

# Parkhurst State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's Foreword

### Introduction

This 2015 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 estates around our school. Parkhurst State School continues to transform, increasing our capacity to deliver a defined, inclusive and distinctive approach to teaching and learning. 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.

Our school is committed to delivering its shared vision of 'every Parkhurst learner being literate, numerate, safe, happy and learning everyday', its catchphrase of 'Tomorrow's Teaching and Technology Today' and school motto, 'Leap to Lead', with an emphasis on consistently delivering quality teaching and learning whilst embedding a range of technological resources. Our shared commitment towards delivering twenty first century teaching and learning continues through our sustained integration of digital pedagogies.

### School Progress Towards its Goals in 2015

The following key strategic priorities, initiatives and actions have been collaboratively determined from an analysis of ongoing data regarding school and student performance, community consultation and feedback.

2015 Priority	Progress and Outcomes
1. <b>Reading</b>	<ul style="list-style-type: none"> <li>- Reading continues to be a major school wide priority</li> <li>- Reading achievement is captured and reported every five weeks against school benchmarks using a range of assessment tools</li> <li>- Individual learning goals are collaboratively developed, shared, monitored and reported on for every learner</li> <li>- Resources are purchased to reflect needs and compliment guided reading programs</li> <li>- Professional development and capacity building in the teaching of reading and assessment continues to be a focus for all Teachers and Teacher Aides</li> <li>- Guided Reading is implemented daily across the school in all classrooms</li> <li>- Intervention and Enrichment Programs through 'Boost Groups' are implemented to support the full range of learners, including daily Support a Reader for targeted Year Levels</li> <li>- SCORE and QAR (Three Level Guides) have been adopted as a consistent approach to teaching Reading across the school</li> </ul>
2. <b>Numeracy</b>	<ul style="list-style-type: none"> <li>- A Scope and Sequence as part of the school's Curriculum Framework is implemented across the school to promote the vertical alignment and delivery of Mathematics across the school</li> <li>- CUBES has been adopted across the school as the consistent approach to problem solving</li> <li>- Ann Baker's Natural Maths Mental Computation Strategies compliment the school's Mathematics Program</li> <li>- Mathematics resources are purchased to promote a hands on focus to teaching Mathematics</li> <li>- Staff capacity has been developed through school visits, lesson observations, feedback, modelled lessons and focused professional development</li> <li>- The numeracy achievement of all learners is captured every five weeks and used to assist</li> </ul>
3. <b>Writing</b> (Spelling, Grammar and Punctuation)	<ul style="list-style-type: none"> <li>- Weekly Demand Writing is embedded across all classrooms to promote consistency using the Explicit Instruction Lesson Sequence (I Do-We Do-You Do)</li> <li>- Writing Tasks are assessed against a Marking Guide and moderated every five weeks as a guide</li> </ul>

