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#### Principal's foreword

#### Introduction

The following report outlines the 2011 student and school performance at Palmwoods State School.

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

Enrolment and year levels offered;

Distinctive curriculum offerings;

Opportunities for involvement of parents;

Extra-curricular activities;

Staff training and development and qualifications;

Social climate of the school, including pastoral care programmes;

Strategies used for involving parents in their child's education;

Annual reporting in reading, writing and numeracy in Years 3, 5 and 7 and Year 2 Diagnostic Net.

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](http://www.palmwoodss.eq.edu.au) or by contacting [the.principal@palmwoodss.eq.edu.au](mailto:the.principal@palmwoodss.eq.edu.au)

#### School progress towards its goals in 2011

Our Palmwoods School Curriculum continued to be developed through whole school professional development and collaborative planning sessions where teachers worked with their Year level colleagues to implement units of work based on the Essential Learnings with a particular emphasis on incorporating the



Ways of Working and all of the Assessable Elements.

We also spent time in collaborative planning and other professional development preparing for the implementation of the National Curriculum in 2012. A focus on Writing was supported by whole school professional development in Semester Two.

Our Preparatory Year program continued to grow and be developed with the teachers working on implementing the curriculum and establishing standards leading into Year 1.

Our NAPLAN Data was used as a basis for reviewing our curriculum and teaching strategies.

We continued our School Wide Positive Behaviour Support Process with our committee overseeing this process, which has resulted in our Palmwoods State School Behaviour Expectations Matrix and lesson sequence being revised. Responsible Thinking Plans were continued and our communication to parents refined as part of our Responsible Behaviour Plan for Students.

Our Community Participation Officer contributed to enhancing our strong relationship with the Palmwoods community particularly in the area of volunteer help in our Support A Reader Program and Permaculture Garden.

Our Inclusive Education Program continued to successfully integrate a variety of students into our school and began preparations for our Biennial *Kids And Crocs* trip to the Northern Territory.

Our new Administration Block, Library and Hall were completed.

#### Future outlook

The school is well placed with a very experienced teaching staff. Teaching and learning takes place in all eight key learning areas, as well as in a variety of extra curricular activities. We are investigating the implications of the new National Curriculum. There is a strong focus on literacy and numeracy attainment across the curriculum. This is enhanced by extensive staff knowledge and understanding in the Productive Pedagogies. The school is very community orientated and has a very supportive parent body and active community participation to help achieve its goals. A Community Participation Officer will continue to work with all volunteers to harness this collective capability.

We are looking to refine our focus on highly effective teaching and learning through the staged implementation of the *Art and Science of Teaching*.

Our Key School Planning Priorities for 2012 are:

- Literacy & Numeracy
- As our school continues to grow and gain more facilities, it is important to ensure that there is a smooth transition and optimal utilisation of facilities. Literacy Lift *The development of Literacy skills with a focus on Reading, our Priority Learning Time (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.
- Major focus Term 1 - 7 Steps of Writing
- Revise and reinforce Teaching of Reading
- Review Science Assessment Processes
- Align Numeracy practices and structures to C2C



- Data Collection and analysis according to our *Assessment and Monitoring Overview* used in Moderation process to improve student outcomes.
- Curriculum, Teaching & Learning
- Commence implementation of the Art & Science of Teaching (ASOT) (attached) 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
- Differentiation
- Intervention Action Plan
- Individual Learning Plans developed for all ATSI (Closing the Gap) & SWD students
- Upper 2 bands (NAPLAN) identification and development of strategies to improve student results in this area.
- Positive School Community Culture
- School Wide Positive Behaviour Support
- Enrichment Program Yrs 4-7
- Flying Start Scan for new Prep families
- Chaplaincy
- Community Partnerships
- Palmwoods Country Fair
- Health, Safety and Well-being – As part of our Duty of Care obligations the First Aid Room needs to be staffed between 8:30am and 3:00pm each day. This is one of our strategies to provide a safe and supportive Learning Environment.
- OneSchool Implementation

School Profile

Coeducational or single sex: **Coeducational**

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

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
459	201	258	95%

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. 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	21.7
Year 4 – Year 10	25.1
All Classes	23.2

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	11
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

#### Our distinctive curriculum offerings

- 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. Assessment rubrics 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.
- 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.

