DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Parkhurst State School (0922)
Queensland State School Reporting
2012 School Annual Report

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Contact Person Mr Lyle Walker, Principal

Principal’s Foreword

Introduction

This Annual School Report provides specific and detailed information regarding our school’s current achievements, performance and progress towards achieving our shared goals and priorities as well as our future outlook. Enrolments continue to increase as new homes are constructed in existing and nearby satellite estates directly adjacent to and north of our school. In recent years, Parkhurst State School has undergone dramatic changes across a range of areas that has increased our capacity to deliver a more defined and distinctive approach to education. Parents, carers, friends of our school and community members have access to this report via the school website or in paper form available from the Office on request. The school is committed to delivering its shared vision of ‘Every Parkhurst learner being literate, numerate, safe, happy and learning everyday’ and its catchphrase of ‘Tomorrow’s Teaching and Technology Today’ with an emphasis on embedding existing and emerging digital pedagogies and resources. This shared commitment towards delivering twenty first century teaching and learning continues through our recognition and continuation of a Worldwide Microsoft Innovative School and Promethean Centre of Excellence for our sustained integration of digital pedagogies.

School Progress Towards its Goals in 2012

From the most recent Triennial School Review and Curriculum Audit, key strategic actions and priorities were collaboratively determined as the school enters its next school planning cycle.

| Reading Comprehension | - Implemented in 2012 and continues to be a major school priority in 2013. |
| - Much progress has been made with every learner’s reading comprehension captured every five weeks and individual reading goals in place for every learner. |
| - A wide range of resources have been purchased. |
| - Teacher capacity building and skilling in the teaching of reading and the collection and analysis of data continues. |
| Australian Curriculum | - Implemented in 2012 across the areas of English, Mathematics and Science. |
| - Expands to the inclusion of History in 2013. |
| Global Citizenship | - The School, Neighbourhoods and individual class groups implement projects to develop their global, active and informed citizenship in real life contexts. |
| Teaching Practices | - Explicit Instruction has been adopted as the central pedagogy across the school. |
| - The school's Pedagogical Framework has been developed. |
| Book Work and Handwriting | - Implemented in 2012 and now fully embedded across all classrooms as part of the school's Pedagogical Framework. |
| Learner Differentiation | - Implemented as part of school wide Curriculum, Assessment and Pedagogical Frameworks. |
| - Individual learning goals and learner profiles established for all learners. |
| - A Special Education Program established in 2011. |
| - Special Needs Action Group (SNAG) meets fortnightly to oversee differentiation. |
**Positive School Climate**  
- Reviewed Responsible Behaviour Plan in 2012 with some modifications made.  
- School values (S5e) continue to underpin school vision, beliefs and programs.

**Digital Pedagogies**  
- Continued implementation with a renewed focus on ICT for improvement.  
- School maintains status as a Worldwide Microsoft Innovative School.  
- ICT expanded to include iPads and similar touch screen technologies.

**Learning Neighbourhoods**  
- Learning Neighbourhoods maintained as organisational and philosophical structure to promote year level and schoolwide consistency with slight changes anticipated with transition of Year Seven learners to Secondary School in 2015.

**Staff Capability Development**  
- Staff have identified their individual needs to improve their professional capability in the development of their Developing Performance Plans.  
- Professional learning offerings target individual and collective needs as well as addressing core priorities and systemic initiatives.  
- Collegial feedback has commenced as a strategy for improvement.

**Community Partnerships**  
- Continues to be a priority with a School Framework being developed in 2013.  
- Links and partnerships maintained with ‘Precinct’ Schools, local organisations and community groups.

**Indigenous Perspectives**  
- Action Plan developed and implemented in 2012 with further refinement in 2013.

### Future Outlook

Parkhurst State School continues to embed processes that make it a distinct twenty first century learning community. We are strongly committed to delivering a contemporary education through digital pedagogies in technology and literacy rich, dynamic learning environments. The school’s infrastructure continues to evolve with the introduction and use of new technologies across all classrooms to enhance student learning, maintaining our status as a school that leads the way through innovative teaching practices.

