

Cannonvale State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Cannonvale State School** from **2 to 5 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#)

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

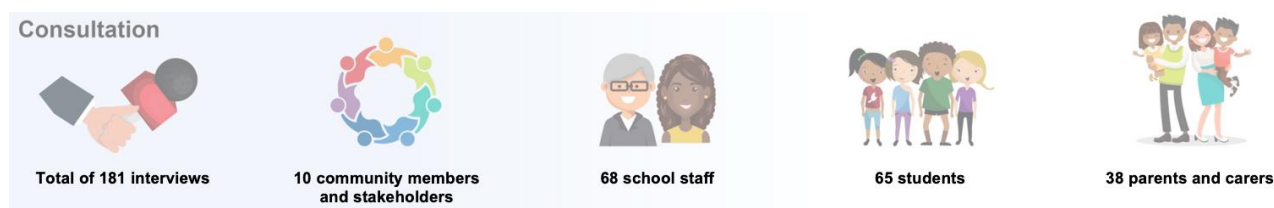
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Noel Baggs	Internal Reviewer, SRR (review chair)
Ursula Carty	Peer Reviewer
John Wessel	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Giya Land We acknowledge the shared lands of the Giya nation and the Ngaro and Gia people of the Biri language region.
Education region:	North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	784
Indigenous enrolment percentage:	7.3%
Students with disability percentage:	13.4%
Index of Community Socio-Educational Advantage (ICSEA) value:	986

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from 19 to 21 August 2019. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1001 and the school enrolment was 813 with an Indigenous enrolment of 5.5% and a student with disability enrolment of 6.5%.

- The key improvement strategies recommended in the review are listed below.
- Narrow the Explicit Improvement Agenda (EIA) to include clear improvement strategies, timelines for implementation, agreed targets and regular monitoring and evaluation of improvement strategies. (Domain 1)
- Provide dedicated time for teachers to deeply explore and analyse student diagnostic and formative data to inform the next steps for learning. (Domain 2)
- Identify and provide opportunities to deepen teacher knowledge and understanding of the Australian Curriculum (AC) in implementing school-developed curriculum units and assessment. (Domain 6)
- Further develop teacher capability in delivering the agreed whole-school pedagogies by identifying additional opportunities for systematic observation, feedback and coaching. (Domain 8)

2. Executive summary

2.1 Key affirmations

Staff and parents express this is a child-centered school with high expectations.

Parents, students, staff and members of the wider community hold the school in high regard. Staff and parents recognise the school as a place of learning where 'kids come first'. Staff prioritise connecting with students and building caring and supportive relationships that will positively impact student engagement in learning. Staff nurture students through a strong belief that high expectations deliver successful outcomes for students.

The school is committed to providing high-quality education for all students.

Staff express the fundamental belief that all students are able to be successful regardless of where they are in their learning journey. Staff are committed to all students realising their potential in their learning and are dedicated to supporting students to achieve educational outcomes. Leaders highlight the importance of a high-quality curriculum delivery to support students' academic improvement. Staff demonstrate high levels of dedication and professionalism towards providing engaging learning opportunities for all students.

Students are offered a broad range of co-curricular learning experiences.

Leaders and teachers acknowledge the learning journey is extensive and covers an array of initiatives across curriculum, teaching and learning. Parents and students value the range of co- and extracurricular opportunities offered to students. A long-established partnership exists with Eco Barge. Students, with the support of school staff, actively seek to have a positive influence within the community as reef warriors.

Strong community partnerships add value to student learning outcomes.

Staff recognise the importance of parents, carers and families as partners in their child's education. End-of-term learning journey celebrations and assemblies are well attended and highly valued by the community. Several significant partnerships with local groups and community organisations are well established. These are highly valued by the school and partner organisations. Community groups consider students as youth leaders in conservation within the region.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Create formalised processes for leaders and teaching teams to collaboratively plan, build expertise in unit planning, and develop marking guides aligned to the achievement standard and assessment task to consistently implement the full range of learning areas of the AC.

Domain 5: An expert teaching team

Expand the current coaching model to include a range of alternative coaching approaches, drawing on contemporary evidence and research to support the growth of teachers.

Domain 1: An explicit improvement agenda

Further develop the instructional leadership capability of the leadership team to leverage expertise in driving the EIA, enacted through a distributive leadership model.

Domain 6: Systematic curriculum delivery

Build teachers' capabilities to effectively engage in internal and external moderation at multiple junctures to ensure consistency of teacher judgements and align curriculum, teaching and assessment.

Domain 7: Differentiated teaching and learning

Refine all staff's understanding of the expected school-wide approach to inclusion and the role of support teachers to drive the consistent implementation of evidence-informed, inclusive practices.