	<p>to consistent teacher judgments</p> <ul style="list-style-type: none"> <li>- Individual writing achievement is captured and reported every five weeks as part of the school's Data Plan and used to inform targeted intervention strategies and develop specific writing goals for very learner</li> <li>- Staff writing capacity is built through modelled lessons, professional development, feedback and coaching</li> <li>- The school's Writing Program is the single point of truth for all teachers to minimise the variance in pedagogy</li> </ul>
4. <b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- Vocabulary continues to be developed and reinforced across the curriculum, particularly reading</li> <li>- Words of the Day are provided to all teachers to decode, pronounce, ascertain meanings, develop 'world' knowledge and use in context</li> <li>- Pedagogical Models (including Frayer's) is adopted as a strategy to build vocabulary, particularly in reading and numeracy</li> <li>- Daily classroom Rapid Recall Routines (RRRs) build word recognition automaticity and meanings</li> <li>- Words Their Way is implemented across the school with data used to differentiate classroom and cohort program delivery</li> <li>- Teacher judgments regarding vocabulary development and usage is determined through Writing Assessments</li> </ul>
5. <b>Attendance and Well Being</b>	<ul style="list-style-type: none"> <li>- The school's Attendance Guidelines is regularly reviewed and shared with the community</li> <li>- A proactive approach to maintaining high attendance has been adopted, including the weekly reporting of class attendance rates and the celebration of ongoing, exemplary and improved attendance by individuals and classes</li> <li>- All Staff actively monitor individual and class attendance rates with effective case management procedures in place as intervention measures</li> <li>- The school's participation in the QSIL2 (Quality Schools:Inclusive Leaders) Program has embedded a shared philosophy of inclusivity across the school.</li> <li>- A Learning and Well Being Framework captures the suite of activities available to learners</li> <li>- Learner needs are effectively case managed across the school through referral and monitoring processes</li> </ul>
6. <b>Quality Teaching</b>	<ul style="list-style-type: none"> <li>- The school's Pedagogy Framework endorses the signature key pedagogies that underpin teaching and learning across all key learning areas, including high yield teaching strategies that promote differentiation</li> <li>- Explicit Instruction continues to be the school's signature pedagogy, including the communication of lesson intent, real life links, success criteria, exemplars and plough backs to recapitulate, review and reflect on learning outcomes</li> <li>- Kagan Cooperative Learning was adopted as a common pedagogy to promote increased learner engagement, to enrich classroom environments and provide a suite of strategies for teachers as part of their guided/doing (We Do) lesson component</li> <li>- Rapid Recall Routines are used to activate prior knowledge and prepare learners for learning</li> <li>- The capacity of all staff continues to be built to promote quality teaching through lesson modelling, observations, feedback and focused professional development</li> <li>- All teachers annually identify key pedagogical goals aligned to the AITSL (Australian Institute for Teaching and School Leadership) Framework as part of the Developing Performance Plan process</li> <li>- Coaching and mentoring through collegial engagement is in place</li> </ul>
7. <b>Feedback</b>	<ul style="list-style-type: none"> <li>- <b>Glow-Grow-Know-Show</b> continues to be the school's Feedback Framework to promote consistency across the school, identifying areas of success (glow) and areas to work on (grow), articulating evidence and making plans (know) and providing and explaining evidence (show)</li> <li>- All Staff have established, monitored and reviewed Developing Performance Plans that identify individual goals and capacity and capability areas for feedback</li> <li>- Professional learning targets are developed, reflecting individual and collective needs, a focus on high expectations, core priorities, regional and systemic initiatives</li> <li>- A Collegial Engagement Framework has been collaboratively developed to enhance pedagogical practice and promote deprivatisation through observations, feedback, mentoring and coaching.</li> </ul>

In 2015, the school participated in a School Review process that provided commendations and recommendations to guide the school's Improvement Agenda. The key improvement strategies identified included ...

1. Develop a narrow and sharp focus for school improvement.
2. Collaboratively review all curriculum documentation used across the school to simplify and develop explicit, coherent, sequenced plans for curriculum delivery and data collection.
3. Monitor the wellbeing of staff in the implementation of the improvement agenda. Review the timelines and the rate of the implementation process.
4. Review and negotiate the staffing allocations with regional human resources to accommodate the growth of the school.
5. Develop leadership capacity and density among staff to assist with the embedding of the improvement agenda and succession planning around key roles.

As a result of this review the following has been achieved ...