Parkhurst State School continues as a Worldwide Microsoft Innovative Schools and a Promethean Centre of Excellence, in recognition of sustaining digital pedagogies across the school. These significant achievements have positioned the school well to maintain its forward momentum and sustain digital pedagogies as its distinct area of core business.

Immediate and short term challenges facing our school include the capacity to provide facilities to accommodate student growth and resources to support teaching and learning, given the current plans for housing expansion in the immediate area of the school. The school has almost doubled its student population over the past five years and with continued growth comes the challenge to develop the capacity of our workforce and acquire resources to maintain the school’s forward momentum to achieve the school’s vision.

In 2013, the key school improvement focus areas include …

- Reading Comprehension
- Explicit Instruction
- Book Work and Handwriting
- Australian Curriculum Implementation
- Delivering High Quality Teaching and Learning
- Differentiation
- ICT for Improvement and Innovation
- Productive Partnerships and Teams
Our School at a Glance

School Profile
Coeducational
Year levels offered in 2012: Prep - Year 7
Total student enrolments for this school: 286

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>254</td>
<td>126</td>
<td>128</td>
<td>88%</td>
</tr>
<tr>
<td>2011</td>
<td>243</td>
<td>117</td>
<td>126</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>275</td>
<td>131</td>
<td>144</td>
<td>95%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.

Characteristics of the Student Body
Parkhurst State School draws on an eclectic mix of learners from a wide range of socio economic and cultural backgrounds, with around ninety learners living on acreages and commuting to school daily by buses from nearby semi rural estates. The current school enrolment is 260. In 2011, the total number of Indigenous students increased from eleven to twenty three. In recent years, the school has experienced consistent growth with new families arriving from locations across Australia. A high percentage of families are from professional employment backgrounds.

Average Class Sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>2010 21 2011 21 2012 24</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>2010 26 2011 25 2012 25</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>&lt;5 2010 &lt;5 2011 &lt;5 2012</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0 2010 0 2011 0 2012</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0 2010 0 2011 0 2012</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0 2010 0 2011 0 2012</td>
</tr>
</tbody>
</table>

School Climate
Parkhurst State School has a proactive and positive approach to responding to Bullying, including Cyber Bullying. Schoolwide strategies are regularly communicated in a range of contexts to promote consistency. The process to respond to bullying follows six steps, each beginning with the letter, ‘R’. The first is recognising the behaviour as bullying, followed by a verbal response. The third step is to report the incident to an adult who will then record it. Later, a repair will be attempted to promote resilience. Our Early Years classes have follow a 'High Five' Strategy, consistent with this process, following five steps in the response, identified by each finger on a hand. The first step is to ignore, followed by walk away, wait, warn and tell and adult. Like managing all behaviour, consequences are applied, including when necessary suspension.
Our School at a Glance

Curriculum Offerings

Our Distinctive Curriculum Offerings
Parkhurst is highly regarded as an innovative learning community that delivers distinctive school wide curriculum offerings. Key Learning Areas (KLA’s) are supported by a range of innovative teaching practices and resources including the integration of a range of Information and Communication Technologies (ICT) including interactive technologies using interactive whiteboards and associated peripherals (handheld input devices), robotics; multimedia; including digital stills/video production, greenscreening, audiobook creation, digital music composition using midi keyboards, dedicated software and iPads in the school’s Music Innovation Centre, accessing online content and communication tools including wikis, blogs, real time online chats, discussion groups and virtual classrooms, iPod technologies and ‘exergaming’ using readily available everyday technologies to support classroom Smart Moves Programs. The school’s Music Innovation Centre’s Digital Composition Program has been recognised nationally for its outcomes in promoting engagement, collaboration and creativity.

