

Palmwoods State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Palmwoods State School is an Independent Public School located in Queensland's Sunshine Coast hinterland and services the community of Palmwoods and surrounding rural areas. In 2014 the school had a co-educational enrolment of about 500 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.

Our School Motto - *Learning and Growing Together* – underlies all that we do and the way we do it at Palmwoods State School. We enact our Statement of Purpose – *Harness the collective capacity of our school community to ignite the potential of every student* – through many different programs you will read about later in this report.

Our Core Values are:

Learning, Safety, Respect, Confidence, Persistence, Resilience, Getting Along and Organisation

These all form part of our shared vision which is enacted through:

1. Continuing the alignment of Curriculum, Planning, Pedagogy, Assessment and Reporting using our School Motto, Statement of Purpose and Core Values as our underpinning framework.
2. Continuing the strong, inclusive school/community relationships and our positive profile, through promotion of the unique benefits of Palmwoods State School for both our students and the broader community.
3. Improving student outcomes through differentiation, including digital resources, to prepare them for their futures.
4. Engaging parents to be actively and positively committed to our school and their children's education.

We have embedded a strong pedagogical framework founded on the above Motto, Statement of Purpose, Core Values and Shared Vision that utilizes the Art and Science of Teaching and Kagan Cooperative Learning across our school.

The school is set in spacious grounds with many gardens in beautiful rainforest settings. We have well maintained buildings and a new Library, Hall, Administration Block and Tuckshop. There are three large playing fields, multipurpose 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.

The report outlines the following 2014 student and school performance at Palmwoods State School.

- 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 2014

Progress	Improvement Strategies and Actions 2014
<p>Implemented continue 2015 with less use of C2C</p> <p>Implemented</p>	<p><u>ACARA Priorities</u></p> <ul style="list-style-type: none"> • Embed English, Mathematics, Science and History (National Curriculum) using the C2C resource ensuring alignment with community expectations. • Trial Geography using the C2C resource • Implement PSS Assessment, Monitoring and Intervention Overview and Palmwoods Curriculum Overview. <p><u>Literacy Priority</u></p>

<p>Implemented continue 2015 particularly through checklists</p>	<p><i>Embed a balanced reading program</i></p> <ul style="list-style-type: none"> • Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading. • Ensure these aspects of reading are explicitly addressed ie: 1. Fluency – Daily 5; 2. Broad and Deep Vocabulary – Words their Way, PSS STRIVE Process; 3. Active comprehension Strategies – Teaching Reading Comprehension Strategies - Sheena Cameron ; 4. Text and Textual features – C2C Units • Continue the use of a variety of teaching processes and resources to support the development of the literacy skill of <i>inference</i> eg: Key Into resources, Sheena Cameron Comprehension Strategies • Embed comprehension strategies into the reading procedures in Guided Reading lessons • Intervention Action Plan – “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
<p>Implemented continue 2015</p>	<p><i>Develop a balanced writing program</i></p> <ul style="list-style-type: none"> • Develop a shared understanding and pedagogical practice of the 4 writing procedures: 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing • Embed 7 Steps to Writing Success strategies into the writing procedures • Words their Way, Individual Spelling Program Years 3-7 • Editing through CUPS
<p>Implemented continue 2015</p>	<p><u>Numeracy Priority</u></p> <ul style="list-style-type: none"> • Embed <i>Maths Warm Ups</i> that address key aspects of number as identified through NAPLAN and internal data sources ie NCR Diagnostic Assessment Tasks • Develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics • Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting. • Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation • Practice and deepen number facts through SuperSpeed Maths
<p>Implemented continue 2015</p>	<p><u>Upper 2 Bands Priority</u></p> <ul style="list-style-type: none"> • Ensure a variety of processes are in place for the identification of possible U2B students (Literacy Lift, Maths groupings, Palmwoods Excellence Program, GEM programs) • Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, Literacy Lift, Maths groupings, Enrichment Program Years 3-7) • Embed differentiation strategies (Differentiation Dugout) across all year levels using diagnostic assessment processes and ACARA recommendations
<p>Implemented continue 2015</p>	<p><u>Moderation</u></p> <ul style="list-style-type: none"> • Develop opportunity for intra moderation processes ensuring sound assessment practice utilizing Reflect, Discuss, Improve process.
<p>Implemented</p>	<p><u>BPN Priority</u></p> <ul style="list-style-type: none"> • Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team, teacher team and Teacher Aide team in improvement via structured discussions, participation and reflection.

