

	PO address	460 Chevallum Rd CHEVALLUM QLD 4555
	Phone	07 54532333
	Fax	07 54532300
	Email	admin@chevalluss.eq.edu.au
	Website or Contact Person	www.chevalluss.qld.edu.au

Principal's foreword

Introduction

At Chevallum State School we believe there is no such thing as an 'average' child, and are committed to the development of the full potential 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 classrooms to allow for more flexibility than is possible with traditional age grouping, by children work together in multi-age family groups.

Our major focus in 2008, was the continued implementation and further development of the New Basics Curriculum. It is a transdisciplinary curriculum, preparing learners for the 21st century. The Curriculum deals with new student identities, new economies and workplaces, new technologies, diverse communities and complex cultures.

2008 was another year of growth, particularly in terms population, our 2008 enrolment increased to 382. This represented students in prep to yr 7. The implementation of the second prep year provided many challenges and opportunities, particularly in terms of implementation of the associated Early Years Curriculum. Our philosophy and strategic planning provided a solid basis and positive direction, enabling us to continue to move forward during this sustained growth period at Chevallum. The following report for 2008 indicates some of the schools outcomes for the year.

Future outlook

Our goals in our strategic plan include:

Implement a learning framework to prepare students for living in complex, multicultural, networked societies.

Curriculum: to maintain the momentum of New Basics curriculum through the development of the next suite of state benchmarked rich tasks and Blueprints; and to develop a more flexible approach to the implementation of these tasks in the Multi-Age classroom.

In the area of assessment and evaluation to collect and analyse qualitative and quantitative data to further evidence the successful practices of the school.

Further development of assessment culture including QCAR agenda

Enhance students' skills in Literacy, Numeracy Science and Technology

Implement a dynamic Arts program

Implement Science program

Develop Environmental programs and Integrate "Green & Healthy" school

Embed productive pedagogies

Develop higher order thinking skills through established programs: Philosophy, Habits of the Mind, Chess

Provide smooth transition from Prep through embedding Early Years curriculum in P-3

Further develop and embed inclusive practices

Provide access to quality resources that support learning

Ensure the workforce has the capacity & flexibility to deliver the futures orientated curriculum and objectives of QSE-2010

Staff: is to maintain the high level of staff commitment by

- accessing quality professional learning
- creating opportunities for reflection
- developing the productive partnerships in our professional learning community
- focusing on continuous improvement
- Specific focus on PD relating to:
 - New Basics, with particular emphasis on Assessment and Productive Pedagogies particularly for staff with degrees of experience in the New Basics.
 - Implementation of the Staff core curriculum including Habits Of the Mind and Restorative practices across whole school

Ancillary staff - to include them whenever possible in new learning projects along with Teaching staff

Utilise principal, teachers, teacher aides and other staff to best match skills with school priorities

Participate in PD as part of Future Schools Community of Learners

Use Whole School Literacy Plan. ICT Learning agreement Mathematics, Technology and the Arts Syllabi and Essentials to inform staff professional learning programs

Welcome visiting educators to enable real situations for staff reflection on practice

Create learning communities that meet diverse student and community needs

Community: is to maximize parent expertise by using the existing "permaculture model" of parent engagement and learning to other areas such as the ARTS

Align and articulate Chevallum's Vision, Statement of Purpose and Values with our curriculum in our learning community

Create Small class sizes

Maximise parent and community participation and involvement through open door policy, education, skilling programs and shared decision making processes where input is welcome, valued and acted upon on curriculum issues

Collaborate and consult with school community

Ensure a safe and supportive environment for all

Prioritise the development of relationships within the school community

Embed Flat leadership structures

Develop "Habits of Community" concept

Develop effective communication processes including a quality school website

Engage trainees and provide partnerships with Universities for practicums for pre service Teachers

Develop a 3 year facility development plan :

To support the use of the school facilities by Community organizations

Advocate for quality facilities eg. Tuckshop

School Profile

Chevallum State School is a co-educational school of 382 students from prep to year 7. It is the only community building in Chevallum and its Multi-age philosophy and practices attracts families from all parts of the Sunshine Coast. 87% of the student population do not live in the school catchment area and most travel past at least 2 schools to attend Chevallum. The school is proud and committed to be a member of the Future Schools and involved in implementation of the Future's orientated curriculum of the New Basics. Chevallum is focused on developing a community of learners.

In our caring, inclusive climate children take responsibility for their own learning and become autonomous learners. In the cooperative, family grouped classroom, continuity facilitates an individualised, child-centred 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

Curriculum offerings

Chevallum School community understands that our learning outcomes are dependent upon the successful integration of our values and beliefs with best practice in learning and teaching.

Our emphasis on catering for **individual learning needs** means that children are offered individual and developmentally appropriate programs in Literacy and Numeracy

All learning and teaching occurs within a **multi-age context** with the focus being on developing thinking, cooperative learning and recognition of multiple intelligences and learning styles.