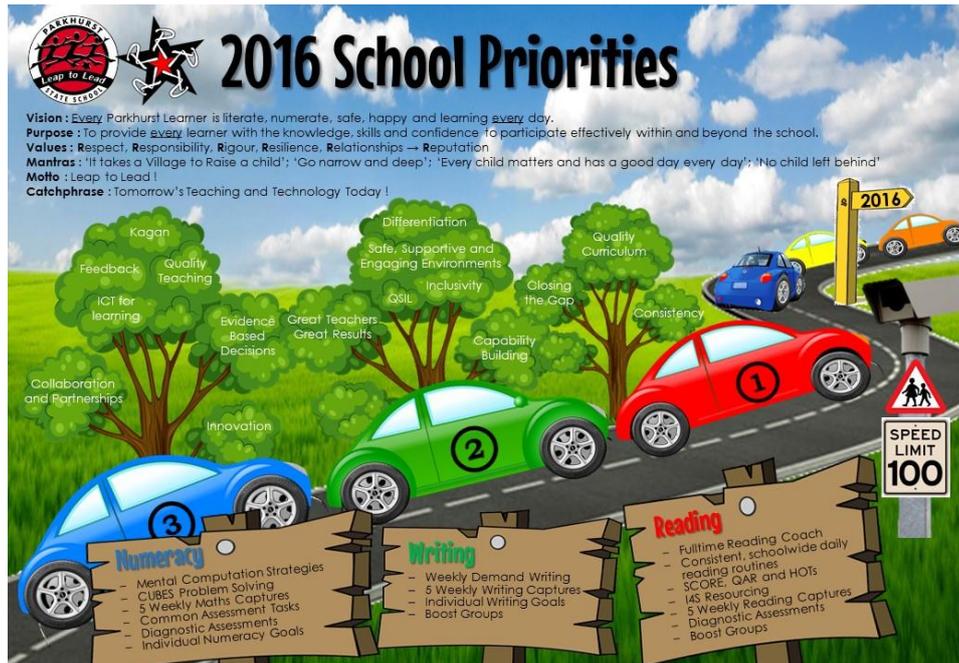
1. The development of the 'Parkhurst Guide to Everything', a visual almanac of school Curriculum, Pedagogical and Assessment policies, expectations and processes
2. The development and refinement of all roles, responsibilities and portfolios have been established and communicated, developing capacity
3. The school's workforce needs have been accommodated and aligned through the use of current staffing allocations, including the appointment of a Reading Coach, Deputy Principal and Curriculum Leaders

In 2015, Parkhurst State School was selected to participate in the Quality Schools: Inclusive Leaders 2 (QSIL) Program, providing an opportunity for the school to further embed and value add to its existing inclusive practices, including ...

1. The use of 'people first' language consistently across the school
2. To build the capacity of all staff in maintaining a culture of inclusivity aligned to the principles of the Disability Discrimination Act (DDA)
3. Define and establish clear expectations around inclusive practices to maximise every learner's participation and success
4. The implementation of a model of Co Teaching to disperse resources to classrooms
5. The promotion of successful transitions for every learner
6. enact principles of inclusive education consistently through reflective processes
7. Actively engaging the community as partners to raise awareness

### Future Outlook

In 2016, the three core improvement priorities of Reading, Writing and Numeracy comprised the school's Explicit Improvement Agenda. It is acknowledged that a range of other key priorities underpin school improvement processes that add value to the core priorities as identified visually below.



Key strategies underpinning the core priorities are identified below ...

