

Palmview State Special 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 Special School** from **25 to 27 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 Assistant Regional Director (ARD) 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

Laurelle Allen	Internal reviewer, EIB (review chair)
Renae Somerville	Peer reviewer
Roberta Barbe	External reviewer



1.2 School context

Location:	College Drive, Palmview	
Education region:	North Coast Region	
Year levels:	Prep to Year 12	
Enrolment:	45	
Indigenous enrolment percentage:	9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	100 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	nil assigned	
Year principal appointed:	June 2020	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), five therapists, three therapy students, guidance officer, Business Manager (BM), administration officer, chaplain, 13 teachers, 10 teacher aides, cleaner, schools officer, 20 students and 11 parents.

Community and business groups:

- Secretary of Parents and Citizens' Association (P&C), representative of Parent 2 Parent and community development officer of AVID Property Group.

Partner schools and other educational providers:

- Principal, deputy principal and Support Teacher Literacy and Numeracy (STLaN) of Palmview State School, coordinator of Palmview Learning Community (PLC) Inclusive Playgroup and external facilitator.

Government and departmental representatives:

- Principal Advisor – Teaching and Learning (PATL), Positive Behaviour for Learning (PBL) coach coordinator of North Coast Region and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Writing and English Data walls
Investing for Success 2021	Whole School Assessment Plan
Vision and Values Statement	School Data Profile (Semester 1 2021)
Professional Development Plan 2021	School budget overview
Whole School Data Plan 2021	School differentiation support documents
Whole School Moderation Plan 2021	OneSchool
Writing Guidelines 2021	Student Code of Conduct 2020–2023
School Opinion Survey 2021	Inquiry Planners
Actionable Playbook – Comprehensive Literacy	Every student with disability – school data reflection (updated April 2021)
School newsletters, Facebook and website	School based curriculum, assessment and reporting framework (OneNote)
Curriculum planning documents	



2. Executive summary

2.1 Key findings

The vision of the Palmview Learning Community (PLC) underpins all aspects of the school.

The vision of *'Trust, Connect, Grow'* is pivotal to the strong culture of learning and optimism for the future that is flourishing throughout the school. Leaders indicate that this vision is building a sense of ownership and belonging for all staff members and provides the framework for whole-school ways of working. Staff members and parents comment positively on their level of connection with *'Trust, Connect, Grow'*.

The school is developing collaborative ways of working to progress student achievement.

Leaders identify that improving student outcomes is the moral imperative that guides the work of the school. Teachers work collaboratively to gain a deep knowledge of the abilities and needs of individual students using a range of qualitative and quantitative data. This information informs decisions at a whole-school, class and individual student level. Teachers articulate that the evolving data wall, whole-school writing 'Bump it up' wall aligned to the Developmental Writing Scale (DWS), and the emerging Case Management Academic Student Work – CASW process, provide opportunities to monitor and progress student achievement.

Leaders are developing a strategic agenda that is building whole-school processes.

Staff members articulate that the school is working on a diverse range of priorities. They indicate that there is regular consultation regarding new processes and documents. Leaders individually document their plan for implementation of a key priority using inquiry planners. Some staff members suggest that there is an opportunity to increase precision through systematic and consistently applied processes when establishing new school-wide practices to drive improvement in priority areas. A narrowly focused action plan aligned to the school improvement agenda with appropriate short-, medium- and long-term goals is yet to be developed.

Staff members are committed to building a positive learning environment with high expectations for student engagement in learning.

A Positive Behaviour for Learning (PBL) team is working with the regional PBL coach to undertake PBL training, establish working documents such as the behaviour matrix, acknowledgement and consequence flow charts, and defining minor and major behaviours. Teachers and teacher aides are cycling through training sessions. PBL signage is being prepared for installation for 2022. PBL language purposefully reflecting the three values of *'Trust, Connect, Grow'* has recently been introduced on assembly. A PBL OneNote is developed with a range of resources to support consistent implementation of strategies in classes. The trialling and adjusting of draft universals have commenced. Leaders express a

desire to build on the whole-school approach to PBL to maintain the positive culture for learning.

The school is focusing on further strengthening curriculum knowledge amongst staff members.

The Head of Department – Curriculum (HOD-C) is working with the regional Principal Advisor – Teaching and Learning (PATL) to enhance understanding of curriculum expectations and develop instructional leadership capability. The HOD-C completes a significant portion of semester planning and guides the work of teachers. Teachers express appreciation for this guidance and support, and indicate that their understanding of the achievement standards is developing through moderation processes. Some teachers indicate that they would like to strengthen their capability and confidence to plan, deliver, assess and report on Australian Curriculum (AC) achievement standards through age-equivalent contexts.

Leaders communicate the expectation that the Comprehensive Literacy¹ pedagogical approach be utilised in the delivery of the curriculum.

This approach is selected in response to the whole-school goal that every student will have a measurable improvement in writing. The school is investing in Professional Development (PD) to strengthen staff knowledge and capability to embed Comprehensive Literacy practices in the delivery of the curriculum. Leaders express a desire to conduct a collaborative process to determine a broad suite of agreed pedagogical approaches. They acknowledge that professional learning and capability development opportunities will be required to support the implementation of these new pedagogical approaches.

Teachers identify that they differentiate, modify and adapt on a daily basis to meet student needs.

An expectation exists that adjustments and tailored supports are applied, monitored and reviewed consistently across the school and on an individual basis. Teachers articulate that they cater for the diverse needs and achievement levels of students within their classrooms and that learning opportunities are scaffolded to support students. Staff members discuss the desire to strengthen their skills in this area, specifically within curriculum to ensure all students make measurable progress.

The school is fostering a welcoming and positive environment in which to work, learn and play.

Staff members refer to and acknowledge the positive, caring and mutually supportive relationships that are developing amongst staff, parents and students of this new community. Parents comment on the welcoming environment of the school and how happy their child is to attend. Home school connections are a growing feature of the school. Parents identify the front office is a welcoming space and the access to a designated parent room is appreciated

¹ Erickson, K. A., & Koppenhaver, D. A. (2020). *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write*. Brookes Publishing Company.



by families. Parents comment positively on the efforts of staff members to know their child and indicate that they observe progress in their child's learning. Students say that they 'love school, love working hard, and love listening to teachers'.

A strong cohesive and supportive teaching team is emerging.

Leaders are actively building and promoting an inclusive, collegial and professional school team. There is a culture of collaboration that is demonstrated through support for each other in the day-to-day operation of the school. Staff speak highly of the support provided by all staff members and school leaders. Staff have a strong commitment to continuous improvement in developing their expertise in teaching practice. They discuss and express appreciation for the many opportunities available for PD that are building the capability of the school team.



2.2 Key improvement strategies

Develop a narrowly focused and systematic action plan for the implementation of the whole-school improvement priority with appropriate short-, medium- and long-term goals.

Build on and implement universal PBL practices to provide consistency of language and behaviour processes to maintain the positive culture for learning.

Strengthen teachers' capability to plan, deliver, assess and report on AC achievement standards through age-equivalent contexts.

Collaboratively select a suite of agreed pedagogical approaches and systematically build the capability of staff members to apply these approaches within the delivery of the curriculum.

Strengthen teacher capability to provide differentiated and explicit, focused and intensive teaching to support students' access to the curriculum.