age Family groupings of a 2-3 year span	✓	✓	✓	✓
Maintain a safe and supportive school environment under-pinned by the principles of Restorative Practices	✓	✓	✓	✓
Implement targeted differentiated programs	✓	✓	✓	✓
Establish a whole school, high quality and systematic approach to enacting the Australian Curriculum from Prep – Year 6	✓	✓	✓	✓
Engage students through purposeful, age-appropriate pedagogies	✓	✓	✓	✓
Establish and communicate learning goals, track student progress and celebrate success	✓	✓	✓	✓
Provide digital infrastructure, tools, resources and spaces to meet the demands of 21st century students' learning	✓	✓	✓	✓
Foster and promote extra-curricular programs and activities to enhance student learning and well-being	✓	✓	✓	✓
Align budget and resource allocation with school pedagogy	✓	✓	✓	✓





Chevallum State School

Strategic Plan 2017 - 2020

Improvement Priorities

Quality teaching

Success indicators

1. Distributive Leadership Model
2. Teacher designed multi-age curriculum
3. Embedded ICT practices
4. Regular data inquiry cycles conducted by Professional Learning Teams
5. Established collaborative norms and structures
6. Timetabled Instructional Rounds
7. Regular formal teacher observations to provide professional feedback
8. Systematic teacher moderation of common standard-based assessment tasks
9. Current Developing Performance Plans for all staff
10. Research-based educational practices
11. A school budget that reflects professional development as a high priority
12. SOS staff data findings

Strategies

	2017	2018	2019	2020
Establish and uphold leadership roles and responsibilities within our professional learning community	✓	✓	✓	✓
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	✓	✓	✓	✓
Retain and continue to promote co-operative teaching	✓	✓	✓	✓
Support and enhance teachers' skills, knowledge and abilities in embedding ICT into learning	✓	✓	✓	✓
Sustain a collaborative culture	✓	✓	✓	✓
Develop data literacy through Professional Learning Teams	✓	✓	✓	✓
Maintain authentic assessment practices and feedback systems	✓	✓	✓	✓
Mandate a Professional Development Plan for all staff and an Induction plan for all new staff to the school	✓	✓	✓	✓
Regular refocus of instructional strategies to ensure consistent school-wide practices	✓	✓	✓	✓





Chevallum State School

Strategic Plan 2017 - 2020

Improvement Priorities

Local decision making

Success indicators							
1. Longstanding business and community partnerships							
2. Successful Prep and High School transition programs							
3. Parent and community feedback including SOS data findings							
4. P & C policy endorsement, fund raising and business outcomes							
5. Parent attendance at school community events and programs							
6. Student school attendance data							
7. Patronage of school communication and promotion policies							
8. Student enrolment retention							
Strategies				2017	2018	2019	2020
Retain multi-age organisational philosophy and structures				✓	✓	✓	✓
Facilitate effective communication between school and community				✓	✓	✓	✓
Create professional networks to connect and collaborate with other educators				✓	✓	✓	✓
Establish a highly functioning and supportive Parents and Citizens association				✓	✓	✓	✓
Promote high levels of parent involvement in whole school and classroom programs and initiatives				✓	✓	✓	✓
Build capacity to partner with local businesses, community and industry networks				✓	✓	✓	✓
Promote opportunities to ensure successful transition to Chevallum Prep and feeder high schools				✓	✓	✓	✓
Develop and promote parent education programs to support student learning				✓	✓	✓	✓
Endorse and enact a proactive Attendance Policy				✓	✓	✓	✓
Promote school events and profile through a public relations communication strategy				✓	✓	✓	✓

School Improvements

Improvement Name	Description
Inclusive Education Practices	Embed differentiation strategies and programs within each classroom to cater for the ability levels and optimal learning for all students.
Co-operative Learning Structures	Based on Kagan cooperative learning structures. These structures are designed to promote student interaction to maximize cooperation, communication, and active engagement by all.





Chevallum State School

Strategic Plan 2017 - 2020



Learning Support Programs	Tailored, targeted literacy and numeracy programs including Prep oracy program, Year 1 and 2 Intensive reading program. The Master Teacher and LaN:ST design and monitor these programs to ensure improvement of student outcomes.
Restorative Practices	Chevallum's Responsible Behaviour Plan is underpinned by Restorative Practices philosophy. Restorative Practices encourage reflection on behaviour, personal acknowledgement of behaviour and choices made and the building of positive relationships.
Student Well-being Programs	The student well-being programs on offer include Rock and Water, choir, drumming, peer mentoring as well as, ongoing one-to-one pastoral care. The continuing employment of a school Youth Worker and introduction of a Student Engagement Officer support our student well-being programs.
Student Leadership Programs	Our Year 6 Leadership Program is implemented through Sunday Creek/Bilai Environmental Outdoor Education Program – leadership camp and leadership days. Year Six leadership roles and responsibilities include School Ambassadors, cultural, library and environmental leaders and sports captains. Successful high school transition programs include feeder high school orientation sessions for parents and students.
Early Years Play-based Learning	Thinking Play is an intellectually rigorous, play-based curriculum that is offered in all Prep/Year one classrooms. It reflects real life, which embeds child and community partnerships, to enhance optimal development during the early years of schooling.
Inquiry-based learning	Chevallum School curriculum units are under-pinned by an inquiry-based learning approach. Each unit starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The teacher is the facilitator in the process.
LOTE Italian (Prep to Year 6)	Prep to Year 6 students receive twice weekly Italian lessons. The emphasis is on learning Italian in a holistic way, with students engaged in comprehending (listening, reading and sociocultural understanding) and composing (speaking, writing and sociocultural understanding).
Extra Curricula Music Programs	During the year the students are involved in many public performances and concerts including Nambour Eisteddfod, school concerts and performances. Students Year 4-6 are eligible to participate in instrumental music - Strings and Wind/Percussion. The Smart Strings program (funded by the school) affords all year 3 students the opportunity to learn to play violin so that they can then make an informed choice about entering the instrumental music program in Year 4. On offer are many interest based-music programs including junior and senior choir, recorder band and rock band.
Sustainability Programs	Sustainability at Chevallum SS is embedded into the curriculum and is enhanced by fortnightly kitchen and garden lessons for Year 4-6. The school has a strong day-to-day focus on recycling programs (e.g. STARS recycling program) and practices (e.g. litter free lunchboxes.)
Stephanie Alexander Kitchen and Garden Program	A teacher-delivered model where kitchen and garden classes (Year 4-6) are supported by extra staff and parent volunteers. Students receive one garden and one kitchen lesson per fortnight. The life long learning outcomes of the program is to understand how fresh, healthy sustainable produce moves from the garden to the plate.





Chevallum State School

Strategic Plan 2017 - 2020



<p>Extra Curricula Sports Programs</p>	<p>Chevallum SS is a member of the Interschool Sports Association enabling our students to compete in district, regional and state levelled sports including interschool team sports, cross country, swimming and athletics. Chevallum SS organises many school-based programs including round robin team sports; inter-house swimming carnival, athletics and cross country.</p>
--	---

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