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>- The establishment of a fulltime Reading Coach position to oversee the priority of reading, develop staff capability, analyse data sets, design targeted intervention, acquire resources, provide parent and carer training, provide teacher feedback, model lessons and provide coaching and mentoring</li> <li>- Maintain five weekly data captures to report on every learner's reading progress to develop reading goals, inform differentiation strategies, targeted intervention and enrichment groupings and inform future teaching</li> <li>- Deliver consistent reading pedagogies and routines across the school including 'SCORE' QAR and Higher Order Thinking</li> <li>- Utilise Investing for Success Agreement funding to build staff capacity in the area of reading, acquire resources and employ Teacher Aides to read to and with all P-1 learners daily to develop skills</li> <li>- Provide cohort release time for teachers to collaborate in facilitated sessions to plan reading programs, analyse read data analysis, social moderation and collegial class visits</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>- Maintain weekly Demand Writing as part of the school's Writing Program and Framework to ensure pedagogical consistency and teacher judgments</li> <li>- Capture the writing achievement of every learner every five weeks to develop individual and group writing goals, inform targeted intervention and enrichment, make curriculum adjustments and inform future teaching</li> <li>- Acquire resources to support the teaching of writing across the school</li> <li>- Provide mentoring, coaching and feedback opportunities to develop staff capacity in the teaching of writing</li> </ul>
<p><b>Numeracy</b></p>	<ul style="list-style-type: none"> <li>- The strand of Number and Operations is the major focus of this priority area</li> <li>- CUBES is the consistent pedagogical approach to problem solving across the school</li> <li>- Ann Baker's Natural Maths Mental Computation Strategies are sequenced as part of the school's Mathematics Program</li> <li>- Common Assessment Tasks – Mathematics (CAT-Ms) are implemented once a Term as a guide to making informed judgments, inform future teaching, develop individual numeracy goals, make differentiated curriculum adjustments and plan individual and group targeted intervention and enrichment programs</li> <li>- Acquire numeracy resources, (including hands on materials) to deliver the Australian Curriculum</li> <li>- Provide opportunities for feedback through collegial visits, mentoring and focused coaching</li> <li>- Provide cohort planning time for Neighbourhood Teams to collaboratively map and design mathematics curriculum offerings, develop milestone assessments and engage in data analysis</li> </ul>

## Our School at a Glance

### School Profile

**Coeducational or Single Sex:** Coeducational

**Independent Public School:** No

**Year Levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	283	129	154	21	94%
2014	308	138	170	28	91%
2015	320	151	169	34	92%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the Student Body:

Parkhurst State School learners are drawn from a wide range of socio economic and cultural backgrounds, with around one hundred and fifty learners living on acreages and commuting to school daily by buses from nearby semi-rural estates. The 2015 effective school enrolment was **321**, increasing from **308** in 2014. Growth was sustained, despite the move of Year Seven to secondary school at the commencement of 2015.

In 2015, the total number of Indigenous students was **36** and **14** students were from English as an Additional Language or Dialect (EALD) background. In 2015, **seven** students were in care. 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	24	25
Year 4 – Year 7 Primary	24	24	23

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	7	7	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long and Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Parkhurst State School is regarded as an innovative learning community that delivers distinctive schoolwide curriculum offerings. Australian Curriculum Key Learning Areas (KLAs) are supported by a range of innovative teaching practices, signature pedagogies and resources including the integration of a range of Information and Communication Technologies (ICT). The school's Curriculum Framework is a living, future focused document embedding the Australian Curriculum with a strong emphasis on preparing students for their futures beyond the school context. The Curriculum Plan is focused around developing citizenship and connectedness, encompassing the areas of democracy, ecocitizenship, being active and informed, creative and healthy, whilst developing skills in the use of digital technologies.

Parkhurst State School maintains ...

- An environmental education focus through camps, excursions, class gardens, a butterfly garden, worm farms and a school wide recycling program
- All classes implement daily literacy and numeracy learning blocks, using Explicit Instruction to teach new concepts and skills
- Daily intervention and enrichment programs are in place across the school for all learners with targeted interventions for identified students, daily Support a Reader in the P/1 Learning Neighbourhood and weekly 'Boost' Groups to extend, enrich and support as required based on data and information
- A daily Smart Moves Program is delivered for all learners, with 'Jump Jam', an aerobics fitness program, facilitated by learners for learners and a 'Walk around Australia' during the Winter months.
- All learners in Years 4 to 6 participate in weekly Interschool and IntraSchool Sports Programs
- A 'Wraparound' approach to inclusivity ensures the full range of learners are differentiated and catered for, despite background or ability
- Japanese is delivered twice a week for all Year Five and Six learners
- An innovative Music Program offering digital music composition using iPads and a range of other technologies is available for all Parkhurst learners and other schools
- Music and ICT focused extended learning programs are facilitated for learners, staff and the wider community
- Values and Virtues are embedded within the school's Curriculum Framework
- Learners have opportunities to attend and participate in cultural performances throughout the year
- Opportunities are provided for all learners to participate in the school's Excursion and Camps Program to value add to core curriculum offerings
- A schoolwide focus on active citizenship is in place with an emphasis on developing our Senior Leaders through a range of opportunities, including specific leadership roles and a Student Council
- An annual Under Eights' Activity Morning is facilitated each year as part of the school's Athletics Carnival
- A Learner Well Being Program is in place, providing all learners with opportunities to develop skills, friendships and confidence
- A range of real life projects and challenges are provided to promote the leadership, global active and informed citizenship of all learners
- Targeted intervention, including enrichment, extension and support is facilitated weekly through Neighbourhood 'Boost' Groups
- An embedded weekly Demand Writing Program is facilitated across all classes as a focused writing improvement strategy

