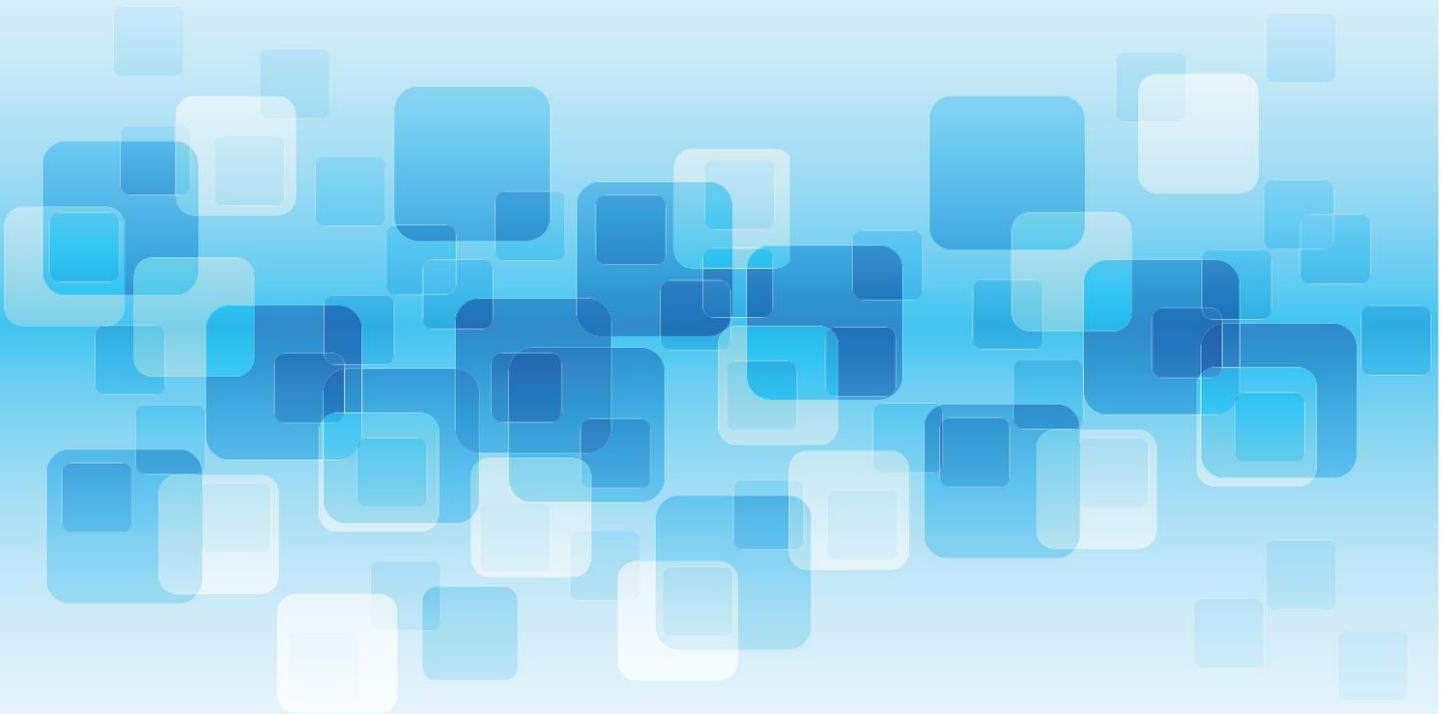




# School Improvement Unit Report

## Cannonvale State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Cannonvale State School from 24-26 March 2015. 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

<b>Location:</b>	56 Coral Esplanade, Cannonvale 4802
<b>Education region:</b>	North Queensland
<b>The school opened in:</b>	1910
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	613
<b>Indigenous enrolments:</b>	7 per cent
<b>Students with disability enrolments:</b>	4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	983
<b>Year principal appointed:</b>	2013
<b>Number of teachers:</b>	25
<b>Nearby schools:</b>	Proserpine State School, Proserpine State High School, Whitsunday Christian College
<b>Significant community partnerships:</b>	Carols on the beach, Reef guardians, Eco barge
<b>Unique school programs:</b>	



### 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, students, parents and community representatives, including:
  - Principal and school leadership team
  - Assistant regional director
  - Master teacher, two teachers (special education), support teacher literacy and numeracy, guidance officer, physical education teacher, music specialist teacher
  - Business Services Manager (BSM)
  - 25 classroom teachers and 14 teacher-aides
  - Parents' & Citizens' Association (P&C) president and immediate past president
  - 16 parents
  - Indigenous community representative
  - 30 school student leaders and students from across the school
  - Principal Proserpine State High School, principal Proserpine State School, principal Hayman Island State School and principal Hamilton Island State School
  - Mayor, Whitsunday Regional Council.

### 1.4 Review team

Liam Smith	Internal reviewer (Chair)
Judy Dale	Peer reviewer
John Wessel	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school's improvement agenda is a powerful driving force.

The school principal and leadership team are driving an explicit and powerful improvement agenda that is clearly focused on improving learning outcomes for students. The school leadership team bring high levels of energy, commitment and expertise to their roles and apply these strengths strategically to drive the explicit improvement agenda.

- The school ethos is built around high expectations and a commitment to excellence.

The tone of the school is a positive and happy one. Productive relationships are evident throughout the school. The school provides an inclusive, safe, respectful, caring and productive learning environment and is held in high regard by the wider school community. The school has established a number of successful and productive partnerships with cluster schools and community organisations centred on improving learning outcomes for students.

- The school strategically utilises all available resources to maximise the outcomes for all students.

The school has successfully implemented a whole of school budget process that ensures there is a systematic and strategic alignment between school improvement priorities and the resources needed to enact these priorities. The school's student services committee effectively co-ordinates, prioritises and monitors the delivery of key resources and programs, both within the school and external to the school, to address students' needs. The school has positioned teacher-aides as significant partners in the delivery of learning programs to students.

- All staff and school leaders have taken personal and collective responsibility for improving student learning and well-being.

The school expects all teachers to be highly committed to the continuous improvement of their own teaching, and to be focused on the development of knowledge and skills required to improve student learning. There is a planned and responsive approach to professional learning supported by an effective model of regular coaching and feedback. The use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully is actively promoted and accepted by staff as a school priority.

- 
- The school is developing and implementing a localised curriculum aligned to the Australian Curriculum.

The school is currently developing and implementing its own local curriculum program using the Australian Curriculum as the foundation. The school has developed a significant range of key curriculum and pedagogy policy documents to support teaching and learning on a daily basis. These include the teaching and learning handbook and the curriculum snapshot which provide a basis for consistency of explicit practice across the school.

- There is an established school culture of self-reflection and continuous improvement.

Feedback from teachers indicated a valuing of the modelling, coaching and feedback opportunities provided. They saw these as supportive and central to their growth as professionals.



## **2.2 Key improvement strategies**

- Develop greater precision in relation to the school's Upper Two Band (U2B) strategy.
- Develop a greater level of sophistication in the tracking of mathematic achievement.
- Implement planned and purposeful opportunities for teachers to learn from each other.
- Implement further quality assurance measures in relation to student data collection tools, assessment and reporting.
- Investigate vertical alignment of year level expectations and assessment criteria.