The school’s Curriculum Plan is a living, future focused document with a strong emphasis on preparing students for their futures beyond the school context. The Curriculum Plan is based upon the five Citizens for the 21st Century Framework which encompasses the Democratic Citizen, the Eco Citizen, the Informed Citizen, the Creative Citizen and the Healthy Citizen. The school added the Digital Citizen as a curriculum organiser to reflect the distinct use of ICT across the school. Each term, all classes focus on the same Citizen as a school wide curriculum organiser with learning activities scaffolded from Prep to Year Seven. At the end of each term, a Culminating Expo is held to share, celebrate and showcase learning across the school.

Parkhurst State School is also committed to and maintains …
- A strong environmental education focus through camps, excursions, class gardens, a Worm Farm and Recycling Program
- Dedicated daily literacy and numeracy blocks
- Intervention and enrichment programs for identified students, including a daily Support a Reader
- A daily ‘Jump Jam’ Smart Moves Program, facilitated by learners for learners
- Interschool and IntraSchool Sports Program Participation
- Schoolwide and Classroom Support Programs for Indigenous Students and Children in Care
- Japanese (Languages Other Than English) for students in Years Six and Seven
- An innovative Music Program offering digital Music Composition
- Extended Learning Programs in the area of Music, ICT and Gifted and Talented extended to schools across the region
- An embedded Values and Virtues Program
- Schoolwide Cultural Performances, Camping and Excursions Program that compliments the school’s Curriculum Framework
- An active Senior Leadership Program that incorporates a Student Council for students in Years Six and Seven and Leadership Roles and Responsibilities for all learners across the School
- An annual Under Eights’ Activity Morning
- State Education Week Celebration Activities
- Projects with a focus on global, real life, informed and active citizenship

Extra Curricula Activities
As a school community, we endeavour to provide all students with a range of activities to cater for their individual and group development including participation in …
- Annual ANZAC Day Commemoration Service, facilitated by students
- Annual Community Anzac Day Parade
- Choir and Instrumental Music Programs
- Community Choir Performances
- The Rockhampton Eisteddfod
- Sports representation at a School, Cluster, Regional and State levels
- Cross Country and Athletics Carnivals
- Interschool sport including Rugby League, Soccer, Netball, Cricket and Softball
- Onsite Guitar and Keyboard Tuition
- Cultural Performances, activities and excursions
- End of Term Unit Culmination Expos
- Participation in State and National Academic Competitions, including the University of New South Wales
- Classroom and school wide Programs catering for Gifted and Talented Students
- Parkhurst Idol Singing Competition

How Information and Communication Technologies are used to Assist Learning
Parkhurst State School is recognised as a leader in the area of ICTs at a regional, state, national and international level through its sustained use of a range of Information and Communication Technologies (ICT) for learning. This includes the use of computers and other associated devices, tools and resources. Parkhurst State School was a State Showcase Award Winner for Excellence in Innovation and is currently a Worldwide Microsoft Innovative School and an international Promethean Centre of Excellence for its work in embedding digital pedagogies. Parkhurst was the first Central Queensland State School to install interactive whiteboards, data projectors and surround sound systems in all learning spaces.
All staff and students have access to a range of peripheral devices that further enhance curriculum offerings, including hand held response systems, wireless keyboards, mice and slates. Every member of staff is issued with a Digital Resource Kit consisting of a digital stills camera, a ‘Flip’ video Camera, a wireless keyboard and mouse, a microphone headset, a video ipod, a rockstar multi input headphone jack, a wireless presenter, digital microphone, webcam, a multi USB hub, iPad, iPod, handheld scanner and a mini tripod. Each year, the kit is added to reflecting staff needs and evolving technologies. All teachers in a 0.4 teaching fraction and above have dedicated laptops as part of the State Government’s Computers for Teachers Initiative, providing 24/7/365 access to information and technology. Every member of staff has been supplied with an iPad to advance their skills and maintain schoolwide consistency.