Implemented continue 2015	<p><u>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> • Complete a thorough interrogation of NAPLAN data - 2013/2014 in preparation for 2015 NAPLAN • Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B
Implemented continue 2015	<p><u>Developing Performance Framework</u></p> <ul style="list-style-type: none"> • Embed in Term1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs. • Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers • Consultation and feedback structures are in place and occur in a timely manner (Once a term) • Create a HoC position and coaching roles to facilitate teachers learning from teachers. • Implement Super Star Staff Award, Admin team trial different ways to recognize staff efforts. • Develop Professional Learning Overview for teachers and teacher aides. • Implement processes to monitor staff and personal wellbeing
Implemented continue 2015	<p><u>ASOT</u></p> <ul style="list-style-type: none"> • Continue to implement Pedagogical Framework based on ASOT and Kagan Cooperative Learning Structures. • Continue to refine and implement Design Questions of the ASOT framework • Engage staff in Best Practice using ASOT as a reflective framework • Use ASOT as a focus for Instructional Leadership to build teacher capacity through observation and feedback • Develop formative assessment practices across the school, refine the use of learning goals.
Implemented	<p><u>Flying Start initiative</u></p> <ul style="list-style-type: none"> • Liaise with feeder Secondary Schools and preschool providers • Implement protocols around leadership arrangements re 2014 (School Captains, House Captains, Camps and Graduation ceremonies) • Develop a communication strategy with community regarding relevant changes • Continue the development of strategies concerning staffing and resource allocations
Implemented continue 2015	<p><u>Parent and Community Engagement Strategy</u></p> <ul style="list-style-type: none"> • Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter • Provide programs and opportunities for parents to build their capacity to support their child's learning • Actively seek and develop a wide range of community partnerships including Chaplaincy, Palmwoods Country Fair, Flying Start Scan, Enrichment Program • SWPBS • 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
Implemented	<p><u>Curriculum Teaching and Learning/ Discipline Audit</u></p> <ul style="list-style-type: none"> • Participate in audit April 2014 • Record positive behaviour in OneSchool, including Students of the Week. • Monitor and review SWPBS, Matrix and Behaviour Profile.
Implemented	<p><u>Internal Audit</u></p> <ul style="list-style-type: none"> • Implement strategies to fulfil internal audit requirements and recommendations, using Self Assessment Modules

2014 was the first year of the *Great Results Guarantee* Palmwoods State School received \$117 366 that was used to:

- Provide additional Teacher Aide time to work with Prep – Year 2 students to improve their speech. Provide PD for these aides. (\$12 866)
- Provide an extra teacher for an hour a day each for Year 2 & 5 Maths (\$40 000)
- Build teacher capability by providing extra collaborative planning sessions and coaching opportunities (\$60 000)
- Purchase Ipads and specialised applications for use of Prep – Year 2 classes to enhance learning outcomes (\$4500)

Future outlook

Our 2015 Explicit School Improvement Agenda is differentiating instruction to meet the individual needs of all students through:

- Formative Assessment
- Teaching of Spelling, Reading, Writing & Mathematics
- Art and Science of Teaching (ASoT)
- Kagan Co-operative learning

We use the \$136 400 provided by the *Great Results Guarantee* to:

- Provide additional Teacher Aide time to work with Prep – Year 2 students to improve their speech. Provide PD for these aides. (\$12 800)
- Provide an extra teacher for an hour a day each for Year 3 & 5 Maths (\$40 000)
- Build teacher capability by providing extra collaborative planning sessions and coaching opportunities (\$68 600)
- Engage an Occupational Therapist to visit the school each week to work with identified students, their teachers and teacher aides (\$15 000).

