

Palmwoods State School



ANNUAL REPORT

Every student succeeding
State Schools Improvement Strategy
Department of Education

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From the Principal

School overview

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. As you walk through our beautiful grounds and past our classrooms, you will notice 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 2019 the school had a co-educational enrolment of 462 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.

Our School is the centre of the township of Palmwoods, population just under 6000. Palmwoods State School was established in 1889. There are many families who have had multiple generations come through our school, including Bill and Rita Bailey who we are proud to have as our school patrons for many years.

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.

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' 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 2019 featuring our Arts Alive. We also have an Instrumental Music Program available from Year 2 onwards and our Palmwoods Excellence Programs in Drama and Dance for students in Years 3-6. 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.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	495	495	462
Girls	238	239	232
Boys	257	256	230
Indigenous	29	29	23
Enrolment continuity (Feb. – Nov.)	97%	95%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	22	23	23
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

We are continuing to refine our implementation of the New Pedagogies for Deep Learning (NPDL) into our planning and teaching in 2019. Specifically by focussing on the explicit development of the dimensions within the Six Competencies of Character, Collaboration, Critical Thinking, Citizenship, Communication and Creativity. We aim to include community ties through regular culminating events such as our Prep Classroom Celebrations, our Year 5 Travel Expo and our Year 6 Invention Convention and often incorporate relevant incursions and excursions for children. We continue to use Art and Science of Teaching and the Kagan Cooperative learning structures to underpin our curriculum and pedagogy in all classes from Prep to Year Six. These are 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*, teacher aides and differentiated support to challenge our students.

The teaching and learning program at Palmwoods is organised around the National Curriculum for English, Maths, Science, HASS (Humanities and Social Sciences), The Arts, Health and Physical Education and LOTE (Language Other Than English). Literacy and numeracy remain the key focus. 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.

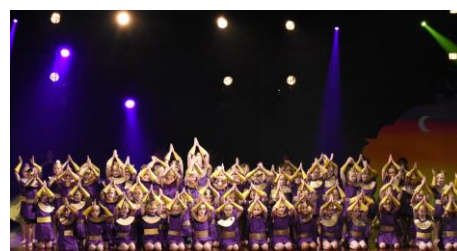
A Guidance Officer also works at the school on a part time basis to support individual students. Other specialist personnel work at the school on an 'as needed' basis including a Speech Language Pathologist and Occupational Therapist.

The P-12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Our Arts Alive was an outstanding success in 2019 with every student performing in at least one item. A huge thank you goes to our Music Teacher, Mrs Sally Kohler, for choreographing and directing the performances.

We offer instrumental music programs for string, woodwind and brass. Our Arts Program includes a choir and instrumental band with learning



activities culminating in performances each year.

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.

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.

Book Week provides a great opportunity for students and staff to dress up. This along with author visits, engaging English units and weekly library sessions, help to engage our pupils with a love of reading.

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/fun run 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.

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

Our school ANZAC Day Parade was again a highlight with our Year 6 running the parade. This included the biographies written by our students about local ex-servicemen, who we were honoured to have attend our parade.

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

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

In our second year as a BYO iPad school it was pleasing to see over 60% of our students bringing their iPads to school. Two of the major benefits of this program have been the enhanced communication and engagement of their parents in students' learning, as well as the way students have been able to deepen their learning through collaborating with others.

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	95%	86%	98%
• this is a good school (S2035)	88%	90%	95%
• their child likes being at this school* (S2001)	90%	93%	98%
• their child feels safe at this school* (S2002)	93%	97%	95%
• their child's learning needs are being met at this school* (S2003)	88%	90%	84%
• their child is making good progress at this school* (S2004)	90%	93%	86%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	90%	93%
• teachers at this school motivate their child to learn* (S2007)	87%	90%	90%
• teachers at this school treat students fairly* (S2008)	88%	86%	88%
• they can talk to their child's teachers about their concerns* (S2009)	90%	93%	91%
• this school works with them to support their child's learning* (S2010)	90%	86%	93%
• this school takes parents' opinions seriously* (S2011)	82%	89%	73%
• student behaviour is well managed at this school* (S2012)	93%	86%	91%
• this school looks for ways to improve* (S2013)	87%	96%	88%
• this school is well maintained* (S2014)	98%	100%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	96%	96%
• they like being at their school* (S2036)	92%	88%	93%
• they feel safe at their school* (S2037)	96%	96%	91%
• their teachers motivate them to learn* (S2038)	93%	96%	94%
• their teachers expect them to do their best* (S2039)	97%	100%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	92%
• teachers treat students fairly at their school* (S2041)	90%	82%	86%
• they can talk to their teachers about their concerns* (S2042)	84%	85%	82%
• their school takes students' opinions seriously* (S2043)	88%	90%	82%
• student behaviour is well managed at their school* (S2044)	90%	79%	78%