### Extra Curricula Activities

As a school community, Parkhurst State School endeavours to provide all learners with a range of activities to cater for their individual and group development, whilst enhancing the curriculum through participation in ...

- The school's annual ANZAC Day Commemoration Service, facilitated by students
- The annual Rockhampton 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
- Annual school Cross Country and Athletics Carnivals
- Weekly Seasonal Interschool Sport including Rugby League, Netball and Tennis
- Onsite Guitar, Ukulele and Keyboard Tuition
- On and Off Site Cultural Performances, Activities and Excursions
- End of Term Curriculum Expos
- State and National Academic Competitions Participation
- Classroom and Schoolwide Gifted and Talented Programs, including Extended Learning Programs
- Parkhurst Idol Singing Competition
- Under Eights' Activity Morning
- Robotics and Coding Programs
- Gardening Gurus Program

### How Information and Communication Technologies are used to improve learning

Parkhurst State School is recognised as a leader in 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 a World Pathfinder School as part of the prestigious Microsoft Innovative Schools Program. The school is also an international Promethean Centre of Excellence for its work in embedding interactive and digital pedagogies across all learning spaces.

All staff and learners have access to a wide range of peripheral devices to value add to and directly enhance and support curriculum offerings, including iPads, hand held response systems, wireless keyboards, mice and slates.

Every member of staff is issued with a Digital Resource Kit consisting of an iPad, 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 is issued with an iPad to advance their skills, maintain schoolwide consistency and connectivity to information.

Parkhurst State School has maintained a 2:1 student digital device ratio of iPads and C, complimented by two suites of thirty networked computers in the school's Music Innovation Centre and Zone 21 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/laptops and a networked laser printer. At Parkhurst, ICT is 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, attendance marking and report to parents and carers at the end of each Semester using the 24/7/365 departmental OneSchool application. Staff are also connected to the department's and school's OnePortal application that provides access to an extensive range of information, including daily announcements.

Specific applications and resources readily available to all staff and students include ...

- An extensive range of curriculum specific and generic software titles, including internet applications
- Email, internet access and communication tools, including wikis, blogs, online chats/forums/discussions, EdStudios, 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
- iPads and iPads to store digital media created/captured by staff and students, including flip charts and projects
- Computer and Music Centre access as often as required using an online booking system
- Handheld input devices capture student responses (Active Votes and Active Expressions)
- Exergaming using readily available technologies, including Nintendo Wiis and Xbox 360s for gross and fine motor skill development, supporting students with disabilities and karaoke to promote literacy
- Robotics and coding resources, iPad apps 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 and their abilities, interests, backgrounds and specific circumstances. Being a medium sized school has enabled all staff to develop a good knowledge and understanding of all students as individuals, particularly those with specific learning and special needs. Our shared mantras, "It Takes a Village to Raise a Child", "No Excuses" and "No Child Left Behind" reflects our philosophy.

As a school community, we sustain a proactive and positive schoolwide 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 performances, weekly assemblies and focus class and group lessons. Posters and artefacts are prominently displayed around the school to clearly communicate and remind learners and our community of 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 (respect, responsibility, rigour, resilience and relationships) and associated virtues are directly linked to the school's Responsible Behaviour Plan for Students and reflects the school's vision of 'every Parkhurst learner is literate, numerate, safe, happy and learning every day'. All classrooms devote ten minutes every day to 'pastoral care' activities, where debriefing occurs following lunch breaks to discuss any incidents that may have occurred and the actions and strategies that took place.

