School Improvement Unit
Report

Chevallum State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Chevallum State School from 7 to 9 March, 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>460 Chevallum Road, Chevallum</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast Region</td>
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<tr>
<td>The school opened in:</td>
<td>1921</td>
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<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>487</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>3 per cent</td>
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<td>Students with disability enrolments:</td>
<td>11.5 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1064</td>
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<td>Year principal appointed:</td>
<td>2015</td>
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<tr>
<td>Number of teachers:</td>
<td>23 (full-time equivalent)</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Twist Brothers Strawberry Farm, Cardinals, State University of New York, Wonderful Out of School Care (WOOSH), Chevallum Community Playgroup.</td>
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff members, students, parents and community representatives, including:
  - Principal, deputy principal,
  - Head of Special Education Services (HOSES) and master teacher
  - guidance officer
  - 23 teachers, including specialist teachers
  - Nine teacher aides
  - Business Services Manager (BSM) and facilities officer
  - Two ancillary staff members
  - Parents and Citizens’ Association (P&C) president
  - School youth worker
  - 15 parents
  - Eight student ambassadors and 15 students
  - State Member of Parliament
  - Four early learning centre representatives
  - Secondary school deputy principal
  - Two community representatives

1.4 Review team

Alan Whitfield Internal reviewer, SIU (review chair)
Vicki Rayner Peer reviewer
Ian Hall External reviewer
Executive summary

2.1 Key findings

- The school places a high priority on building positive and caring relationships.

School and community members speak with pride of their connection with a unique school that values diversity, inclusivity and a commitment to excellence. The school is celebrated in the wider community for well-developed inclusive practices and a deep belief that every student is capable of successful life-long learning.

- The school leadership team are driving research-based improvements in whole-school pedagogical practices.

The school pedagogical framework is based on the Art and Science of Teaching\(^1\) (ASOT). ASOT pedagogical practices are being developed through additional research-based capacity building programs including Instructional Rounds and cognitive coaching.

- The school values the development of staff members’ capacity in teaching.

The school has implemented a cognitive coaching program. Professional development that is targeted to promote the school agenda is regularly provided for staff. The development of professional learning teams and the cognitive coaching program promotes consistency and alignment of practice throughout the school.

- The school leadership team clearly articulate a link between attendance and achievement.

The school has a documented attendance policy, student attendance closely is monitored and procedures are in place to respond to student absences, particularly unexplained absences. The percentage of students attending for 85 per cent or less is higher than the state school average and is an area requiring close attention by the school community.

- The school has a focus on developing practices to effectively use data to provide starting points for learning and monitor progress.

A range of emerging data practices to identify students' needs to effectively engage with the curriculum is being developed. The professional learning teams provide a vehicle for in-depth data analysis and support for teaching staff to improve data literacy skills. A culture is emerging in which teachers use data to stimulate discussions that allow self-evaluation and reflection on personal pedagogical practice.

The use of Information and Communications Technology (ICT) is an emerging practice in the school.

Connectivity was identified by staff and parents as a limiting factor to the effective use of ICT throughout the school. The school is attempting to address this issue by increasing the bandwidth. Further professional development in the use of ICT to assist in the individualisation of student learning is planned.
2.2 Key improvement strategies

- Develop and implement school leaders’ roles and responsibilities statement that reflects schools practice. Ensure all school leaders have a sharp and focused understanding of their role in enacting the school’s improvement agenda.

- Refine the school improvement priorities to ensure a sharper focus on targeted areas.

- Share quality data evidenced differentiated teaching and learning practices to enhance teacher capabilities to meet the needs of the range of students, particularly high achieving students.

- Provide professional development to build staff data literacy skills.

- Review the attendance strategy to ensure that staff, students and community accept personal responsibility for improving student attendance.

- Findings and improvement strategies against the domains.