Palmwoods State School (0592)

Queensland State School Reporting

2012 School Annual Report
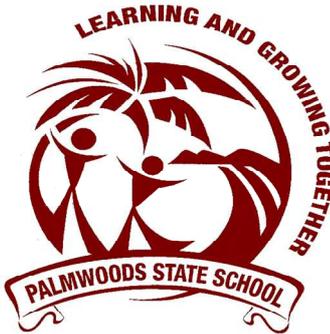
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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
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Principal's foreword

Introduction

The following report outlines the 2012 student and school performance at Palmwoods State School.

All schools are required to publish details for parents and the community with the following information -:

School Profile;

Curriculum offerings;

Social climate of the school, including pastoral care programmes;

Parent, Student and Staff satisfaction;

Involving Parents in their child's education

Reducing the school's environmental footprint;

Staff training and development and qualifications;

School income, broken down by funding source;

Key student outcomes.

This report provides a summary of the above, as well as a future outlook into the curriculum offerings at Palmwoods State School.

Further information about the contents of this report or about the school can be found at the following website www.palmwoodss.eq.edu.au or by contacting the.principal@palmwoodss.eq.edu.au

School progress towards its goals in 2012

School Improvement Strategies 2012	
Activity	**Progress**
Priority 1: *Literacy & Numeracy*	

• Literacy Lift *The development of Literacy skills with a focus on Reading, our Priority Learning Hours (8:50am – 1:00pm) daily will be used to provide intensive targeted support to groups of students. This program is about lifting the performance of the full range of students*
• Combining classes where possible to enhance teachers' structuring learning experiences in Literacy & Numeracy to best meet students' individual needs.
  o Major focus Term 1 - 7 Steps of Writing
  o Revise and reinforce Teaching of Reading
  o Review Science Assessment Processes
  o Align Numeracy practices and structures to C2C
• Data Collection and analysis according to our *Assessment and Monitoring Overview* (attached) used in Moderation process to improve student outcomes.
	• Implemented successfully.
	
	• Implemented successfully
	
	• Implemented successfully

Priority 2: **Curriculum, Teaching & Learning, Implementation of ACARA**	
• Commence implementation of the Art & Science of Teaching (ASOT) Question 2 - What will I do to help students effectively interact with new knowledge? Semester 1, implementation of Question 3 Semester 2 2012 • Implement Kagan Cooperative Learning Structures • Revise Palmwoods State School Curriculum Framework in line with ASOT • Resource C2C Units	• This was achieved successfully, we also implemented Design Question 1. These are being used by all our teaching staff to develop and reflect upon their teaching and planning. • Implemented successfully. • Implemented successfully. • Implemented successfully.
Priority 3: **Differentiation**	
• Intervention Action Plan • ILPs developed for all ATSI (Closing the Gap) & SWD students • Upper 2 bands identification and development of strategies to improve student results in this area.	• Intervention Action Plan • ILPs developed for all ATSI (Closing the Gap) & SWD students • Upper 2 bands identification and development of strategies to improve student results in this area.
Priority 4: **Positive School Community Culture**	
• SWPBS • Enrichment Program • Flying Start Scan • Chaplaincy • Community Partnerships • Palmwoods Country Fair • WH&S – As part of our Duty of Care obligations the First Aid Room needs to be staffed between 8:30am and 3:00pm each day and this is one of our Priority Learning Areas • OneSchool Implementation	• SWPBS • Enrichment Program • Flying Start Scan • Chaplaincy • Community Partnerships • Palmwoods Country Fair • WH&S – As part of our Duty of Care obligations the First Aid Room needs to be staffed between 8:30am and 3:00pm each day and this is one of our Priority Learning Areas • OneSchool Implementation