Parkhurst currently has a 2:1 student computer ratio, complimented by a suite of thirty networked computers in the school’s Music Innovation Centre and an additional thirty six computers in Zone 21’s Computer Centre. An iMac enables the production of high end multimedia projects. Every learning space across the school has access to up to eight computers and a networked laser printer. At Parkhurst, ICTs are considered an integrated expression tool within all teachers’ curriculum planning. All teachers currently develop and publish their units of work and associated assessment tasks, maintain electronic mark books and rolls and report to parents and carers at the end of each Semester using OneSchool.

Specific applications readily available to all staff and students include …
- An extensive range of curriculum specific and generic software titles, including Web 2.0 tools and applications
- Email, internet access and communication tools, including wikis, blogs, real time online chats/forums/discussions, RSS feeds, virtual classrooms, online resources and The Learning Place
- Multimedia composition; including green screening, digital stills/video camera access, avatars, webcams, pod/vodcasting, animation and video game making
- Digital Music and Audio Book composition
- Ipods and Ipads are used store digital media created and downloaded by staff and students, including flip charts and projects
- Classes access the Computer and Music innovation Centres as often as they require using an online booking system as part of the OnePortal application
- Handheld Input devices capture student responses (Active Votes and Active Expressions)
- Exergaming using readily available technologies, including Nintendo Wius and Xbox 360s for gross and fine motor skill development; supporting students with disabilities and karaoke to promote literacy
- Robotics hardware and software, including Bee Bots are available to all schools to promote positional language, mathematical concepts and technology design

Social Climate

Parkhurst State School has long been recognised in its community as school with a friendly, supportive, family atmosphere that caters for the full range of learners. Being a medium sized school has enabled all staff to develop a good knowledge and understanding of most students as individuals, particularly those with specific learning and special needs. Our shared mantra, “It Takes a Village to Raise a Child” reflects this. As a school community, we maintain a proactive school wide approach to managing student behaviour, particularly in regards to the Bully Prevention. Strategies to address bullying are explicitly taught and modelled throughout the school in a wide range of contexts through performance, weekly assemblies and focus class lessons. Posters are prominently displayed around the school regarding the actions and steps individuals can take if bullying was to occur to promote schoolwide consistency. Parents and carers receive regular information and communications regarding anti bullying strategies in place and how they can assist in the process. The school’s values and associated virtues are directly linked to the school’s Responsible Behaviour Plan for Students. Ten minutes every day is devoted to ‘pastoral care’ activities, where debriefing occurs following the main lunch break to discuss any incidents that may have occurred and the actions and strategies that took place.

Parkhurst has the following processes in place to further embed a positive social climate …
- Monitoring and catering for the full range of student needs through the school’s Special Needs Action Group (SNAG) where all staff are able to seek advice and support from the school’s Guidance Officer, Support Teacher (Literacy/Numeracy), Students with Disabilities Support Teachers, Principal and HOC.
- An explicit Differentiation Plan that articulates the range of Student Services available
- Learning, staff, student, parents and carer achievements are openly celebrated
- Week Eight each term is referred to as ‘Good News Week’ where every member of staff shares good news regarding students with parents and carers by telephone
- Ongoing displays of student work are featured in classrooms, the school’s Administration Foyer and other venues within community
- Staff, students, parents and carers have access to Guidance and other Support Personnel via a referral process
- Staff have access to an Employee Adviser and onsite Rehabilitation Officer as required
- Actively supporting through informed citizenship projects, local, state, national and international charities and organisations, including an adopted orphanage in Zimbabwe through the Student Council Maintaining an active Student Council and Student Leadership Program
- Actively promoting a positive, caring and supportive environment that involves all stakeholders
- Delivering a strong, embedded schoolwide Values Education Program
- Openly communicating the school’s shared beliefs regarding teaching and learning, school vision and values
- Maintaining a positive, proactive focus through the school’s Responsible Behaviour Plan
- A School Chaplain provides support and assistance to students and their families
- Maintaining active and inclusive practices to support/extend students requiring assistance
Parent, Student and Staff Satisfaction with the School

From the 2012 School Opinion Survey results, parents and carers are generally satisfied across all aspects. The management of student behaviour has been identified as an area to address in 2013. In terms of student opinion, students are satisfied with the expectations from teachers regarding their learning with behaviour management and the provision of ‘interesting’ activities being identified priorities. From the Staff Opinion Survey, improving staff morale and providing quality professional learning continue to be priorities in 2013.

