

Cannonvale State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





Contents

1. Introduction	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders	7
1.4 Supporting documentary evidence.....	7
2. Executive summary.....	8
2.1 Key findings.....	8
2.2 Key improvement strategies	10



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Cannonvale State School** from **19 to 21 August 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Darren Marsh	Internal reviewer, SIU (review chair)
Angelique Padgett	Peer reviewer
Robert Cole	External reviewer



1.2 School context

Location:	Coral Esplanade, Cannonvale
Education region:	North Queensland Region
Year opened:	1969 – current site 1910 – original Cannon Valley school opened
Year levels:	Prep to Year 6
Enrolment:	813
Indigenous enrolment percentage:	5.5 per cent
Students with disability enrolment percentage:	6.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1001
Year principal appointed:	2013
Day 8 staffing teacher full-time equivalent (FTE):	83
Significant partner schools:	Proserpine State School, Proserpine State High School, Hamilton Island State School, Hayman Island State School
Significant community partnerships:	Parents and Citizens' Association (P&C), student services chaplain, health nurse, advisory teachers, Speech Language Pathologist (SLP), occupational therapist, physiotherapist, guidance officer, inclusion coach, autism coach, mental health coach, Positive Behaviour for Learning (PBL) coach, Autism Queensland, Speech & Language Development Australia (SALDA), Supporting People Experiencing Learning Difficulties (Speld), Aboriginal and Torres Strait Islander Community Health Service (ATSICH), Family and Child Connect (FaCC), Act for Kids, Intensive Family Support (IFS), Department of Communities, Department of Child Safety, Youth and Woman, National Disability Insurance Scheme (NDIS), Whitsunday Crisis & Counselling, headspace, vision screening for Preps, SPIRIT, local churches religion day



	<p>camp, Whitsunday Early Years Network transitions and partnerships officer regional office, Little Gekos Early Learning Centre, Whitsunday Regional Council Library, 121 Childcare – Rainforest Centre, private SLP, private occupational therapist, Enhance Family Day Care, Child Health Services Proserpine, Police-Citizens Youth Club (PCYC), C&K Whitsunday Community Kindergarten, Whitsunday Christian College, St Catherine’s Catholic College, Queensland Health, Scallywags Child Care, Goodstart Early Learning Proserpine, Giggle Kids Child Care Centre, Cannonvale Kidz Early Learning Centre, Whitsunday Family Day Care, Eco Barge Clean Seas Inc., Reef Guardians, Healthy Eats, Adopt-a-Cop, volunteers Technical and Further Education (TAFE) and other organisations</p>
<p>Significant school programs:</p>	<p>Back-to-Front Maths, Speech Sound Pics (SSP), Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS), Seven Steps to Writing Success, Spelling Mastery, Maths Mastery</p>



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), three year level coordinators, four support teachers, 21 teachers, digital technology teacher, Language Other Than English (LOTE) teacher, Health and Physical Education (HPE) teacher, creative arts teacher, instrumental music teacher, behaviour support teacher, administration officer, Positive Behaviour for Learning (PBL) sub/focus team, mathematics sub/focus team, English sub/focus team, guidance officer, chaplain, Advisory Visiting Teacher (AVT), Business Manager (BM), 14 teacher aides, schools officer, Parents and Citizens' Association (P&C) president and vice president, 62 students and 42 parents/caregivers.

Partner schools and other educational providers:

- Principal of Proserpine State High School, principal of Proserpine State School, Little Gekos Early Learning Centre and C&K Whitsunday Community Kindergarten.

Government and departmental representatives:

- Councillor for Whitsunday Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2015–2018
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Teaching and Learning Handbook	Curriculum Snapshot
Professional learning plan 2019	Curriculum planning documents
Learning and Wellbeing Framework	School differentiation cone
School pedagogical framework	Whole School Intervention Plan
School Opinion Survey	School website
Assessment and Internal Monitoring Schedule	Responsible Behaviour Plan for Students
Curriculum, Assessment and Reporting Plan P-6	Parent and Community Engagement Framework
School improvement benchmarks and targets	



2. Executive summary

2.1 Key findings

School leaders and teachers promote a view of high expectations that every student is able to be successful in their learning given appropriate levels of support.

