

Palmview State Secondary College







School review executive summary

About the school

Palmview State Secondary College acknowledges the shared lands of the Gubbi Gubbi nation and the Gubbi Gubbi people of the Gubbi Gubbi language region.

Education region	North Coast Region
Year levels	Years 7 and 8
Enrolment	146
Indigenous enrolments	2.7%
Students with disability	31.5%
Index of Community Socio-Educational Advantage (ICSEA) value	Not yet determined

About the review

 3 reviewers from 8 to 10 November 2023	 94 participants	 39 school staff
 33 students	 15 parents and carers	 7 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Strengthen lines of sight, including a continuing focus on instructional leadership, to drive the improvement agenda.

Sharpen staff and student understanding and confidence regarding the multi-faceted aspects of the Learning Guarantee to maintain a consistent focus on agile, successful learners.

Domain 3: Promoting a culture of learning

Embed whole-school programs and initiatives, including Positive Behaviour for Learning (PBL), restorative practices, and the Student Learning and Wellbeing Framework (SLaWF), to support the college's positive learning culture.

Domain 6: Leading systematic curriculum implementation

Develop processes to quality assure the precise alignment of curriculum documentation, including high-quality assessment tasks, to support implementation of the Australian Curriculum (AC) across Years 7 to 10.

Domain 8: Implementing effective pedagogical practices

Sharpen teachers' understanding of and confidence in using high-impact teaching strategies to engage and support all students.

Key affirmations



Leaders are committed to providing a unique learning environment where every student strives for success on a daily basis.

Staff members articulate a commitment to improving the learning and wellbeing outcomes of all students. They identify an affinity with the college vision of 'leading the way through equity and excellence to create a dynamic school of first choice, where all are inspired and engaged in learning that delivers meaning, purpose, and success'. Leaders identify the importance of building strong, collaborative foundations that enable all members of the college community to be 'purposeful in pursuit of personal best'.

Leaders and staff articulate the importance of positive and caring relationships to successful learning.



Staff describe a clear sense of belonging to the college. Students communicate a strong connection to their school, speaking highly of staff and their impact on their success at school. Parents articulate a high level of pride in the school and comment that staff take a genuine, caring approach to their child's wellbeing and academic success.

Leaders are committed to the ideal that all students can learn given the right tools and time.



Teachers recognise the importance of employing strategies and approaches that are responsive to the individual needs of students. They speak of ensuring every student can access the curriculum, engage in learning, and demonstrate what they know and can do. Case management is a core component of the college's approach to supporting diverse learners. Processes are documented and consistently referenced by staff members as they work collaboratively with parents and colleagues to identify and address barriers to learning.

Community members and parents speak highly of the college and the way they have been involved in developing its vision and associated decision-making.



Executive leaders articulate a commitment to seeking ways to build strong connections with the local and wider community to enhance student learning and wellbeing. A wide range of connections have been fostered by dedicated staff, including those in the Student Support Services (SSS) team, to support programs to enhance student wellbeing.