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	507	212	295	95%
2013	514	224	290	93%
2014	502	243	259	94%

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

Characteristics of the student body:

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 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.

Most students who come to our school remain here for the remainder of their Primary schooling, however we do have a small transient population. Our students come from a broad range of family structures that are evident within our broader society, we pride ourselves on having developed a supportive environment characterized by high expectations for all.

Our Regionally approved Program Of Excellence in The Arts is attracting some students from outside of our catchment with talent and interest in this area to our school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	25	23
Year 4 – Year 7 Primary	23	27	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	15	5	6
Long Suspensions - 6 to 20 days	2	1	0

Exclusions [#]	0	1	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 National Curriculum for English, Maths, Science, Geography and History through modifying the Curriculum to the Classroom Units. In 2014 we used the Queensland Curriculum for The Arts, Health and Physical Education and LOTE (Language Other Than English). 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 hour's 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.

We started a partnership with *Sunnykids* in 2014 to provide additional support to families in need.

Extra curricula activities

Our *Flying Start Scan* helped provide a boost to our new Prep students for 2014, 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. This was an enormous success in 2014 with every student and many staff performing in our School Musical *All the King's Horses and all the King's Men*. Again our Music Teacher Mrs Sally Kohler did a sensational job in, choreographing and directing this with the assistance of our whole staff.

An instrumental music program is offered with string, 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 offers a practical and hands on approach for learners as well as providing options during lunchtimes and opportunities for volunteers.

A camping program operates for Years 3-7 and 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.

Our Prep-Year 2 aged students are acknowledged and celebrated through an Under 8's Day event held every June, where students choose from a variety of developmentally appropriate activities and enjoy a visit from the local Fire and Police service.

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, iPads 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. In 2014 all teachers were given the option of having an iPad to boost their skills and use in their teaching. 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 school matrix was refined in 2014 and we also modified our Student Behaviour Tracking sheet to provide students and parents with a Behaviour Report three times a semester to reinforce our high expectations of behaviour.

We explicitly teach students “Program Achieve” where they are taught the 5 Keys to success of persistence, resilience, organisation, confidence and getting along. Individual learning goals are set around these keys each term to help students develop to their potential.

An anti-bullying program is delivered each year by our Deputy Principal with lessons and messages delivered in class and on parade. We set high expectations across all areas of learning and behaviour and ensure a clear message of “Bullying – No Way” is adhered to.

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 works in the school to support parents and students with specific needs in the areas of behaviour, guidance and counselling.

Our Chaplain supports students and families in a variety of areas where support or guidance is needed. She also organises social and weekend events for students and families. *Sunnykids* are involved in providing direct support for families as well as working with other outside agencies.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	86%	96%	95%
this is a good school (S2035)	95%	100%	95%
their child likes being at this school* (S2001)	95%	100%	100%
their child feels safe at this school* (S2002)	95%	96%	97%
their child's learning needs are being met at this school* (S2003)	95%	96%	90%
their child is making good progress at this school* (S2004)	86%	96%	87%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	92%
teachers at this school motivate their child to learn* (S2007)	86%	100%	92%
teachers at this school treat students fairly* (S2008)	90%	96%	97%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	95%
this school works with them to support their child's learning* (S2010)	85%	100%	90%
this school takes parents' opinions seriously* (S2011)	81%	96%	92%
student behaviour is well managed at this school* (S2012)	81%	96%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
this school looks for ways to improve* (S2013)	90%	100%	92%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	94%	93%
they like being at their school* (S2036)	89%	91%	93%
they feel safe at their school* (S2037)	86%	92%	96%
their teachers motivate them to learn* (S2038)	98%	98%	98%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	96%
teachers treat students fairly at their school* (S2041)	81%	90%	94%
they can talk to their teachers about their concerns* (S2042)	81%	92%	90%
their school takes students' opinions seriously* (S2043)	76%	91%	94%
student behaviour is well managed at their school* (S2044)	69%	84%	87%
their school looks for ways to improve* (S2045)	93%	98%	97%
their school is well maintained* (S2046)	92%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	87%	95%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	100%
they feel that their school is a safe place in which to work (S2070)		95%	100%
they receive useful feedback about their work at their school (S2071)		83%	84%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		98%	100%
student behaviour is well managed at their school (S2074)		87%	100%
staff are well supported at their school (S2075)		82%	92%
their school takes staff opinions seriously (S2076)		72%	88%
their school looks for ways to improve (S2077)		98%	96%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		85%	96%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 2014 our Inclusion Teacher and Guidance Officer 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 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	127,280	2,169
2012-2013	125,571	1,372
2013-2014	140,366	817

