



Palmwoods State School



ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education and Training

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School Overview

Palmwoods State School was recognised for being one of the top four schools in our region for improvement in our students' NAPLAN tests from 2015 to 2017, this is testament to the focus our school has on improving student learning.

At Palmwoods State School we pride ourselves on welcoming new families into our school from the smile you receive at our front desk to the wonderful support provided by our stable and committed staff, we make sure we all enact our School Motto – Learning and Growing Together. Something you will notice as you walk through our beautiful grounds past our classrooms with students engaging in cooperative learning. Palmwoods State School is an Independent Public School located in Queensland's Sunshine Coast hinterland. The school services the community of Palmwoods and surrounding rural areas. There are currently 56 members of staff and in 2017 the school had a co-educational enrolment of 500 students ranging from Prep to Year 6. We encourage parents and members of the community to volunteer in the school to assist and support students and teachers with a variety of learning experiences.

The Palmwoods State School's **Statement of Purpose** is 'Harness *the collective capacity of our school community to ignite the potential of every student*'. This is evidenced through a variety of programs offered to our students, the details of which are outlined later in this report.

Our School Vision:

Together we design teaching and learning for all students that leads to deep learning and development of a growth mindset; incorporates individual goals; effective feedback and challenge igniting the potential of every student.

Palmwoods State School was recently recognised as being one of the top four schools in our region for improvement in student NAPLAN test results from 2015 to 2017. This is testament to the focus of our school on improving student learning.

At Palmwoods State School we pride ourselves on welcoming new families into our school community. From the welcoming smiles you receive at our front desk, to the wonderful support provided by our stable and committed staff, we make sure our School Motto – *Learning and Growing Together* – is embraced by students and staff alike. As you walk through our beautiful grounds, past our classrooms, you will see students engaging in co-operative learning.

Palmwoods State School values and explicitly develops the following competencies in all learners:

- Collaboration
- Creativity
- Communication
- Character
- Critical Thinking, and
- Citizenship

These are enacted through:

1. Continued alignment of the Curriculum, Planning, Pedagogy, Assessment and Reporting using our School Motto, Statement of Purpose and Core Values as the underpinning framework.

2. Continued strong, inclusive school / community relationships and a positive profile, through promotion of the unique benefits the Palmwoods State School offers both our students and the broader community.
3. Improving student outcomes through differentiation and inclusion of digital resources to prepare them for their futures.
4. Engaging and encouraging parents to become actively and positively committed to our school community and their children's education.

We have embedded a strong pedagogical framework, founded on our School 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 beautiful rainforest garden settings.

There are three large playing fields, multi-purpose sports courts and a central courtyard area with our 'Spirit of the Community Tree' (see Page 2), which was carved with assistance of students and the community. The school was awarded the 2008 Queensland Arbour Day Award for this project.

The buildings are well maintained and we have a new Library, Hall, Administration Block and Tuckshop.

We have a strong Arts Focus with 2017 featuring our Arts Alive Celebration. We also have an Instrumental Music Program available from Year 2 onwards and our Palmwoods Excellence Programs in Drama and Dance.

The school also employs permaculture and water efficiency techniques in its gardens and other facilities. Community volunteers and students can be found during lunchtimes working in our large permaculture vegetable and bush tucker gardens.

Principal's Foreword

Welcome to our 2017 School Annual Report.

It is my pleasure to invite you to read some of the successes of our wonderful school. Before moving on to the more formal aspects of this report there are some things I would like to highlight about our school:

- Great students with a strong, positive, collaborative culture – 110 weeks since we last suspended a student.
- Excellent teachers who are focused on getting even better as we Learn and Grow Together.
- Active and committed support staff who make our school such a welcoming supportive environment.
- Outstanding opportunities in sport, music and drama including our sensational bi-annual whole school Musical enhancing our students' confidence.
- Excellent student improvement results that consistently exceed the National average.
- A school and community which actively support each other.

This report outlines the following 2017 student and school performance, as well as a future outlook into the curriculum offerings, at Palmwoods State School:

- School Profile
- Curriculum delivery
- Social climate of the school, including pastoral care programmes
- Parent, Student and Staff satisfaction
- Parent and Community engagement
- Respectful Relationships Programs
- Reducing the school's environmental footprint
- Staff Profile
- School income, broken down by funding source
- Key student outcomes

Further information regarding the contents of this report or about the Palmwoods State School can be found at www.palmwoodss.eq.edu.au or by contacting the.principal@palmwoodss.eq.edu.au

School Progress towards its goals in 2017

Our School Improvement priorities in 2017 were:

- Teaching & Learning and the Learning Environment
- Differentiating instruction to meet the individual needs of all students through:
 - a) Formative Assessment
 - b) Teaching of Spelling, Reading, Writing & Maths
 - c) Art and Science of Teaching (ASoT)
 - d) Kagan Co-operative learning

Our teachers were supported in addressing these priorities by working with their coaches, colleagues and school administration staff.

