

# Palmwoods State School

## Queensland State School Reporting

### 2013 School Annual Report



DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT



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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.

Contact Person Peter Wilson  
Principal

## Principal's foreword

### Introduction

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 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 new Library, Hall, Administration Block and Tuckshop . 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.

The report outlines the following 2013 student and school performance at Palmwoods State School.

# Queensland State School Reporting

## 2012 School Annual Report



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](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 2013

Progress achieved from our 2013 Annual Improvement Plan are below.

Implementing the Australian Curriculum – English, Maths, Science and History delivered through collaborative planning and our Curriculum Framework.  
We developed our pedagogical framework based on the Art and Science of Teaching, Kagan Cooperative Learning and our School Behaviour Matrix, through consistent expectations and common staff professional development.  
Addressed individual learning needs through our *Literacy Lift Program* and Cross Class Maths Groupings.  
Learning and Growing Together with our *Flying Start School Scan*, Parenting Programs and School Wide Positive Behaviour Support  
Enhancing our teachers' practices through Admin and Collegiate Observations.

### Future outlook

Palmwoods State School will be an Independent Public School from 2014. This will provide our school with greater autonomy to work with the community for the benefit of our students. Early in 2014 we will form a School Council which will oversee the strategic direction of our school.

In 2014 Palmwoods State School will focus clearly on the following elements:

- **Curriculum into the Classroom (C2C)** – Embed English, Maths, Science and History. Commence delivery of Geography curriculum.
- **Literacy**– Embed a shared understanding and pedagogical practice of the 5 reading procedures, Ensure these aspects of reading are explicitly addressed ie:  
Fluency – Daily 5; Broad and Deep Vocabulary – Words their Way, PSS STRIVE Process;. Active comprehension Strategies – Teaching Reading Comprehension Strategies - Sheena Cameron ;.Text and Textual features – C2C Units  
Embed 7 Steps to Writing Success strategies into the writing procedures  
Continue Literacy Lift to develop Literacy skills with a focus on Reading, to provide intensive targeted support to groups of students.
- **Numeracy**– Embed *Maths Warm Ups* that address key aspects of number as identified through NAPLAN and internal data sources ie Diagnostic Assessment.  
Practice and deepen number facts through SuperSpeed Maths
- **Pedagogical Framework** – Continuing implementation of Art and Science of Teaching framework in design questions 1 – 9 and using Kagan Cooperative Learning across our school. Implementing consistent, informed formative assessment practices.
- **Closing The Gap** – Continue to address attendance, differentiation and individual support
- **Get Ready for Secondary School (GRFSS)** – Preparing our students for secondary school, especially when all year seven

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## 2012 School Annual Report



students across the state move to secondary school in 2015.

- **Instructional Leadership** – developing capacity across the school (including Coaching), with a focus on workforce performance.
- **Gifted and Talented / Upper Two Bands** – Ensure a variety of processes are in place for the identification of possible U2B students (Literacy Lift, Maths groupings, GEM programs)
- **Palmwoods Excellence Program** – Students in Years 4 -7 who demonstrate high levels of ability and attitude will have the opportunity to participate in Excellence Programs in The Arts and Sport.
- **Great People** – 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 and changing our Staff Meetings to sharing professional learning.
- **Formative Assessment** – Develop formative assessment practices across the school, refine the use of learning goals.

**Great Results Guarantee 2014-2017 – state funded commitment to support students under national minimum standard on NAPLAN.**

# Our school at a glance

## School Profile

### Record:

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity
				(Feb – Nov)
2011	459	201	258	95%
2012	507	212	295	95%
2013	514	224	290	93%

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.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	24	25
Year 4 – Year 7 Primary	25	23	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	11	15	5
Long Suspensions - 6 to 20 days	1	2	1
Exclusions	0	0	1
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 National Curriculum for English, Maths, Science and History through our use of Curriculum to the Classroom Units. In 2013 we used the Queensland Curriculum for SOSE (Studies of Society and the Environment), 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 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.

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### Extra curricula activities

- Our *Flying Start Scan* helped provide a boost to our new Prep students for 2013, 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 Arts Alive every two years. This was an enormous success in 2013 with each class and some Enrichment groups putting on an Art Display and Dance Performance. 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 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 3-7 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.
- 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 2013 we increased the number of iPads so that all of our students in Prep to Year 2 were able to access them in school time. 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 2013 and we also introduced 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 or 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 and works 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. She also organises 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. The results in the table below indicate we have strong links with our parents which, we are pleased to report, is getting even stronger.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	86%	96%
this is a good school (S2035)	95%	100%
their child likes being at this school* (S2001)	95%	100%
their child feels safe at this school* (S2002)	95%	96%
their child's learning needs are being met at this school* (S2003)	95%	96%
their child is making good progress at this school* (S2004)	86%	96%

## Our school at a glance

teachers at this school expect their child to do his or her best* (S2005)	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%
teachers at this school motivate their child to learn* (S2007)	86%	100%
teachers at this school treat students fairly* (S2008)	90%	96%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%
this school works with them to support their child's learning* (S2010)	85%	100%
this school takes parents' opinions seriously* (S2011)	81%	96%
student behaviour is well managed at this school* (S2012)	81%	96%
this school looks for ways to improve* (S2013)	90%	100%
this school is well maintained* (S2014)	100%	100%

### Performance measure (Nationally agreed items shown\*)

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

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	83%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	87%

## Our school at a glance

staff are well supported at their school (S2075)	82%
their school takes staff opinions seriously (S2076)	72%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	85%

\* 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 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.