- We started our *Enrichment Program* for all Years 4 -7 students. They had the opportunity to participate in activities over 5 weeks in areas of personal interest and extension.
- Our Years 4 -7 students participated in Dance Fever which was very beneficial and enjoyed by our children.
- 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 local 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.

### 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.

In the 2011 school opinion survey, Palmwoods State School was above the state mean in all areas of parent opinions about the school being a safe place to be, that parents and students were happy that students were treated fairly at school.

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.

Two chaplains support 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 teacher 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	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	80%
Percentage of students satisfied that they are getting a good education at school	79%
Percentage of parents/caregivers satisfied with their child's school	96%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	67%
Percentage of staff members satisfied with morale in the school	79%

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. This officer also organises social events and information sessions for parents about the 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.

Enrichment Program

The school's annual Country Fair, Arts Alive and end of unit activities in the classes 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.

With much of the school involved in construction projects in 2011 we look forward to using our new environmentally friendly facilities from early 2011.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	65,524	5,393
2010	79,595	1,130
% change 10 - 11	-18%	377%

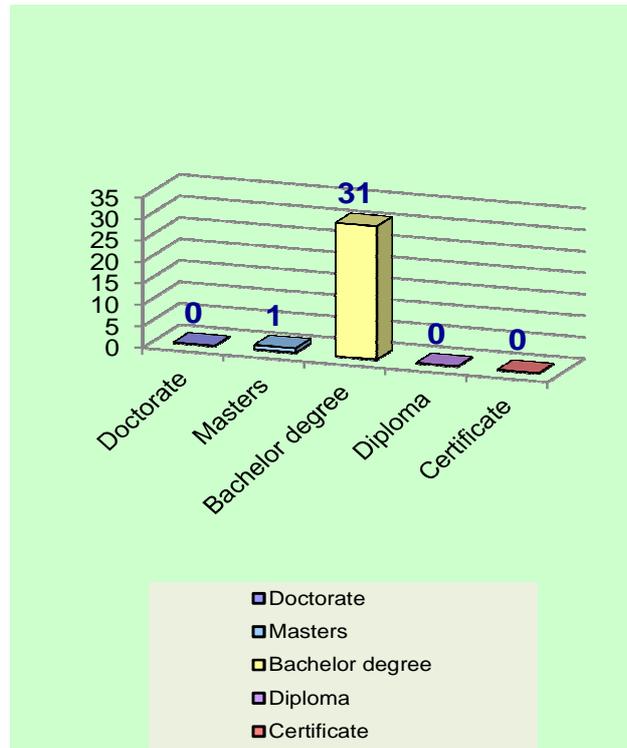
## Our staff profile

### Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	32	18	<5
Full-time equivalents	28	10	<5

### Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	31
Diploma	0
Certificate	0



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$25,896.02. The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

Collaborative planning using the Essential Learnings and Ways of Working  
Behaviour Management including School Wide Positive Behaviour Support,  
Integrating ICTs in learning.

The involvement of the teaching staff in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 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

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 you wish to view (Palmwoods State School), 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 - 2011

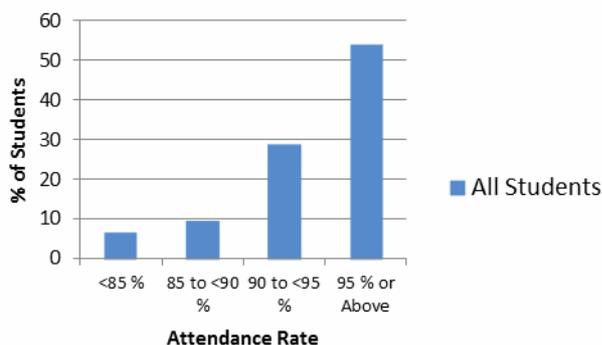
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

#### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
95%	94%	93%	94%	95%	95%	93%

#### 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.

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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.

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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

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.