**Performance Measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>88.5%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>88.5%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>92.3%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>88.5%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>88.5%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>96.2%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>84.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>88.5%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>83.3%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>92.3%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>92.0%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>84.6%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>73.1%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>88.5%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>92.0%</td>
</tr>
</tbody>
</table>

**Performance Measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>83.9%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>78.9%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>82.1%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>84.2%</td>
</tr>
</tbody>
</table>
Our School at a Glance

<table>
<thead>
<tr>
<th>Comment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>their teachers expect them to do their best*</td>
<td>93.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>87.7%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>73.7%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>77.2%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>75.0%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>73.7%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>87.7%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>87.7%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>71.9%</td>
</tr>
</tbody>
</table>

Performance Measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Comment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of school staff who agree:</td>
<td>2012*</td>
</tr>
<tr>
<td>that they have good access to quality professional development</td>
<td>92.3%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>94.8%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving Parents in their Child’s Education

Parents and Carers play an active part in the education of their child/ren at Parkhurst State School with regular opportunities to participate in the overall life of the school. Specific strategies in place to further embed parent and carer involvement include …

- An active Parent and Citizen Committee
- Weekly School Newsletter
- Regularly updated Website
- Ongoing Twitter and FaceBook feeds
- A school wide ‘open door’ policy promoting honest, two way communications and feedback to discuss concerns and issues
- Focus Forums regarding new initiatives, strategic planning processes and consultative feedback
- End of Term Unit Culminating Activities and Class Expos around the Five Citizen Roles
- School and Classroom Volunteer Programs including Reading/Maths Groups, Art and Craft, Religious Education, Sports Coaching, Excursions and Camp Supervision
- Regular information dispersal via the school Newsletter, Website, Parent/Carer nights and interviews, School Sign, focused parent forums on school and curriculum related topics, and the distribution of special information fliers
- Input sought into decision making processes and feedback regarding policies
- Parent/Carer/Teacher Information Sessions at the start of the year
- Parent/Carer/Teacher face to face interviews convened twice a year
- Week Eight each Term (*Week Eight is Great!’/Good News Week) celebrates student achievement with parents via telephone calls and Letters of Commendation
- ‘Communication Books’ for Parents/Carers/Teachers to promote improved school/home communication
- Parent/Carer skillling and Information Sessions including Support A Reader/Writer/Talker/Maths Learner to assist children with numeracy and literacy development
- Weekly and Special Event Assemblies
- Annual Year Seven Graduation and Awards Ceremony
- P&C Association’s Uniform Shop and Tuckshop
- Athletics, Swimming and Cross Country Carnivals
- Parent/Carer attendance at Interschool Sport Activities
Our School at a Glance

Reducing the School's Environmental Footprint

Parkhurst State School has made a concerted effort to reduce its environmental footprint over the past twelve months through the following actions …

- Automating transactions where possible to reduce the use of paper and toner
- Prominently displaying 'think before you print' signs near computers and printers as prompts
- Encouraging the use of OnePortal and OneSchool as a document storage and communication repository
- Encouraging email as a form of communication in lieu of printed communications and faxes
- Educating all stakeholders regarding shared responsibilities to conserve natural resources by turning off data projectors, lights, air conditioners and other electrical devices when not in use
- Installation of automated sprinkler systems for better water efficiency
- Rain water tanks
- Developed expectations regarding new facilities and their use
- Installation of additional solar panels
- Recycling Program including paper, toners, cardboard and cans
- Work Farms
- Signage to promote better print usage
- Encouraging paper and can recycling across the school
- Reduction in printers across the school to preserve paper and toner