Our values and beliefs are an integral component of our school curriculum planning.

Curriculum is defined as all the experiences a child has at school. This includes the formal curriculum and the hidden curriculum. Inclusive curriculum practices reflect our values and beliefs.

Distinctive curriculum offerings include:

- New Basics Curriculum
- Philosophy for Children
- Habits of the Mind
- Restorative practices
- Reggio Emilio Early Childhood Practice
- Sports events participation in a range of activities
- The Arts
- Environmental education
- Computer/Technology.-An integral part of the New Basics curriculum requiring very high level of resourcing ensures a high level of access by all students from Preschool to Yr 7
- Chess
- Italian
- The Arts
- School camps and excursions

Social climate

Our school strives to be a happy and safe place - a supportive school environment in which individual differences are acknowledged and valued and in which each student, staff member and parent feels safe and happy.

Our inclusive curriculum and practices based on restorative justice support positive relationships which are an important part of our learning community. There is a focus on student self management and personal responsibility within a flat leadership structure. Our Responsible Behaviour Plan reflects these values and practices.

Parents, students and staff all indicated very high levels of satisfaction with 'school climate' in the School Opinion Survey in 2008

Involving parents in their child's education.

Parent Involvement

There are a number of strategies used to involve parents in their child's education.

These include:

- Open Door Policy to all classrooms
- Weekly class appointment times for parents to access when required.
- Parent volunteer in classrooms
- Parents and community members who provide specific expertise in school and rich tasks
- Inclusion in decision making at various levels through:
 - Classroom Parent Representatives Forum
 - Parent's and Citizens Association
 - P&C Subcommittees including Strawbfest and WOOSH(after school care)
 - Permaculture Group
 - Play group
- Communication is enhanced through these strategies. There are also written communication processes such as regular newsletters
- A Public Relations/communication officer continues to be employed in 2008
- Learning Opportunities for Parents/Carers

Formal and informal learning opportunities are available for parents and carers.

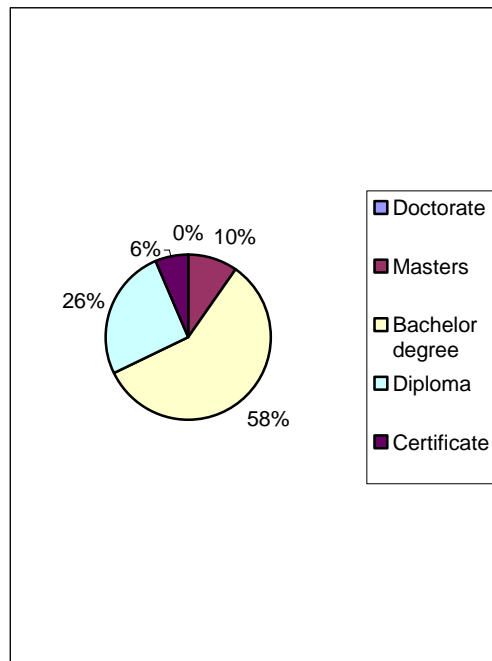
- Formal activities include:
 - Literacy courses (4 sessions) These are an essential requirement for parents to listen to students read in the classrooms. To date over 250 parents have completed these courses
 - Information sessions on Habits of the Mind, New Basics, Supporting Students with Special Needs,
 - Emotional intelligence. Role of play in learning
 - Class parent nights
- Informal activities include:
 - All Rich Task presentations at Juncture 1 and juncture 2. There is on average 90% Parent response to these presentations
 - Parent Teacher Nights

Community Education program

A series of monthly sessions are conducted for the general community. These have focused on the development of Permaculture processes. The response rate has been very encouraging. The maximum number per session has been 45. Each term full day practical workshops are also held for the community. Many visitors from both Australia and overseas come to observe the permaculture program at Chevallum.

Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	18
Diploma	8
Certificate	2



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$29500 which represents 35% of school Grant.

The major professional development initiatives are as follows:

- New Basics Validation/Moderation
- Sharpening Assessment Practices
- First Steps Reading and Maths
- Literacy
- Regio Emilio Early Childhood program
- Blue print Development
- Maths
- Participation in Professional Learning Teams
- David Hornsby literacy workshops
- Pedagogical Licence
- ICT Initiatives
- Restorative Practices

The involvement of the teaching staff in professional development activities was 100% during 2008

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 100% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage was 92%

Key outcomes in the early and middle phases of learning

Our reading, writing and numeracy results for the National Assessment Program Year 3, 5 and 7 Literacy and Numeracy Tests.