These priorities were addressed through the following actions.

Improvement Strategies and Actions 2017	Progress
<p><u>Improve Literacy & Numeracy</u> Student Improvement Coaching – Pre assessment data was used to identify teaching priorities/strategies, coaching support during units including observation and feedback. Post assessment data to determine high yield strategies.</p> <p><u>Other Curriculum</u> Improve STEM engagement and student outcomes through implementing Maker Space Year 3 to Years 6</p> <p><u>Improvement of Facilities</u> Air conditioning of classrooms</p> <p>Additional teaching block requested to cater for expected growth</p> <p><u>Improvement of Staff Capability</u> School Coaching Program – Each teacher provided with a coach to focus on their pedagogy to differentiate their students' individual needs and identify high yield strategies.</p> <p>Developing Performance Framework – Formal meetings held annually for teachers, otherwise incorporated into coaching.</p> <p>Regular Teacher and Teacher Aide Professional Development Sessions.</p>	<p>Implemented Student Improvement Coaching continued and refined in 2017. Over double the number of students were identified in the top band of Year 5 Writing with a slight increase in Year 5 Numeracy.</p> <p>All students in Years 2 – 6 who attended Maker Space used coding and shared this with parents at our Open Day</p> <p>Consultation was conducted with the school community and this was identified as a priority for 2017.</p> <p>Not supported by Region, however, remains part of our Strategic Facilities Plan</p> <p>All teachers worked with their coach to improve student outcomes and focus their pedagogy during regular coaching meetings.</p> <p>All staff members have completed a Developing Performance Plan.</p> <p>Best practices were identified and shared and professional development aligned to school improvement agenda delivered.</p>

2017 was the third year of the Great Results Guarantee.

Palmwoods State School received \$146,910 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. (\$12,800)

- Create a fulltime Teacher Coach position that enabled us to work individually with 32 teaching and leadership staff (\$100,000).
- Build teacher capability by doubling our collaborative planning sessions and providing all 27 teachers with individual coaching support (\$26,110).
- Engage an Occupational Therapist to visit the school each week to work with identified students, their teachers and teacher aides (\$8,000).

Future Outlook

Our 2017 School Improvement Priorities are:

Together we design teaching and learning for all students that leads to **deep learning** and development of a **growth mindset**; incorporates **individual goals**; **effective feedback** and **challenge** to enable each student to reach their potential.

Our 2018 School Improvement Priorities are:

- We will continue utilise the New Pedagogies for Deep Learning, Art and Science of Teaching and Kagan Cooperative Learning Structures to shape our learning and teaching.
- Continue the development of our collegial professional learning structures through the use of our Teacher Professional Learning Sessions, twilights and our coaches.
- Literacy and Numeracy remain our focus either for maintenance or improvement - The area for improvement will be identified through annual analysis of NAPLAN , A - E, Year Level Moderation and from Feedback from Student Improvement Coaching process.
- To develop our partnerships with parents through the introduction of our BYOT iPad program as well as offering culminating events for some of our units to encourage students to share their work with parents.
- Continue the involvement of our community through our permaculture garden, annual Car Show/Country Fair, Enrichment Program, Musical/Arts Alive and other school and community activities.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	502	243	259	26	94%
2015*	485	243	242	30	95%
2017	494	233	261	31	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The Palmwoods community is becoming increasingly urbanised with some families working locally; throughout other areas of the Sunshine Coast and South East Queensland; or fly in fly out. A small number of families are still engaged in farming.

Generally, our students are well behaved and actively supported in their education by their families.

Average Class Sizes

The table below shows the average class size for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2017
Prep – Year 3	23	23	23
Year 4 – Year 7	23	27	25

Curriculum Delivery

Our Approach to Curriculum Delivery

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 Six. 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 2015 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. Child Friendly Criteria Sheets are used to support and assess an individual student's knowledge and understanding.

An inclusive education program which offers teaching and learning experiences for students with disabilities, learning support needs and those identified as gifted and talented is provided. These are usually integrated into classrooms with some stand-alone support from specialist teachers.

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 provides vacation care for school age students whose parents 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 an 'as needed' 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.