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

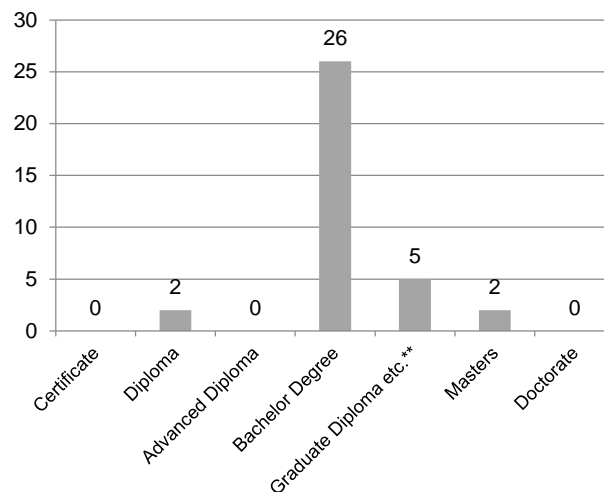
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	22	0
Full-time equivalents	32	12	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	26
Graduate Diploma etc.**	5
Masters	2
Doctorate	0
Total	35



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ \$34,043.61

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 provide professional development include:

Weekly Teacher Professional Learning Meetings

Pupil Free Days and Twilight Sessions

Peer and Admin Observations

Collaborative Planning

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%

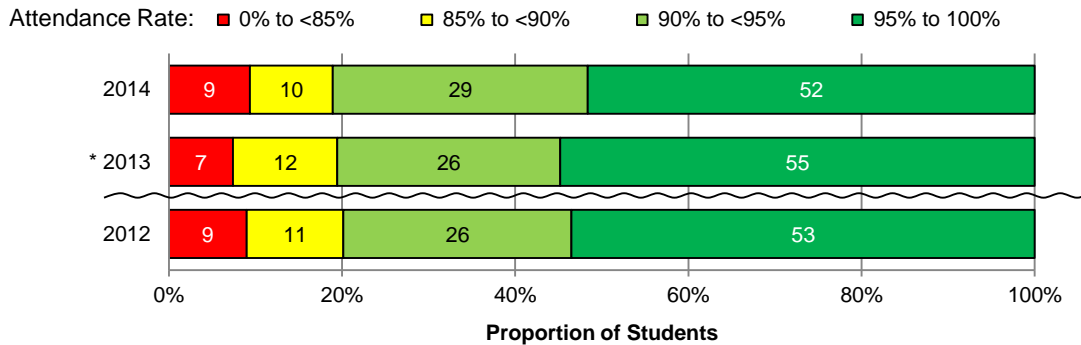
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	94%	94%	92%	95%	95%	94%					
2013	93%	93%	95%	93%	93%	95%	94%					
2014	92%	93%	94%	93%	94%	93%	96%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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. School Staff including Class Teachers and our Guidance officer work with families of children who start displaying a pattern of absences. We encourage participation through timing the running of some school activities on particular days of the year.

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

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Search by suburb, town or postcode

Sector Government
 Non-government

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

Palmwoods State School had 26 Indigenous students enrolled in 2014. These students have recorded both a similar overall attendance rate and achievement rate than the average of our Non-Indigenous students. We thank their parents for valuing our school and reinforcing our message that all students can achieve.