A collegial culture of mutual trust and professionalism is apparent amongst staff members and school leaders. A consistent whole-school view of high expectations is apparent in priority learning areas, student management and school-community relationships. Teachers speak highly of the level of support provided by the leadership team to acknowledge their practice and improve upon their teaching skills and knowledge.

The school has explicit expectations in relation to curriculum planning and delivery.

Curriculum units in English, mathematics and inquiry are developed by the school using a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills. These are aligned to the Australian Curriculum (AC) achievement standards and content descriptions, under whole-school themes. Themes are developed to enable the units to be locally relevant with a priority given to constructing learning experiences that are accessible, engaging and challenging for students.

The school has an Explicit Improvement Agenda (EIA) that is identified through three sets of targets.

School targets include all students attaining a 'C' standard in all subjects, 50 per cent of all students achieving an 'A' or 'B' in English and mathematics, and 50 per cent of all students performing in the Upper Two Bands (U2B) in National Assessment Program – Literacy and Numeracy (NAPLAN). It is articulated that the focus to achieve these targets is on reading, writing including spelling, punctuation and grammar, numeracy, differentiation, quality curriculum, explicit teaching, attendance and Closing the Gap. Some teachers are able to articulate each of the improvement areas. They are yet to be clear regarding the strategies that align to achieving each of the targeted areas. Review of the EIA to include identified areas for improvement, including strategies, timelines and targets is identified by school leaders as an area for refinement.

School leaders articulate the belief that collecting and analysing data regarding student learning outcomes is essential in driving the school's EIA.

A range of data including literacy and numeracy assessments is utilised across the school to track student learning outcomes, identify concerns and monitor trends over time. Teacher knowledge in using data to identify the next steps in learning varies across the school. The provision of dedicated time to deeply explore and analyse student diagnostic and formative data is an emerging practice. School leaders acknowledge that this will strengthen teacher ability to utilise data to identify the next steps for student learning.



The school has an explicit, coherent and sequenced plan for curriculum delivery across the years of schooling.

The Cannonvale State School Whole School Curriculum, Assessment and Reporting Plan P-6 includes a whole-school genre scope and sequence for the year in addition to curriculum units for English, mathematics and inquiry. Staff are familiar with and work within the school's shared curriculum expectations. They report that they appreciate the curriculum support of the Head of Curriculum (HOC) and school leaders in understanding the different elements of the AC. Some teachers articulate a desire to further deepen their knowledge and skills in using the AC to develop inquiry units including assessment tasks and Guides to Making Judgements (GTMJ).

The school leadership team understands the importance of the development of staff and school-wide teaching teams as central to improving student learning outcomes.

A culture of sharing practices and visiting classrooms is established at the school. Year level coordinators encourage opportunities for teachers to work together through Watching Others Work (WOW). The consistency and frequency of this approach are developing. School leaders spend time working with teachers, providing feedback in relation to teaching and modelling effective teaching practices. The principal provides opportunity for teachers to be coached throughout the year. The level of collegial engagement is differentiated and some teachers express a desire for this to occur more frequently.

The school expectations of 'Be a Learner, Be Safe, Be Respectful and Be Friendly' are well understood and enacted by students.

Many students are able to discuss the meaning and importance of these expectations. Positive Behaviour for Learning (PBL) has been reinvigorated in 2019 to provide a greater focus on proactive behaviour management practices. Many staff members articulate that this is having a significant positive effect on behaviour, and teaching and learning across the school. Current student behaviour and achievement data indicates this growth throughout the school.

The school is viewed as a significant hub within the community.

School leaders actively seek ways to enhance the learning and wellbeing of students by working with a range of partners within the community. These partnerships are integral to the success of a range of school programs. The school engages with local partners to provide local relevance within its curriculum offerings. The principal, leadership team and other staff members are held in high regard within the school and throughout the local community. The Parents and Citizens' Association (P&C) is a valued community contributor to school programs and initiatives.



2.2 Key improvement strategies

Narrow the EIA to include clear improvement strategies, timelines for implementation, agreed targets and regular monitoring and evaluation of improvement strategies.

Provide dedicated time for teachers to deeply explore and analyse student diagnostic and formative data to inform the next steps for learning.

Identify and provide opportunities to deepen teacher knowledge and understanding of the AC in implementing school-developed curriculum units and assessment.

Further develop teacher capability in delivering the agreed whole-school pedagogies by identifying additional opportunities for systematic observation, feedback and coaching.