Domain	Measures	Yr3	Yr5	Yr7
Reading	Average score to school	404	486	503
	Average score to Queensland	371.1	466.1	528.1
	Percentage of students at school at or above national standard	96% *	84%**	83% **
Writing	Average score to school	389	471	476
	Average score to Queensland	391.8	468.9	522.7
	Percentage of students at school at or above national standard	87% **	88%**	70% **
Spelling	Average score to school	360	452	495
	Average score to Queensland	366.7	462	528
	Percentage of students at school at or above national standard	91%	84%	78% **
Grammar & Punctuation	Average score to school	403	512	546
	Average score to Queensland	370.4	476.6	518
	Percentage of students at school at or above national standard	96% *	92% *	87% **
Numeracy	Average score to school	391	450	573
	Average score to Queensland	367.9	458.2	539
	Percentage of students at school at or above national standard	91% **	88% **	86% **

Notes:

*indicates that there could have been 100% as the students who were deemed above the national benchmark did not sit the test because of parent request.

** indicates that some children were exempted by parent request and that others did fall below national benchmark.



Other Key Outcomes

Parent, student and teacher satisfaction with the school

The following is a summary of the 2008 school opinion surveys:

94% Workforce satisfied with morale in the school

94% Parents/caregivers satisfied that this is a good school

91% Parents/caregivers satisfied that their child is receiving a good Education

89% Students satisfied that they are receiving a good Education

Value added

Our challenge to continue to add value occurred in 2008. Student results once more reflected the improvement experienced as students move through the school. Chevallum very successfully incorporates the teaching of philosophy, cooperative learning and Habits of the Mind in our inclusive classrooms.

Key outcomes and goals achieved

There were many outcomes and goals achieved. The following are a small example of some of those. All staff had access to and support from their colleagues creating a professional learning community that is valued by all. This was recognised by over 22f interstate and international visitors who came to observe and question staff and students about our curriculum and the quality learning outcomes. These included educator from New York, New Zealand, and Victoria

Another aspect of the Chevallum professional learning community is the PreService Teacher Education program. A high level of commitment is evident with over 13 PreService students from 6 Australian Universities completing practicums and internships. An added dimension this year was the International pre-service programs involving SUNY-Cortland program where 3 pre-service teachers from New York completed 10 week practicums

A high level of engagement in professional learning was evidenced by such things as: Sharpening Assessment Practices and introduction to Restorative practices ..a journey we commenced in 2008.. Another exciting PD activity involved 3 more teachers who were successful in gaining their ICT Pedagogical Licence bringing the number of staff achieving this Licence to 10. The use of ICT's continues to provide a focus for ongoing learning for both staff and students. A major focus on Literacy saw many PD opportunities through the DETA P-3 literacy blocks, David Hornsby workshops and 1st Steps Reading and Maths programs medium .QCAR was also implemented with members of staff being involved in the development of materials at the central office level.

Our early childhood staff continued to develop and implement the prep year and Early years curriculum. This combined with further professional development in the Regio Emilio early childhood philosophy and acquisition of Montessori manipulative materials, forms an exciting educational start to all our new students.

There is a high level of parent involvement at Chevallum State School which is valued by staff, students and parents. The permaculture garden and project and strawbfest were once again an outstanding success both in terms of community involvement and financial reward. A successful application resulted in a Stefanie Alexander grant being awarded to the school with the Garden ad Kitchen program being introduced in 2009.

Another success is our Music program. Because of parent support a substantial increase in the budget was expended on Music. During the year the students were involved in many successful public performances and concerts including Eidstofford, School concert and performances at the Plaza. Participation in instrumental music increased considerably. One of the factors which has influenced this has been the success of the smart strings program. The smart strings program provides all year 3 students the opportunity learn to play violin so that they can then make an informed choice about entering the instrumental music program in year 4.

The Taste of Italy is an annual Italian speaking competition where schools perform plays and musical items before an audience of over 600. In 2007 Chevallum won the Story telling section. In 2008 we repeated this success They also opened the competition with the Italian and Australian National Anthems

Performance of our students

Major excursions included the Kakadu trip in May. This trip is part of a life skills program developed through our SEU. A number of students from the upper school (yrs 5,6,7) take part in this trip. The learning experiences not only included the development of first hand knowledge of indigenous culture and perspective but also an understanding of diversity. Our Anzac Day parade became firmly established as part of our school culture this year. The student leaders conduct the service which has been written in such a way as to explain the parts of the traditional service and to hold the interest of all students. Its focus is on acknowledging the great sacrifices made by Australian men and women and the importance of living in a peaceful world.

A long association with the Rotary club of Woombye has been further developed with the formation of an EARLYACT club at Chevallum State School. Our senior students enthusiastically formed the club and have prepared a strategic plan for 2009.

Reading is highly valued by all at Chevallum. This year in the Sunshine Coast Readers Cup Challenge our Year 6 Team was successful in winning the Year 6 competition. Our Year 7 team missed out on the finals by point. Of the 9 teams that competed Chevallum was the only State School.

In the sporting arena, Chevallum students participated in a number of sporting events. Some of these include the school cross country, swimming carnival, athletics carnival and interschool sport in AFL, soccer, softball, netball, volleyball. Students also participated in district and regional swimming, cross country athletics carnivals. Chevallum was runner-up in the District Athletics and AFL Future Stars competition. Many students went on to represent the district at regional level in all areas.