Percentage of students who agree# that:	2017	2018	2019
• their school looks for ways to improve* (S2045)	92%	95%	92%
• their school is well maintained* (S2046)	91%	95%	93%
• their school gives them opportunities to do interesting things* (S2047)	89%	95%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	98%	94%
• they feel that their school is a safe place in which to work (S2070)	97%	97%	96%
• they receive useful feedback about their work at their school (S2071)	94%	90%	77%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	81%	79%
• 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)	97%	98%	98%
• staff are well supported at their school (S2075)	91%	83%	63%
• their school takes staff opinions seriously (S2076)	85%	72%	64%
• their school looks for ways to improve (S2077)	100%	98%	94%
• their school is well maintained (S2078)	100%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	91%	83%	83%

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at

<https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

As part of our Health curriculum, the school developed and implemented programs that focus on appropriate, respectful and healthy relationships. Every year in Term 4 all classes are involved in Human Relationships Education based on Family Planning Queensland's Bodies and Relationships Education Essentials.

We explicitly teach students "Second Steps" where they develop their social and emotional competencies. Students learn about empathy, the skills for learning, emotion management, problem solving and friendship skills.

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.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	0	4	6
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	149,560	146,516	146,576
Water (kL)	2,147	2,345	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au/) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	34	24	0
Full-time equivalents	31	13	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

The major focus of our teacher professional development in 2019 was the development of formative assessment strategies. The major benefits of this formative approach to learning led teachers to know what the students already understood and were able to adjust their teaching appropriately. We also use these for the development of individual learning goals for the students and the provision of quality feedback, from both peers and teachers to drive their learning forward.

All our teacher aides also participated in fortnightly professional development on numeracy, reading, spelling and inclusive education practices.

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	94%	93%	92%
Attendance rate for Indigenous** students at this school	94%	91%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

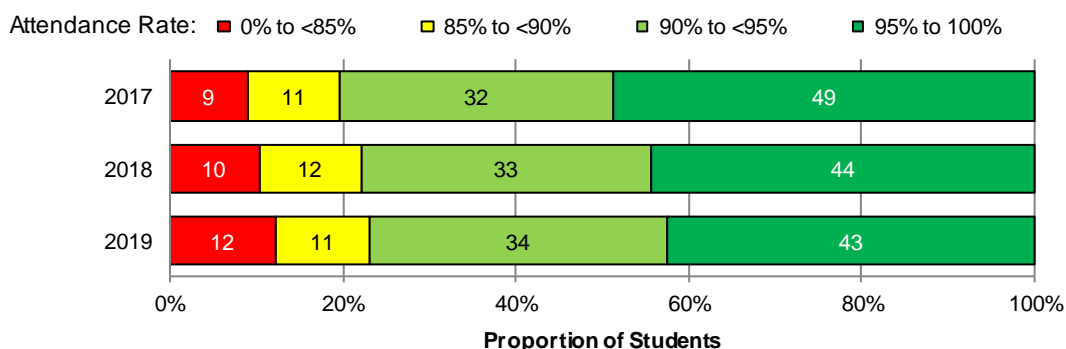
Year level	2017	2018	2019
Prep	94%	93%	93%
Year 1	94%	92%	93%
Year 2	93%	94%	93%
Year 3	93%	93%	93%
Year 4	93%	93%	91%
Year 5	95%	92%	92%
Year 6	93%	94%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

NAPLAN

At Palmwoods State School we pride ourselves on developing the whole child including the explicit development of the six competencies mentioned earlier. We are also extremely proud of our strong performing arts focus and the opportunities we are able to offer our students.

Academic achievement is also important and our results from the 2019 NAPLAN tests were particularly strong for our Year 3 cohort where our school had a higher mean score than both State Schools and Like schools in all five areas that were assessed. Our Year 5 results were also positive with our mean score higher than State Schools in four of the five areas.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.