Co-curricular Activities

We present our whole school Musical bi-annually. *I'm Cinderella, Get Me out Of Here!* was an outstanding success in 2016 with every student and many staff performing. A huge thank you goes to our Music Teacher, Mrs Sally Kohler, for choreographing and directing the performances with our teachers and aides working with the students and preparing them for their performances. We look forward to another spectacular performance in 2018.



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

Our permaculture garden offers a practical hands on approach for students as well as providing options during lunchtimes and opportunities for volunteers.

A camping program operates for Years 3-6 and excursions take place to support units of work. Our students with disabilities and selected school leaders participate in an award winning Northern Territory Discovery Tour every second year.

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 School wide Enrichment Program includes the opportunity for all our Year 3 – 6 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.

We foster partnerships with our local State High Schools through their participation in our Enrichment Program and high school transition programs.

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 swimming carnival, 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 -6. 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, junior and senior leaders are also elected from this pool of student leaders. We continued *Camp Ignite* in 2017 for all our Year 5 students as part of this leadership development.

School leaders are involved in many school and community activities e.g. ANZAC Day Parade and Dawn Service, Remembrance Day Ceremony and leading school assemblies. As well as fundraising through discos and Free Dress Days.

Staff and Aides volunteer their time to provide before school clubs for students to further participate in Reading, Maths, Running and Japanese. These clubs run over 4 days of every school week.

How Information and Communication Technologies are used to Assist Learning

Computers, iPads and other technology such as interactive whiteboards and data projectors are used extensively in the delivery of the curriculum. Technology and computers are used as an integral part of teaching and learning by all teachers and all year 3 to 6 classrooms have direct access to mobile laptop labs.

The school has invested funds to create extensive Wi-Fi coverage that allows access to digital learning across most areas of the school environment. Prep to Year 2 classrooms have direct access to sets of iPads that can be utilised quickly and efficiently to enhance learning opportunities. The library also features a mini lab of computers and laptops for whole group and classroom work.

With our school winning a Makerspace our Year 2 to 6 students were involved in using the Makerspace and coding within some Units of work. The enthusiasm generated by our students out to their parents and the larger community was highlighted at our Makerspace Open Days.

Many year 2 – 6 student assignment pieces used some form of ICT in their preparation or presentation.

Adaptive technology is used to support students with disabilities.

Teachers utilise various software applications with an emphasis on the Microsoft suite of programs and iOS educational applications.

The school also has iPads available for use by teachers and students. All teachers have their own iPad and laptop computer to use in their teaching and increase their skills and knowledge. We also use ICTs, network and online spaces, to collaborate for planning and sharing work between teachers.

The school is continuing to work in this area so that we can deepen our students' use of ICT across the curriculum. Many Learning Objects are also used within our curriculum units to introduce concepts and deepen students' understanding.

Social Climate

Overview

Students and staff at Palmwoods State School 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 three areas has been formulated across all areas of the school. The school matrix was refined in 2017 and we modified our Student Behaviour Tracking sheet that provides 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 - 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 and determine the best way to support the child. This may include additional teacher aide time and / or 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2017
their child is getting a good education at school (S2017)	95%	97%	91%
this is a good school (S2035)	95%	100%	93%
their child likes being at this school* (S2001)	100%	97%	94%
their child feels safe at this school* (S2002)	97%	100%	96%
their child's learning needs are being met at this school* (S2003)	90%	94%	87%
their child is making good progress at this school* (S2004)	87%	97%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	91%
teachers at this school motivate their child to learn* (S2007)	92%	88%	94%
teachers at this school treat students fairly* (S2008)	97%	91%	87%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	96%
this school works with them to support their child's learning* (S2010)	90%	94%	87%
this school takes parents' opinions seriously* (S2011)	92%	84%	80%
student behaviour is well managed at this school* (S2012)	95%	87%	85%
this school looks for ways to improve* (S2013)	92%	90%	89%
this school is well maintained* (S2014)	100%	100%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2017
they are getting a good education at school (S2048)	93%	95%	96%
they like being at their school* (S2036)	93%	91%	96%
they feel safe at their school* (S2037)	96%	95%	96%
their teachers motivate them to learn* (S2038)	98%	97%	95%
their teachers expect them to do their best* (S2039)	98%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	94%
teachers treat students fairly at their school* (S2041)	94%	89%	83%
they can talk to their teachers about their concerns* (S2042)	90%	86%	84%
their school takes students' opinions seriously* (S2043)	94%	88%	87%
student behaviour is well managed at their school* (S2044)	87%	91%	88%
their school looks for ways to improve* (S2045)	97%	96%	97%
their school is well maintained* (S2046)	96%	94%	93%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	84%	93%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	92%	89%	88%
their school takes staff opinions seriously (S2076)	88%	82%	84%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	100%	100%	92%
their school gives them opportunities to do interesting things (S2079)	96%	89%	96%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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

In 2017 we added a Japanese Club and a Runners' Club to our before school options and continued our Reading and Maths Clubs which provide students with extra support in these areas. Our Head of Curriculum ran Maths and Reading Workshops that provided strategies and understanding to parents and enabled them to assist with their children's learning.