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>131,089</td>
<td>0</td>
</tr>
<tr>
<td>2010-2011</td>
<td>131,393</td>
<td>162,891</td>
</tr>
<tr>
<td>2011-2012</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Our Staff Profile

Staff Composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>22</td>
<td>14</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>19.4</td>
<td>9.4</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all Teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>16</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

Expenditure on and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2012 were $21,341.12
The major professional development initiatives are as follows...
- Reading Comprehension
- Data capture and analysis
- Information and Communication Technologies
- Differentiation
- First Aid
- Student Protection and Code of Conduct Training

A range of ‘In House’ professional learning activities were facilitated throughout the year including...
- ‘Techy Breakies’ with a focus on ICTs
- Literacy, specifically Reading Comprehension
- Collegial mentoring

The proportion of the teaching staff involved in professional development activities during 2012 was 100%
Our Staff Profile

### Average Staff Attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>95.7%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85.1% of staff was retained by the school for the entire 2012 school year.

### School Income Broken Down by Funding Source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our Students

Key Student Outcomes

| Student Attendance Rate for each Year Level (shown as a percentage) |
|---|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| 2010 | 92% | 92% | 95% | 93% | 94% | 90% |
| 2011 | 93% | 94% | 95% | 93% | 95% | 91% |
| 2012 | 94% | 95% | 92% | 93% | 95% | 95% |

The overall attendance rate for the students at this school (shown as a percentage). 2010: 92%, 2011: 93%, 2012: 94%.

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student Attendance Rate for each Year Level (shown as a percentage)

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% to &lt;85%</td>
<td>15%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>85% to &lt;90%</td>
<td>28%</td>
<td>32%</td>
<td>50%</td>
</tr>
<tr>
<td>90% to &lt;95%</td>
<td>25%</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>95% to 100%</td>
<td>12%</td>
<td>11%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of How Non-Attendance is Managed by the School

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Processes currently in place at Parkhurst State School to manage student attendance and absences include …

- Classroom Rolls are marked twice each day at 9:00 a.m. and again at 2:00 p.m. by Classroom Teachers
- Teachers are encouraged to follow up patterns of unexplained absenteeism once identified with parents and carers
- Rolls are collected twice a week with attendance data lodged electronically
- Unexplained absenteeism is monitored closely by Administration with parents and carers of students who have been absent for three days telephoned
- After five days of extended absenteeism, a follow up telephone call is made
- Each term, 100% attendances are acknowledged with certificates presented to identified students
- Formal letters are sent home to parents and carers of learners having had more than three consecutive days of unexplained absence
- For students on extended periods of absenteeism, additional work is offered by teachers or can be accessed from virtual classrooms or the school website
- The Weekly School Newsletter regularly features stories regarding ‘Every Day Counts’, the importance of regular school attendance and strategies to encourage regular attendance
- Late Students must obtain ‘late’ slips
- Parents and Carers must sign out their children as early departures
- A Student Absence Line and SMS technologies have been introduced to make it easier for parents and carers to notify the school of absences
Performance of our Students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In 2012, Parkhurst State School's total Indigenous student enrolment was twenty one students. Much work has been undertaken as a school community to develop site specific strategies to manage student attendance, promote engagement, achievement and retention.

In 2012, the attendance of Indigenous students continues to show significant improvement compared to non-Indigenous students, slightly above the Queensland Mean students. In 2012, Parkhurst State School's Indigenous students attended at a rate of 94.4% compared to the non-Indigenous students attendance rate of 93.7%.

In 2012, the achievement of Indigenous students in Year Three was above that of non-Indigenous students across all areas of NAPLAN. In Years Five and Seven, there continues to be a gap between the achievements of students across all areas. Due to transiency, our Indigenous enrolments fluctuate annually. In 2012, the achievement and improvement of our Year Three and Year Five Indigenous students exceeded the system aspiration.

A range of proactive intervention and support strategies are in place to continue to work towards closing the gap in the areas of literacy and numeracy.