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Future outlook

FOCUS AREA	SCHOOL PRIORITIES 2013	IMPROVEMENT STRATEGIES AND ACTIONS 2013
School & community partnerships	Getting Ready For Secondary School Learning and Growing Together	Combining classes where possible to enhance teachers' struct best meet students' individual needs and prepare students for leadership arrangements re 2014 (School Captains, House Ca Develop a communication strategy with community regarding Commence the development of strategies concerning staffing Promote parent participation in school events and provide oppo celebrate student achievement Use multiple communication channels to communicate with pa Provide programs and opportunities for parents to build their ca Actively seek and develop a wide range of community partners Flying Start Scan, Enrichment Program SWPBS WH&S – As part of our Duty of Care obligations the First Aid R each day and this is one of our Priority Learning Areas
School curriculum	Implement the Australian Curriculum	Review Curriculum Overview Data Collection and analysis according to our *Assessment and* Discuss, Improve process to reflect on teacher practice for stud Embed English, Mathematics, History and Science (National C PSS Curriculum Overview.
Teaching practice	Develop and enact a pedagogical framework based on ASOT or other approved framework T&L Audit priorities	Implement Curriculum Framework Continue implementation of the Art & Science of Teaching (AS Implement Kagan Cooperative Learning Structures Develop and implement Numeracy strategies based on the dev Refine teaching of Reading Comprehension, CAFÉ, Daily 5 Intervention Action Plan - Literacy Lift *The development of Literac (8:50am – 1:00pm) daily will be used to provide intensive targeted s performance of the full range of students* ILPs developed for all ATSI, SWD's & students accessing a dif Participate U2B Maths Project
Principal leadership and school capability	Implement the Developing Performance Framework for all staff	Implement the Developing Performance Framework for all staf Reflective practice through continued Admin and Collegiate Ob Assist our teachers to move from "Good" to "Great" through Co

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012:   **Prep - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	465	216	249	95%
2011	459	201	258	95%
2012	507	212	295	95%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Palmwoods State School is located in Queensland's Sunshine Coast hinterland and services the community of Palmwoods and surrounding rural areas. The school has a co-educational enrolment of about 460 students from Prep to Year 7. There are 57 staff members. In addition many parent and community volunteers work in the school supporting students and the school with a variety of learning experiences.

The Palmwoods community is now a mix of urban living on regular house blocks, semi rural living on acreage blocks, with small business and self employment and some remaining farming families. Increasingly the community is attracting families who wish to reside in the country, with employment on the coast or in the city where some workers commute to Brisbane by train.

The school is set in spacious grounds with many gardens in beautiful rainforest settings. We have well maintained buildings and new Library, Hall and Administration Blocks with a new Tuckshop to open in 2013. There are three large playing fields, multi purpose sports courts and a central courtyard area with our 'Spirit of the Community Tree', which was carved with assistance from the students and the community. The school was awarded the 2008 Queensland Arbor Day award for this project.

In addition, the school employs permaculture and water efficiency techniques with its gardens and other facilities. Community volunteers and students can be found working during lunchtimes in our large permaculture vegetable garden.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	23	22	24
Year 4 – Year 10	25	25	23

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	9	11	15
Long Suspensions - 6 to 20 days	2	1	2
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- We have implemented the Art and Science of Teaching and utilised the Kagan Cooperative learning structures to underpin our curriculum and pedagogy in all classes from Prep to Year Seven. These are both research based and proven to make a difference in improving student outcomes.

- Palmwoods State School ensures we meet the needs of individual students through our *Literacy Lift Program* and grouping our students within Year Levels for Maths.

- The teaching and learning program at Palmwoods is organised around the eight Key Learning Areas. Core learnings are delivered in an integrated approach, with SOSE (Studies of Society and the Environment), Science, The Arts or Health and Physical Education used to support the basis of this integration. Literacy and numeracy remain the key focus, as well as being taught in Maths and English. Unit integration allows for active engagement of real life learning experiences and units often have a culminating activity. Child Friendly Criteria Sheets are used to support and assess an individual student's knowledge and understandings.

- An inclusive education program which offers teaching and learning experiences for students with disabilities, learning support and gifted and talented. These are usually integrated into classrooms with some stand alone support from specialist teachers trained in these areas.

- Community and parent volunteers are co-ordinated by our Community Participation Officer and these volunteers are seen each day in and around the school supporting students in reading, writing, maths, art and other areas.

- A school chaplaincy program operates with a variety of lunchtime and weekend activities to support students in their social and team interactions.

- An outside hours care program (Kid's Club) operates before and after school and vacation care for school age students of parents who work outside of school hours.

- A Guidance Officer also works at the school on a part time basis to support individual students. Other specialist personnel work at the school on a needs basis including a Speech Language Pathologist and Occupational Therapist.

Extra curricula activities

- Our *Flying Start Scan* helped provide a boost to our new Prep students for 2012, with them coming in for a scan with one of our staff in November. They also received a book pack courtesy of the Heritage Community Bank in Palmwoods to kick start their literacy for school.