Parkhurst State School has the following processes in place to further embed a positive social climate ...

- A Learner Well Being and Support Framework
- Monitoring and catering for the full range of student needs through the school's Student Needs Action Group (SNAG) where all staff are able to seek advice and support from the school's Guidance Officer, Head of Special Education Services (HoSES), Support Teacher (Literacy/Numeracy), Chaplain, Neighbourhood Centre Staff, EALD Teacher, Principal and Deputy Principal
- A Differentiation Plan 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, SMS messages, Good News Postcards, Good News Notes and Letters of Commendation.
- Ongoing displays of student work are featured in classrooms, the Administration Foyer and other venues within community.
- Staff, learners, parents and carers have access to a range of support personnel, including the school's Guidance Officer, Behaviour Support Teacher and Chaplain via a referral process.
- Staff have access to a Regional Employee Adviser and an onsite Rehabilitation Officer as required.
- Informed Citizenship Projects through the Student Council support local, state, national and international charities and organisations, including a long term adopted orphanage in Zimbabwe.
- An active Student Council and Student Leadership Program for all Year Five and Six Learners.
- Actively promoting a positive, caring, respectful and supportive environment for all stakeholders.
- Delivering a strong, embedded schoolwide Values Education Program.
- Openly communicating the school's shared beliefs and vision regarding teaching and learning.
- Maintaining a positive, proactive focus through the school's Responsible Behaviour Plan for Students.
- A School Chaplain provides support and assistance to students and their families as identified.
- Maintaining active and inclusive practices to support and extend students requiring assistance.

### Parent, student and staff satisfaction with the school

Performance Measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	100%	97%
this is a good school (S2035)	96%	96%	95%
their child likes being at this school (S2001)	100%	92%	97%
their child feels safe at this school (S2002)	100%	100%	97%
their child's learning needs are being met at this school (S2003)	96%	92%	92%
their child is making good progress at this school (S2004)	96%	88%	94%
teachers at this school expect their child to do his or her best (S2005)	96%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	92%	100%
teachers at this school motivate their child to learn (S2007)	100%	96%	100%
teachers at this school treat students fairly (S2008)	96%	100%	92%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	92%	96%	95%
this school takes parents' opinions seriously (S2011)	88%	96%	83%
student behaviour is well managed at this school (S2012)	96%	88%	84%
this school looks for ways to improve (S2013)	100%	96%	92%
this school is well maintained (S2014)	100%	100%	100%

Performance Measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	95%	100%
they like being at their school (S2036)	93%	91%	96%
they feel safe at their school (S2037)	95%	98%	100%
their teachers motivate them to learn (S2038)	96%	98%	100%
their teachers expect them to do their best (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	95%	96%
teachers treat students fairly at their school (S2041)	91%	88%	94%
they can talk to their teachers about their concerns (S2042)	93%	86%	94%
their school takes students' opinions seriously (S2043)	89%	90%	96%
student behaviour is well managed at their school (S2044)	82%	84%	91%
their school looks for ways to improve (S2045)	100%	99%	100%
their school is well maintained (S2046)	98%	92%	100%
their school gives them opportunities to do interesting things (S2047)	96%	91%	96%

Performance Measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	96%	94%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	96%	97%	93%
student behaviour is well managed at their school (S2074)	96%	91%	70%
staff are well supported at their school (S2075)	96%	89%	89%
their school takes staff opinions seriously (S2076)	100%	91%	77%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	97%	96%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

Parkhurst State School values the contributions parents, carers and members of the wider community make to enhance the learning of all students. A Parent and Community Engagement Framework articulates the opportunities parents and carers have to participate in the life of the school. We acknowledge that all parents, carers and 'friends of the school' play an active part in the education of their child/ren. We strive to provide regular opportunities to participate in the day to day life of the school.