Our staff, including the Chaplain, organise social events and information sessions for parents regarding the school and we shared information with parents regarding changes to the way we teach, particularly in Maths. Many of our parent volunteers are either past pupils of the school or retired community members who wish to support the school and give something back to the community. The school's Car Show, Musical and Enrichment Program attract an enormous amount of parent support. The school's major fundraiser in 2017 was the Car Show. The P&C and other volunteers worked together to make this large community event a great success.

Respectful relationships programs

As part of our Health curriculum, the school developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs include Program Achieve, taught throughout the year, which focuses on the development of the Keys to Learning: Persistence, Resilience, Getting Along, Confidence and Organisation. Every year in Term 4 all classes are involved in Human Relationships Education based on Family Planning Queensland's Bodies and Relationships Education Essentials.

School Disciplinary Absences

The table below shows the count of incidents, by type, whereby students were recommended for school disciplinary absences.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2017
Short Suspensions – 1 to 5 days	6	1	0
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

We continue to implement the STARS program which is a "3 Bin Waste Minimizing" program for the disposal of organic matter, recycling and general waste. This has significantly reduced our general waste bins by an average of 8 per week, resulting in less rubbish being sent to landfill and also saving approximately \$2,000 per year in waste removal costs.

Every classroom and office space is monitored by our Environment Group. Our students are educated on the importance of recycling and are very hands on in the whole process from collecting and monitoring waste, feeding our worm farm and helping in our permaculture garden which provides organic fruit and vegetables for our Tuckshop. Our students play a significant role in the reduction of the schools environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	140,366	817
2014-2015	147,694	296
2015-2017	148,820	941

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.



School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source, is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our schools income details, click on the *My School* link above and you will be taken to the *My School* website. The following 'Find a school' text box will appear.

Find a school

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>.

Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage.

If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	38	23	0
Full-time Equivalents	33	13	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	11
Bachelor degree	23
Diploma	2
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$34,143.

The major professional development initiatives were as follows:

- Continuing the implementation of the National Curriculum.
- 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
- Student Improvement Coaching

The proportion of teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2017 year.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at Palmwoods State School:

STUDENT ATTENDANCE 2017			
Description	2014	2015	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	90%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

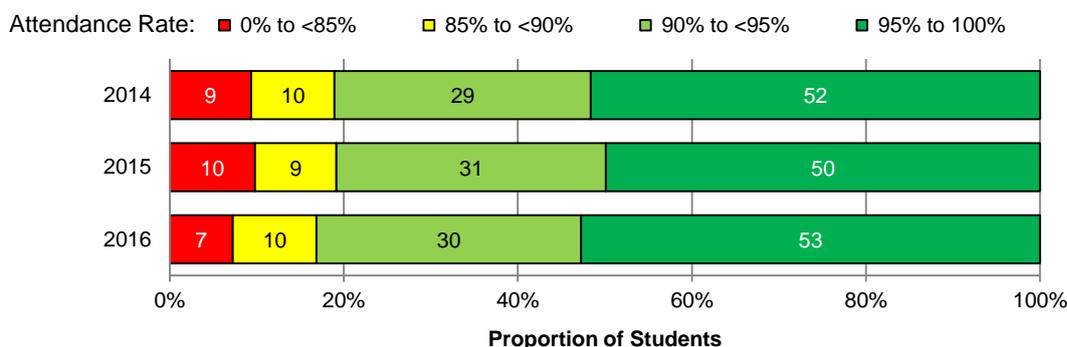
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	93%	94%	93%	94%	93%	96%					
2015	93%	94%	93%	93%	93%	94%	94%						
2017	94%	93%	94%	95%	95%	94%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The table below shows the proportion of students by attendance:



Description of how non-attendance is managed by the school

Non-attendance is managed in State Schools in line with the DET procedures, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

We follow unauthorised absences by contacting parents. School staff including class Teachers and our Guidance Officer work with the families of children who start displaying a pattern of absenteeism.

We encourage student participation through the timing of some school activities on particular days of the year.

NAPLAN

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 and you will be taken to the My School website where the following 'Find a school' text box will appear.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage.

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