

# Palmview State Primary School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Palmview State Primary School** from **26 to 28 October 2021**.

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 implement in consultation with its regional office and school community.

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

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

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

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

### 1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Jade Anderson	Peer reviewer
Paul Herschell	External reviewer



## 1.2 School context

<b>Location:</b>	College Drive, Palmview	
<b>Education region:</b>	North Coast Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	223	
<b>Indigenous enrolment percentage:</b>	5.82 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	10.3 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	23.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	yet to be assigned	
<b>Year principal appointed:</b>	2020	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), Business Manager (BM), guidance officer, 14 teachers, seven teacher aides, administrative officer, Stephanie Alexander Kitchen Garden (SAKG) coordinator, SAKG volunteer, 23 parents and 54 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representatives and AVID Property Group community development officer.

Partner schools and other educational providers:

- Principal of Palmview State Special School, education leader of Sparrow Early Learning and teacher at Bella Grace Early Learning Centre.

Government and departmental representatives:

- State Member for Buderim, Councillor for Division 6 Sunshine Coast Council, Assistant Regional Director (ARD), Lead Principal and North Coast Region Principal Advisor – Teaching and Learning (PATAL).

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Staff Induction Plan
Investing for Success 2021	Palmview Pillar
OneSchool	School budget overview
Collegial Class Engagement	Curriculum planning documents
School pedagogical pledge	School newsletters and website
School Opinion Survey	Student Code of Conduct
School Online Reporting Dashboard	Staff Handbook
Digitised whole school curriculum, assessment and reporting plan	Parent Handbook



## 2. Executive summary

### 2.1 Key findings

#### **Collaborative processes to establish the school culture are deliberately established and led.**

*'Trust, Connect and Grow'* form the cultural basis, conversation, and ways of working for staff and students and are viewed as pivotal in driving collaborative and shared beliefs and understanding. Staff describe this as the foundation of unity and commitment to improving student learning. Staff identify the 'play book' as essential in guiding direction, culture and expectation.

#### **Trust – a commitment to supporting students as a foundation for successful teaching and learning.**

The Positive Behaviour for Learning (PBL) approach is viewed as pivotal in regards to providing the school community with clear expectations for behaviour at the school. Students speak with confidence referencing the processes of behaviour affirmation and response. They describe behaviour actions that are aligned to appropriate responses. 'Palmys' are recognised and acknowledged by students. The Professional Learning Team (PLT) of 'Trust' has developed clear resourcing displays and expectations.

#### **Staff uphold the imperative that the 'One Team' approach is critical to drive and maintain culture.**

One Team supports an environment that is safe, respectful, tolerant, and inclusive. The principal identifies the intent to regularly revisit this approach to drive the collaborative and shared beliefs, understandings and ways of working. Staff members identify this as critical, particularly in reference to expected student and staff increase. A number of parents acknowledge the positive intent of the One Team approach as driving commitment.

#### **Teachers work at understanding the needs of all students.**

Teachers communicate the significant importance of providing for all students, particularly in regards to social, emotional and academic learning. The school places a high priority on ensuring that every student succeeds, as demonstrated through *'Trust, Connect and Grow'*. A committee meets regularly to monitor student progress and enact support processes. School staff identify the need to collaboratively develop a systematic approach focused on strengthening teacher knowledge and capability to apply differentiated teaching and learning for all students, including highly capable students.

#### **Staff are highly valued, supported and viewed as professional leaders in their classrooms and areas of expertise.**

*'Trust, Connect and Grow'* is well understood by staff and members of the school community. School leaders express a commitment to building expertise in these areas through targeted professional learning. Staff recognise the importance of maintaining the ongoing commitment to the pedagogical pledge as the school grows and becomes more



complex. They articulate the need for ongoing coaching and mentoring of teachers and aspiring leaders in these areas to maintain the strong focus on agreed teaching and learning practices at the school.

**The school is establishing processes that support the school-wide collection, analysis and discussion of student data.**

Detailed within the 'Palmview Pillar', assessment as part of curriculum delivery relies on the use of assessment and reporting data. This data supports continuous improvement in student learning and achievement. Leaders recognise that future ongoing analysis and monitoring of school achievement data are crucial to school improvement and supporting school priorities and review processes.

**Connect – the use of the one-to-one iPad eLearning environment is strengthening student learning outcomes.**

Teachers articulate appreciation of the support provided by key staff in ensuring that curriculum is able to be effectively delivered digitally. Four teachers at the school are trained as Apple Teacher Mentors and are supporting all teachers and teacher aides to develop their pedagogical skills to incorporate iPads across the learning environment. The innovative use of apps engages students in a range of creative environments with opportunities to personalise learning. Students indicate they are finding this digital approach to learning exciting and engaging.

**Grow – curriculum work is focused on the implementation of the Australian Curriculum (AC).**

The school is establishing a consistent approach to curriculum planning to ensure teaching and learning is systematically aligned to the AC, with a focus on English. Teachers indicate they are supported to develop skills in using digital technologies to plan and deliver their units of work, and the process is deepening their understanding of the curriculum and building their digital pedagogical skills. Teachers use the AC to establish learning intentions and success criteria as the basis of their learning walls. Teachers articulate that this process engages students in planned learning and ensures they are familiar with the expected standards and teachers' learning expectations.



## 2.2 Key improvement strategies

Enact school-wide approaches with all stakeholders to uphold the culture of One Team encompassing *'Trust, Connect and Grow'* to maintain the rigour of cultural expectation across the entire school community.

Deepen teacher capability regarding inclusivity practices to support learning opportunities that differentiate for the full range of students, including highly capable students.

Explore opportunities to provide coaching and mentoring for teachers and aspiring leaders in order to quality assure consistency of the implementation of the school's teaching and learning priorities.

Identify, collect and analyse data that informs, monitors, reviews and evaluates school-wide approaches and priorities to support continuous improvement.