Background: Parkhurst SS is located on the outskirts of Rockhampton in the Central Queensland education region. The school has a current enrolment of 318 students from Prep to Year 7. The Principal, Lyle Walker, was appointed in July 2008.

Commendations:
- Since the previous Teaching and Learning Audit there has been very significant progress made in the domains: An Explicit Improvement Agenda; Analysis and Discussion of Data; A Culture that Promotes Learning; An Expert Teaching Team; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practice.
- The school’s explicit improvement agenda, with a focus on reading, writing, numeracy, vocabulary and attendance, has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP).
- A school wide writing program is being implemented across all year levels. This program has been enacted in the classrooms and is supported by the Head of Curriculum and the Principal working with all teachers.
- The school’s Special Needs Action Group (SNAG) caters for the individual learning and social needs of all students. This team coordinates and assists teaching staff to effectively use data, organise student groupings, differentiate programs, maximise the resources available and continue to realign class programs to meet student needs.
- A very strong collegial culture has been established with high levels of trust and commitment to the vision and improvement agenda of the school.
- Well established links with Central Queensland University, the local high school and nearby primary schools involved in the Educational Precinct Alliance have enhanced educational connections as well as the Junior Secondary transition for students at the school.

Affirmations:
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history and geography, and have reflected on how best to address the curriculum requirements of multi-age and ability classes. Planning and teaching across year levels ensures that the vertical alignment of the curriculum occurs.
- Individual Learning Plans (ILPs) for all target students have been collaboratively developed and enacted in the classrooms.
- The school’s Responsible Behaviour Plan for Students (RBPS), recently approved by the school community, provides a clear outline of the rules and behaviour expectations of the school.
- A snapshot of NAPLAN results has been summarised by the Principal and curriculum leaders and are shared with teachers. School trends have been analysed and class targets have been set for reading, writing, spelling and numeracy.

Recommendations:
- Continue to refine the whole school pedagogical framework ensuring clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills and content, individualised attention as required, and timely feedback.
- Provide professional development aimed at revising staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, revise classroom programs and monitor improvement and growth over time across the years of school.
- Support and encourage teaching staff to cater for individual differences by offering multiple means of representation, engagement and expression that is to be included in planning documents.
- Support and sustain the strong collegial and self-reflective culture in which teaching staff invite the Principal and colleagues to observe their teaching, discuss their work and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.