Specific strategies in place to further embed parent and carer involvement include ...

- An active Parent and Citizen Committee and Volunteers
- A comprehensive weekly School Newsletter.
- Regularly updated Website, FaceBook, Twitter and Instagram feeds.
- Weekly and special Assemblies, including an Assembly of Excellence at the conclusion of each Term.
- Promoting a schoolwide 'open door' Policy to encourage honest, two way communications and feedback to discuss and resolve concerns and issues respectfully.
- Focus forums regarding new initiatives, strategic planning processes and consultative feedback.
- End of Term Unit Culminating Activities and Class Expos to showcase and celebrate learning.
- School and Classroom Volunteer Programs including Reading/Maths Groups, Art and Craft, Religious Instruction, Guest Speakers, Sports Coaching, Excursions and Camp Supervision.
- Regular information dispersal via the school Newsletter, Website, FaceBook, Twitter, Parent/Carer Information Sessions, Interviews, the 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 and initiatives.
- Parent/Carer/Teacher Information Sessions at the start of the year.
- Parent/Carer/Teacher face to face interviews convened twice a year in Term One and Three
- Prep and Year Six Transition Programs.
- Week Eight each Term ('Week Eight is Great'/Good News Week) celebrates student achievement with parents via telephone calls, SMS messages, Good News Postcards, Great News Notes and Letters of Commendation
- Communication Books' for Parents/Carers/Teachers to promote improved school/home communications.
- Parent/Carer skilling and information sessions to support student literacy, numeracy and social development through Support a Reader, Support a Writer, Support a Maths Learner, Support a Talker and Handwriting.
- Annual Year CSix Graduation and Awards Ceremony attended by all students.
- P&C Association's Uniform Shop and Tuckshop.
- Athletics, Swimming and Cross Country Carnivals.
- School Disco at least once per term.
- Invitations to all parents and carers to participate in curriculum and learning adjustment processes for students with identified learning needs

## Reducing the School's Environmental Footprint

Parkhurst State School continues to make 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.
- Encouraging an ethos of 'think before you print' as prompts to economise print usage.
- Encouraging the use of OnePortal and OneSchool as the school's central document storage and communication repository and as a strategy to reduce 'red tape' .

- 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.
- Utilising water from rain water tanks.
- Communicating clear expectations regarding facilities, resources and their use.
- Monitoring the operation of solar panels.
- Maintaining a schoolwide Recycling Program of paper, toners, cardboard and aluminium cans.
- Maintaining Worm Farms to dispose of fruit and vegetable scraps.
- Reducing the number of printers across the school to preserve paper and toner.
- Reducing gardens areas across the school to preserve water usage.
- Additional facilities have contributed to increases in water and electricity usage

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	0	0
2013-2014	159,163	1,353
2014-2015	90,178	

\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## Our Staff Profile

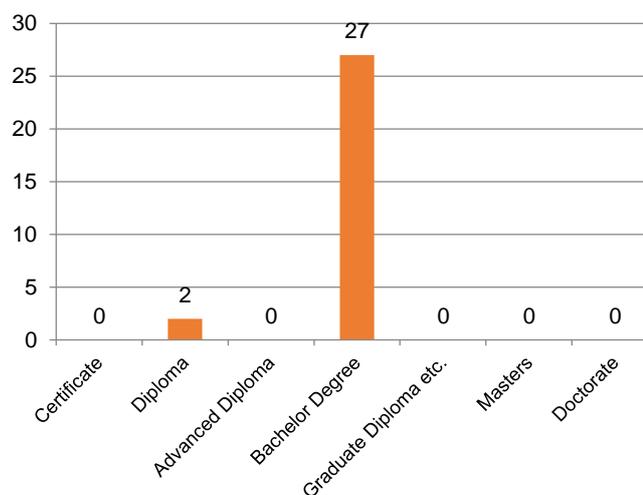
### Staff Composition, including Indigenous Staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	19	<5
Full-time equivalents	21	11	<5

### Qualification of all Teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.	0
Masters	0
Doctorate	0
<b>Total</b>	<b>29</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$14 647.98.

