

Chevallum State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Chevallum State School** from **24 to 26 February 2020**.

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

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

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

Anthony Ryan	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer
Pam Hall	External reviewer



1.2 School context

Location:	Chevallum Road, Chevallum	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	478	
Indigenous enrolment percentage:	4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	13.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	26 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1057	
Year principal appointed:	2015	
Significant partner schools:	Burnside State High School, Nambour State College, Pacific Paradise State School, Humpybong State School – New Pedagogies for Deep Learning (NPDL) Primary Cluster, Chevallum Special Education Program (SEP) HUB – Eudlo State School, Mooloolah State School, Glenview State School	
Significant community partnerships:	Beerwah Strawberry Farm – major sponsor for Strawbfest major Parents and Citizens' Association (P&C) community event; Twist Brothers Turf Farm – lease agreement for school parking and school event parking; Cardinals, ex-strawberry farmers and neighbours – school event parking and cross country; State University of New York – New York international student teacher mentor program; Marg Thorsborne – restorative practices consultant (2007-2020); Anna Antonijevic – Deep Learning consultant; Gavin Grift – coach and 'critical friend' – Cognitive Coaching© and Teams that Transform Schools; WOOSH (Wonderful Outside of School Hours) – P&C Business, staffed with teacher aides; Chevallum Community Playgroup based on	



	<p>site; Main Roads and Sunshine Coast Council – Safe School committee – bus shelter, traffic calming; State Member – community grant and student leadership; Federal Member – federal community grant and Year 5 and Year 6 Canberra excursion liaison; Story Dogs; Specialist Disability Support in Schools Program – Montrose, Children Therapy Centre, Hear and Say Centre, Children Health Nurse; North Sunshine Coast Hinterland Early Years Strategic Group</p>
<p>Significant school programs:</p>	<p>Multi-age grouping structures – Prep to Year 6 (2020 - Prep/Year 1, Years 2 to 4, Years 4 to 6 and Year 5 to 6); Teacher aides – one full-time teacher aide in each double teaching space; Inclusive education; Cooperative teaching – approximately 50 students, two teachers, one teacher aide for each family group; Stephanie Alexander Kitchen Garden (SAKG) program for Years 4 to 6; Buddy Reading program; Student leadership program; EarlyAct – Primary Rotary club for Years 5 to 6; Play-based Learning 'Thinking Play' in Prep/Yr 1; the Italian language in Prep to Year 6; perceptual motor program in Prep/Yr 1, Classroom-based PE program for Prep to Year 6; Music – community choir, junior choir, recorder band, strings program in Years 3 to 6, band program in Years 4 to 6, enrichment music program in Year 2; Restorative practices underpinning the Responsible Behaviour Plan for Students (RBPS); Structured play program in Year 1 to 6 – play program designed to develop social/emotional skills; Reflection – formal restorative conferences and processes; Lunchtime clubs and interest groups; Youth worker programs including peer mentoring, Rock and Water</p>



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principals, deputy principal–special education, Business Manager (BM), Head of Curriculum (HOC), guidance officer, Support Teacher Literacy and Numeracy (STLaN), 29 teachers, six teacher aides, youth worker, two administrative officers, P&C president and vice president, 53 students and 34 parents.

Community and business groups:

- Flinders Early Learning Centre, Milford Lodge, James Street Childcare and Kindergarten (C&K), Rotary and Chevallum State School Playgroup.

Partner schools and other educational providers:

- Pacific Paradise State School, Burnside State High School and State University of New York.

Government and departmental representatives:

- State Member for Nicklin and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
School Opinion Survey	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional development plan 2020	School newsletters and website
School improvement targets	School data plan and assessment schedule
School pedagogical framework	Professional development plans
Responsible Behaviour Plan for Students	Headline Indicators (October 2019 release)
Report card and NAPLAN update Semester 1 2019	School-based curriculum, assessment and reporting framework
Whole-school approach to supporting our diverse learners inclusive education statement and plan 2020	



2. Executive summary

2.1 Key findings

The professional culture of the school inspires staff members to exhibit high levels of professional energy for the work they do in the school.

Teaching staff members seek out the advice and support of school leaders and their peers, and actively seek their input to ensure that student learning and engagement are of the highest priority. Staff members articulate great pride in their work and 'go the extra mile' in the interests of their colleagues and students. The ongoing support received from members of the leadership team is highly regarded by all staff members resulting in high levels of morale.

The principal and staff members are united and committed to improving learning outcomes for all students through a cooperative learning culture.

School staff members are committed to providing an inclusive environment whereby students feel safe and supported. This aligns to the school's motto of '*Individuals Learning Together*'. Students, parents and community members speak highly positively regarding the school and its welcoming culture. They outline the growth and fostering of a positive sense of community as essential to the ethos of the school. Students speak with pride in relation to their connection with the school. Parents and students identify the school as a school of choice in the local area due to the curriculum, pedagogy and support provided to students. It is a school in which generations of connectedness exist.