- We have a School Musical every two years. In 2012 *Sinbad and the Seven Cs* was an enormous success and highlight of the year for our whole community. Not only do all our students perform but also many of the staff. Again our Music Teacher Mrs Sally Kohler did a sensational job in writing, choreographing and directing this extravaganza.

- An instrumental music program is offered with a strings, woodwind and brass teachers. Our Arts program includes choir and recorder band and learning activities culminate in a performance each year with whole school participation in a variety of events.

- Our permaculture garden and woodworking programs offer a practical and hands on approach for learners as well as providing options during lunchtimes.

- A camping program operates for Years 4-7 and many excursions take place to support units of work.

- A swimming program occurs in Term 4 for Prep to Year 3 and we are fortunate to be able to access the local community pool which is a short walk from the school.

- Our Schoolwide Enrichment Program includes the opportunity for all our Year 3 – 7 students to choose an area of interest and work with motivated staff and community members over 5 sessions to develop something they

typically would not be able to achieve at school.

- Whole school participation takes place in our annual cross country and athletics day events. In addition to this, many sports take place throughout the year and students are eligible for selection in school, district and state teams and individual sports. Our school was successful in District competitions for Touch and Oz Tag.

- A student leadership program operates in Years 4 -7. Staff nominate students for this program if students consistently display leadership qualities according to established criteria. School and vice captains, student councillors and house captains are also elected from this pool of student leaders.

How Information and Communication Technologies are used to assist learning

The use of computers and other technology such as digital cameras, interactive whiteboards and data projectors are used extensively in the delivery of the curriculum. All teachers use technology and computers as an integral part of teaching and learning. Mobile laptop trolleys are booked by teachers for more concentrated use of computers with specific units of work or during activities. The library also features a mini lab of computers and laptops for whole group and classroom work.

Many student assignment pieces in Years 3-7 use some form of ICT in their presentation or preparation. Some adaptive technology is used to support students with disabilities. Teachers use a variety of software with an emphasis on the Microsoft suite of programs.

We also have iPads available for use by teachers and students. Many Learning Objects are also used within our curriculum units to introduce concepts and deepen students' understanding. We also used ICTs to collaborate for planning and to share work between teachers.

Social climate

Students and staff at Palmwoods are guided in their interactions by the core values of safety, learning and respect. This code of conduct is consistently applied in all classroom and playground situations. A matrix of expectations in these 3 areas has been formulated for all areas of the school.

Our Child Needs Committee meets every fortnight to consider teacher and parent referrals, they then determine the best way to support the child which may include additional teacher aide time and referral to outside agencies. In addition a guidance officer and behaviour management specialist teacher work in the school to support parents and students with specific needs in the areas of behaviour and guidance and counselling.

Our Chaplain supports students and families in a variety of areas where support or guidance is needed. They also organise many social and weekend events for students and families.

Parent, student and staff satisfaction with the school

Overall our parents, students and staff are satisfied with Palmwoods State School, we are very proud of our strong links with the Palmwoods community and are continually seeking ways to extend this relationship.

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	85.7%
this is a good school	95.2%
their child likes being at this school*	95.2%
their child feels safe at this school*	95.2%
their child's learning needs are being met at this school*	95.2%
their child is making good progress at this school*	85.7%
teachers at this school expect their child to do his or her best*	95.2%
teachers at this school provide their child with useful feedback about his or her school work*	90.5%
teachers at this school motivate their child to learn*	85.7%
teachers at this school treat students fairly*	90.5%
they can talk to their child's teachers about their concerns*	95.2%
this school works with them to support their child's learning*	85.0%
this school takes parents' opinions seriously*	81.0%
student behaviour is well managed at this school*	81.0%
this school looks for ways to improve*	90.0%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	94.1%
they like being at their school*	89.2%
they feel safe at their school*	85.9%
their teachers motivate them to learn*	97.6%
their teachers expect them to do their best*	97.6%

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their teachers provide them with useful feedback about their school work*	94.1%
teachers treat students fairly at their school*	81.0%
they can talk to their teachers about their concerns*	80.7%
their school takes students' opinions seriously*	76.2%
student behaviour is well managed at their school*	69.4%
their school looks for ways to improve*	92.9%
their school is well maintained*	91.6%
their school gives them opportunities to do interesting things*	86.7%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	77.8%
with the individual staff morale items	87.6%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Palmwoods State School employs a Community Participation Officer to help 'harness the collective capacity of our community to ignite the potential in every child'. This Community Participation Officer co-ordinates parent and community volunteers to work with individual and groups of students in a variety of areas such as reading, writing, maths, woodwork, gardening, tuckshop and our Parents and Citizen's association.

