

Chevallum State School

School review executive summary

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







Acknowledgement of Country

The Chevallum State School community acknowledges the Traditional Custodians, past and present, of the land on which we learn, gather, teach and play – the Gubbi Gubbi people. We recognise and respect their resilient and rich culture and their caring for and maintaining Country over tens of thousands of years. We acknowledge their strong links to the land, skies and waterways and the continuing contributions they make to life in this area. May we continue to learn by their wisdom.

About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	441
Indigenous enrolments	4.3%
Students with disability	27.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1053

About the review

 4 reviewers from 26 to 28 November 2024	 156 participants	 59 school staff
 46 students	 39 parents and carers	 12 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>

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Key affirmations



Leaders express appreciation for the dedication of staff to work together collaboratively to deliver an 'inclusive, individualised, child-responsive approach to learning'.

Parents speak of the school as 'a school of choice' in the local area because of a long-established commitment to a multi-age education philosophy. The principal emphasises the importance of instructional leadership. They model lessons using visible learning strategies. Parents and teachers praise the accessibility and purposeful visibility of the principal. Leaders and staff highlight they have high expectations for every student to realise their potential. Recent School Opinion Survey (SOS) data shows 97.4% of students, 98.7% of parents and 100% of staff agree with statements regarding teachers expecting students to do their best.



Leaders, staff, students and families highlight the school motto 'Individuals learning together' embodies the ways of working at the school.

Leaders praise the culture of collaboration and collegiality that exists across the staff team. They discuss the way teachers work with their 'family' groups and vertical Professional Learning Teams (PLT), and describe how this fosters and embeds a strong positive culture. Staff reflect, 'Once staff come to our school and join our team, they never leave'. Parents express they are appreciative of the positive and supportive relationships their child enjoys with teachers. They emphasise, 'Teachers are more than educators; they are extended family for my kids'. Students identify that the kindness and friendship of peers are the best things about their school.



Leaders discuss the deliberate allocation of resources tightly linked to school priorities, with goals reviewed regularly for impact on student learning outcomes.

Leaders discuss creating a 'why' statement that underpins the philosophy for how human, financial and professional learning resources are deployed. They outline how this clarity assists in making decisions about resource allocation, and they discuss these decisions transparently with staff and the Parents and Citizens' Association (P&C). Leaders and staff highlight the hard work and generosity of the small and active P&C group. Leaders discuss investments in additional staffing, with some key staff co-funded by the P&C. Teachers, students and parents speak appreciatively of the key staff who support students to strive to do their best.



Leaders describe the high value placed on inclusive practices, commenting how the actions of all staff in supporting each student to achieve success are core to their everyday work.

Leaders highlight that 'staff embrace diversity and see it as our greatest strength'. They talk about how staff collaborate to address the needs of each student 'as they come through the door'. Teachers refer to the multi-age, co-teaching approach as supporting them to 'know their students' and tailor learning for individuals. They express they value how school structures assist them to build relationships with students and monitor their progress over time. Parents speak appreciatively of the support provided for their child. They describe how staff work 'on the same page' as families to implement thoughtful adjustments. Parents articulate they value the effective communication and opportunities to work with staff in understanding the needs of their child. Teaching staff and parents speak with pride of celebrations of student success.