# Our school at a glance

## 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 2013 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

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. This program continued to grow in 2013.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	65,524	5,393
2011-2012	127,280	2,169
2012-2013	125,571	1,372

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

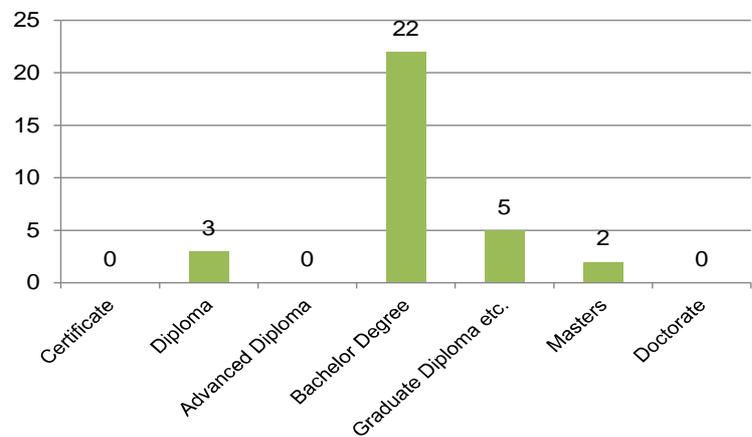
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	32	21	0
Full-time equivalents	28	12	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	22
Graduate Diploma etc.	5
Masters	2
Doctorate	0
<b>Total</b>	<b>32</b>



\* 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 2013 was \$23,523.12

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%.

## Our staff profile

### Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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

From the end of the previous school year, 88% of staff was retained by the school for the entire 2013 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 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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

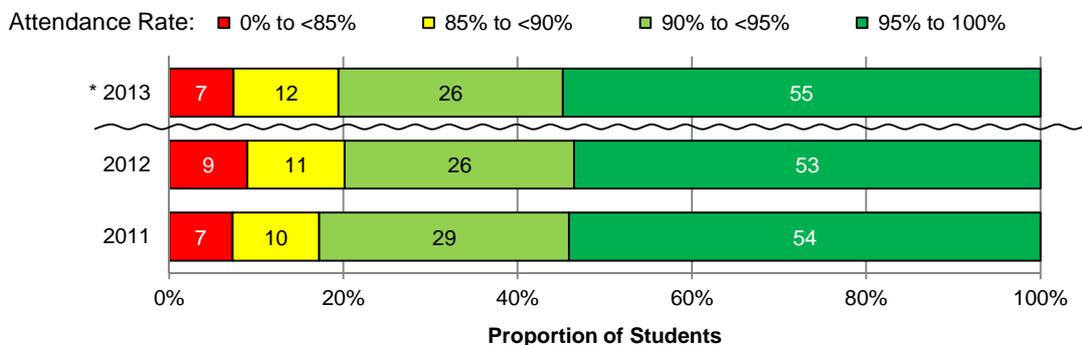
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	94%	93%	94%	95%	95%	93%					
2012	93%	94%	94%	92%	95%	95%	94%					
2013	93%	93%	95%	93%	93%	95%	94%					

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 from 2013 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 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. 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 particular school activities.

# Performance of our students

**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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)**

At Palmwoods State School we are particularly proud of our student's achievements, as can be seen from the table below the average achievement of the students who have been at Palmwoods State School from Year 3 to Year 7 exceeds both the State and National average in all five areas assessed in NAPLAN.

Scale Score (SS) Improvement - Yr 3 to Yr 7 - 2009 to 2013	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
QUEENSLAND	147.4	119.0	166.0	137.3	166.1
AUSTRALIA	129.6	102.4	144.4	115.7	148.3
<b>STUDENT AVERAGE IMPROVEMENT PALMWOODS SS 2009-2013</b>	<b>173.0</b>	<b>135.0</b>	<b>147.1</b>	<b>141.6</b>	<b>188.5</b>

We believe this is because our school culture enacts our motto *Learning and Growing Together*. Our whole staff are engaged in learning together so that we do improve our students' achievements.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 NAPLAN Tests 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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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 23 Indigenous students enrolled in 2013. These students have recorded both a higher 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.