Our staff including our Chaplain also organise social events and information sessions for parents about the school. In 2012 we ran *1,2,3 Magic Parenting Course* to assist parents at our school.

Many of our parent volunteers are either past pupils at the school or can be community members who wish to support the school, in order to give something back to the community, once they have retired from their working lives.

The school's annual Country Fair, Musical and Enrichment Program attract an enormous amount of parent support. The school's major fundraiser for the year is the annual Country Fair and the P&C and other volunteers team together for this large community event every year.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Through our Permaculture Garden we have been involved in minimising waste for many years. This moved to another dimension in 2012 with our involvement in the *Strategies Towards Active Resource Sustainability Program* placing waste in specific bins so that less goes to landfill.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	79,595	1,130
2010-2011	65,524	5,393
2011-2012	127,280	2,169

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Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	32	20	0
Full-time equivalents	28.5	11.2	0

Qualifications of all teachers

Bachelor degree	29
Diploma	3
Certificate	0
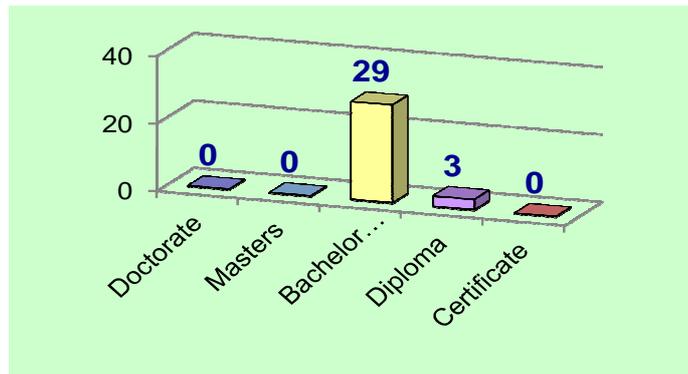
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $ $27,373.61.

The major professional development initiatives are as follows:

Continuing with the implementation of the National Curriculum. Also developing teachers' pedagogy through the implementation of the Art and Science of Teaching and the Kagan Cooperative Learning Structures. The methods we have used to providing professional development include:

Weekly Staff Meetings

Pupil Free Days and Twilight Sessions

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Our staff profile

Peer and Admin Observations

Collaborative Planning

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.1%	95.6%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.8% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**

Where it says '**Search by school name'**, type in the name of the school you wish to view, and select **<GO>**.   Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
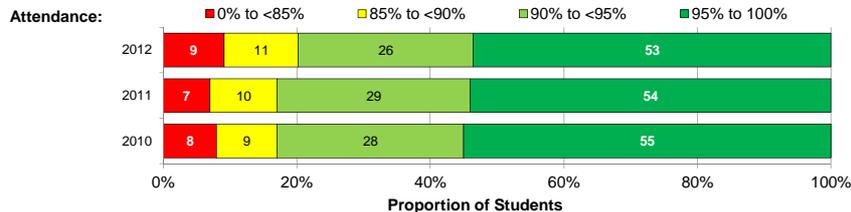
Key student outcomes

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	93%	94%	95%	96%	94%	93%	95%
2011	95%	94%	93%	94%	95%	95%	93%
2012	93%	94%	94%	92%	95%	95%	94%

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

We follow up with parents for unauthorised absences by contacting parents. We encourage participation through timing the running of particular school activities. In 2012 we rewarded students who had 100% attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☐ Government
☐ Non-government

SEARCH

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Use your school's 'Closing the Gap Report' to make a summary statement about the school's progress on closing the gap between the performance of Indigenous and Non-Indigenous students in your school. Your response should include reference to attendance, attainment, and retention.

The percentage of Indigenous Students is less than 5%. All of our Indigenous students attend more than 80% of the school year. We incorporate indigenous perspectives in all Year Levels across our school. One Indigenous Cultural Performance is held each year to promote a greater understanding and acceptance of Aboriginal and Torres Strait

Islander cultures. Local Indigenous community activities are promoted and made available to all our indigenous families.