



Chevallum State School

Strategic Plan 2021 - 2024

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 values attract families from all parts of the Sunshine Coast. Chevallum School is committed to developing a community of learners within a caring, inclusive climate where children are encouraged and supported to take responsibility and become autonomous learners. The cooperative, multi-age grouped classroom facilitates continuity of an individualised, child-responsive approach, making learning an enjoyable experience to be shared. All members of the community are actively involved in this endeavour. 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 purpose at Chevallum School is 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 collaborative 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





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Improvement Priorities

Successful learners

Success indicators				
1. Authentic, inclusive student-centred learning				
2. Teacher/student feedback loops including individual learning goals				
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 three levels of whole school curriculum planning				
8. Relational data findings				
9. Student SOS data findings				
10. Annual School Budget allocations and priorities				
11. Extra-curricular programs and initiatives				
Strategies	2021	2022	2023	2024
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 differentiated, focussed and intensive teaching practices for all	✓	✓	✓	✓
Establish a whole school, high quality and systematic approach to enacting the Australian Curriculum from Prep – Year Six	✓	✓	✓	✓
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	✓	✓	✓	✓





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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 (M1-4) of common standard-based assessment tasks				
9. Current Annual Performance Development 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	2021	2022	2023	2024
Establish and uphold leadership roles and responsibilities within our professional learning community	✓	✓	✓	✓
Sustain a trained team of Cognitive Coaches to be available to mentor and support teachers in developing their professional practice	✓	✓	✓	✓
Build staff capability through implementation of a whole school New Art and Science of Teaching Pedagogical framework	✓	✓	✓	✓
Retain and continue to promote co-operative teaching teams	✓	✓	✓	✓
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	✓	✓	✓	✓





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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		2021	2022	2023	2024
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 and events to support student learning and strengthen partnerships		✓	✓	✓	✓
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. Students from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers.





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Co-operative Learning Structures	Cooperative learning structures are designed to promote student interaction to maximize cooperation, communication, and active engagement by all.
Restorative Practices	Chevallum's Student Code of Conduct is underpinned by Restorative Practices philosophy. Restorative Practices encourage reflection on behaviour, personal acknowledgement of behaviour, choices made and the building of positive relationships.
Learning Support Programs	Tailored, targeted literacy and numeracy support inclusive of Prep Oracy, Year 1 and 2 Intensive Reading, Year 2 Story Dogs and Year 2 to 6 Peer Reading programs. The HOD-C and LaN:ST design and monitor these programs to ensure improvement in student outcomes in these key areas.
Student Well-being Programs	The student well-being programs on offer include Rock and Water, choir, chess, peer mentoring as well as, ongoing one-to-one pastoral care. The continued employment of a school Youth Worker working alongside the Student Engagement team, supports our student well-being programs.
Student Leadership Programs	Our Year 6 Leadership Program is implemented through Environmental Outdoor Education Programs, leadership camps and leadership orientation 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 and 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 activator of learning in the process.
LOTE Italian (Prep to Year 6)	Prep to Year 6 students receive 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 in Year 3-6 are eligible to participate in instrumental music - Strings and Wind/Percussion. The Enrichment Music program (funded by the school) affords all Year 2 students the opportunity to learn to play the recorder and learn to read music so that they can then make an informed choice about entering the instrumental music program in Year 3 or 4. On offer are many interest based-music programs including choir and recorder band.
Sustainability Programs	Sustainability at Chevallum SS is embedded into the curriculum and is enhanced by fortnightly kitchen and garden lessons for Years 4-6. The school has a strong day-to-day focus on recycling programs (e.g. composting) and practices (e.g. litter free lunchboxes.)





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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 outcome of the program is to understand how fresh, healthy sustainable produce moves from the garden to the plate.
Extra Curricula Sports Programs	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.
Playgroup	Chevallum Playgroup is registered with Playgroup Queensland and operates for two hours one morning a week during term time across the year. Our Playgroup provides opportunities for babies, toddlers and pre-school aged children to participate in a range of indoor and outdoor experiences, develop social skills and become familiar with the Chevallum environment. It also enables parents/grandparents/carers to share experiences and ideas, and to connect with other families in our school community in an informal and relaxed way.

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

