Palmwoods State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Palmwoods State School** from **30 May to 1 June 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Chris Anderson	Peer reviewer
Mona Anau	Peer reviewer
Garth Hunt	External reviewer

1.2 School context

Location:	Palmwoods-Montville Road, Palmwoods
Education region:	North Coast Region
Year opened:	1889
Year levels:	Prep to Year 6
Enrolment:	500
Indigenous enrolment percentage:	5.4 per cent
Students with disability enrolment percentage:	4.6 per cent
Index of Community Socio Educational Advantage (ICSEA) value:	1016
Year principal appointed:	2009
Full-time equivalent staff:	42.8
Significant partner schools:	Nambour State College, Burnside State High School
Significant community partnerships:	Heritage Bank Palmwoods Community Branch, SunnyKids
Significant school programs:	Palmwoods Excellence Program - Dance and Drama, MakerSpace, Enrichment Program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), master teacher, coach, Business Services Manager (BSM), administration officer, four cleaners, facilities officer, 10 teacher aides, 25 teachers, 29 students, 21 parents, Parents and Citizens' Association (P&C) president, school council chair and community representative, chaplain, guidance officer, Support Teacher Literacy and Numeracy (STLaN) and tuckshop convenor.

Community and business groups:

- Local childcare provider and SunnyKids.

Partner schools and other educational providers:

- Principal of Nambour State College and deputy principal of Burnside State High School.

Government and departmental representatives:

- State member for Glass House, local councillor for Sunshine Coast Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Investing for Success 2017
Annual Report 2015	P&C meeting minutes
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning overview 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Explicit Improvement Agenda Writing
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum Overview 2017	Coaching at Palmwoods State School
Assessment, Monitoring and Intervention Overview	Teacher Aide Professional Learning Overview

2. Executive summary

2.1 Key findings

The establishment of gardens, footpaths, sculptures and murals make the school an inviting environment for parents, students and staff to learn and teach in.

It is apparent all staff members appreciate the environment in which they work and the collegial nature of interactions between all members of the school community. Staff members are committed to maintaining and enhancing the positive culture of the school and readily involve themselves in curricular and extracurricular activities.

The school creates a culture of Growth Mindset and this is apparent in the student learning and behaviour goals.

The innovations that are offered through clubs and the library ensure that students have the ability to create and think innovatively. The extracurricular activities allow students to invest in their own growth and learning.

School staff members are united and committed to the improvement agenda and are comfortable and supportive of the processes developed by the leadership team in introducing new learnings and consolidate school expectations.

The school motto of *'Learning and Growing Together'* underpins the school ethos for improvement and change. The principal describes a reflection process that will evaluate the effectiveness of school initiatives and actions. A systematic way to monitor progress towards targets and measure the effectiveness of initiatives in producing desired improvements in student learning performance is yet to be developed.

School leaders encourage and support teachers to use differentiated teaching strategies to ensure all students are learning successfully.

All students with disability are included in mainstream classrooms and receive support from an inclusion teacher and teacher aide time. This year the school has experienced significant growth in the number of students identified with a disability. The school has the services of a guidance officer one day a week and an inclusion teacher.

The leadership team continues to support teachers to understand and analyse data and respond to differentiation that is required for specific students.

Data is discussed at Curriculum Planning Team meetings supported by the master teacher, Head of Curriculum (HOC) and coach. Teachers discuss data within their cohort and identify strategies to support gaps in students' learning. The analysing of data and data conversations are led by members of the leadership team and the principal articulates the need to build teacher data literacy skills to enable teachers to take further ownership of the planning and differentiation process.

All students have learning goals for reading, writing and number.

Teachers confidently articulate how they group students and identify the learning goals for each area. Teachers describe various ways of determining the readiness of students to move onto the next learning goal. The expertise of teachers in designing learning goals that will inform the next steps for student improvement is variable.

The culture of collaboration and team work is apparent at all levels and teachers feel highly supported by their peers, collaborative groups and by the school's leadership.

Teachers are involved in opportunities that allow them to work together and to learn from each other's practices. There is some evidence of networking between schools. Formal opportunities for teachers to network with other schools are not yet a priority on the professional learning agenda.

The school is highly regarded for its contribution to community life.

The community embraces the school and looks forward to events including the Fair and Musical. This is demonstrated by the range of positive and encouraging comments regarding the school from parents and other community members.

2.2 Key improvement strategies

Develop measures to systematically evaluate the effectiveness of school priority strategies in providing the desired improvements in student learning performance.

Ensure the resources and expertise of staff members to support students with disability are commensurate with enrolment trends.

Continue to enhance staff capacity to lead data analysis at the classroom and individual student level to inform planning and identify starting points for learning.

Further develop teachers' skill and understanding in developing learning goals that will inform the next steps for student improvement.

Include opportunities for further staff networking beyond the school in the professional learning overview.