School staff members identify the importance of a school ethos based on mutually respectful relationships as central to meeting the learning and wellbeing needs of students.

Staff, students and parents comment on the inclusive nature of the school and that acceptance and celebration of difference are core values and highly visible across the whole community. Students with disability work within the multi-age classrooms with tailored support provided by members of the teaching and teacher aide team.

The school's documented Explicit Improvement Agenda (EIA) identifies writing as the key priority for school improvement.

Targets aligned to the EIA of writing are expressed in terms of National Assessment Program – Literacy and Numeracy (NAPLAN) and student Level of Achievement (LOA) improvement. Targets that describe specific improvement in writing are yet to be established. Teacher knowledge of whole-school and explicit student targets varies across the school. The timelines for implementation of the EIA are broad. The monitoring of the progress towards priority targets and timelines to evaluate their effectiveness in producing desired improvements in student learning and performance is emerging across the school.



The school has developed a school decision-making structure that includes a role statement for all classified officers and middle management positions.

The school has 18 Professional Learning Teams (PLT) with staff members allocated to each team. The PLTs are the signature practice supporting reflection regarding teaching and learning. Leadership team members and key teachers facilitate the range of professional teams across the school. Members of the leadership team acknowledge that consistency of process, information sharing and setting of expectations in these meetings is developing. Role, responsibilities and accountability statements for key staff members and teams with timelines and goals aligned to the EIA of writing are yet to be established.

The building of staff data literacy skills is an ongoing agenda for Professional Development (PD).

Discussion of student achievement with a particular emphasis on writing is the focus of PLTs that meet three times a term to collaboratively inquire into a problem of practice in a school priority agenda. The inquiry practices of PLTs continue to be refined with a case management approach to student improvement introduced to provide further precision in the identification of starting points for learning. Teacher ability in analysing data to establish progression points for learning, next steps for teaching and to support self-reflection of practice is variable.

The school operates within a multi-age learning philosophy and all classes include at least two different year levels.

The school is developing guaranteed and viable curriculum (GVC) statements within the units of work for English and mathematics for each of the year levels within the multi-age classes. The GVC identifies the critical learning within a unit and enables teachers to develop assessment tasks and marking guides that will measure student progress against the required standard of the Australian Curriculum (AC). The capacity of teachers to develop a GVC and align assessment tasks and marking guides is evolving with the principal acknowledging the need to continue to build teacher capability in this area.

The school curriculum assessment and reporting framework is aligned to the AC organised through a conceptual thread and inquiry question across three phases of the school.

The school has multiple strategies including collaborative planning, PLTs and cognitive coaching to enable teachers to work together and develop a deepening understanding of the AC and New Pedagogies for Deep Learning¹ (NPDL). Processes to systematically support and quality assure the intended curriculum is enacted within classrooms are emerging.

¹ Fullan, M., Quinn, J., McEachen, J. (2017). *New pedagogies for deep learning: Leading transformation in schools, districts and systems*. USA: SAGE Publications Inc.



The Parents and Citizens' Association (P&C) values the education process and supports the vision of the school communicated by the principal.

The P&C operates Café C, the uniform shop and Wonderful Outside of School Hours (WOOSH) Kids' Club, the Outside School Hours Care (OSHC) facility. Funds raised from these businesses are reinvested into the services and the school budget. The annual Strawbfest is a major fundraising event and garners widespread community support. In 2019 the Strawbfest made a profit of approximately \$60 000. The festival receives sponsorship from local banks, radio stations and the Sunshine Coast Council. P&C members articulate a desire to work closely with school staff members in systematic and meaningful ways to enhance outcomes for students.

The school places a priority on making the curriculum locally relevant and constructing student learning experiences that are accessible, engaging and challenging.

NPDL competencies of collaboration, critical thinking, creativity, communication and character underpin school curriculum design. 'Passion' projects enable students to use their reading, writing, oral language skills and subject specific knowledge to engage with a conceptual thread through further investigation. Students design, research and present their big ideas supported by teacher conferencing and feedback.



2.2 Key improvement strategies

Develop explicit and clear school-wide short and long-term targets and timelines for student improvement that will support the narrowing and sharpening of the EIA.

Develop role, responsibilities and accountability statements for key staff members and teams with timelines and goals aligned to the EIA.

Provide professional learning opportunities for teachers to build their data literacy capability to analyse student data to establish progression points for learning, next steps for teaching and support self-reflection of practice.

Build teacher capacity to develop and implement a school GVC with aligned assessment tasks and marking guides to enable the delivery and assessment of the AC at the required standard.

Develop school processes to systematically support and quality assure the intended curriculum is enacted within classrooms.