The major professional development initiatives are as follows:

- Kagan Cooperative Learning
- Explicit Instruction
- Ann Baker's Natural Maths Mental Computation Strategies
- Reading Comprehension - SCORE
- Writing Pedagogy, encompassing Functional Grammar and Spelling
- Data Literacy, including data capture, analysis and action
- CQ3S and learning goals
- Information and Communication Technologies (ICT) through 'Techy Breakies'
- Differentiation
- First Aid and CPR
- Student Protection Training
- Code of Conduct Training
- Asbestos Awareness Training
- Curriculum Activity Risk Assessment Training (CARA)
- OneSchool Training
- Collegial Mentoring
- Feedback

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average Staff Attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

## Proportion of Staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2015 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/>.

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.

### Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

#### Student Attendance rate for each year level (shown as a percentage)

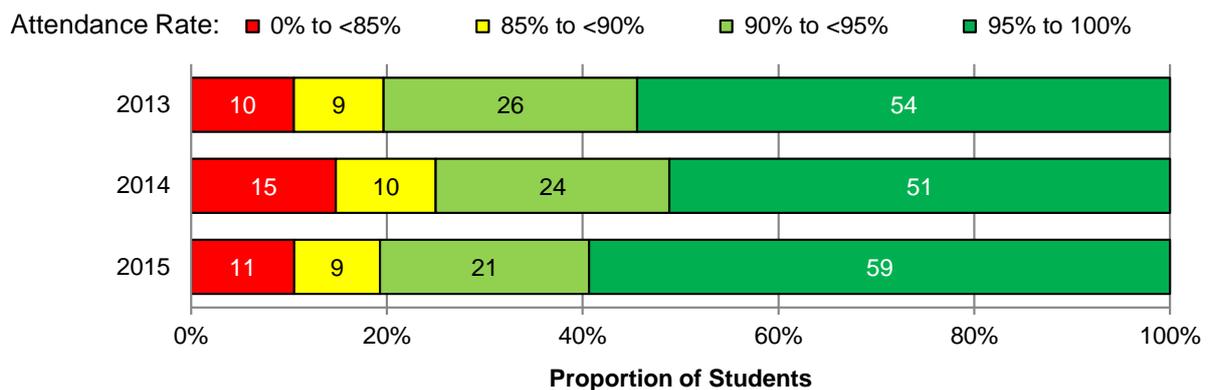
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	92%	95%	94%	94%	92%	94%	94%	94%
2014	94%	89%	93%	94%	94%	90%	92%	93%
2015	94%	93%	93%	96%	93%	96%	91%	

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### 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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Processes and procedures to manage student attendance and absenteeism at Parkhurst State School

- An Attendance Guidelines Framework is in place and communicated to all members of the school community, outlining the school's high expectations regarding student attendance and related strategies.
- All classes participate in a session, facilitated by the Principal at the commencement of every school year, outlining the importance of daily attendance.
- Classroom rolls are marked electronically twice daily at 9:00 a.m. and 12:00 p.m. using OneSchool.
- Teachers monitor class absenteeism patterns, following up all unexplained absences.

- Absenteeism patterns are monitored weekly by Administration using the Performance and Class Dashboard applications in OneSchool.
- Unexplained absenteeism is monitored by Class Teachers and Administration with parents and carers of students absent without explanation contacted after three consecutive days.
- After five consecutive days of unexplained absence, the Principal personally contacts parents and carers.
- Parents and carers of students with prolonged absences of ten days or more are issued with an Enforcement of Attendance Letter through OneSchool. Regional Office personnel are also informed.
- All parents and carers must complete an Exemption to State Schooling for any planned absences for ten school days or more. This information is entered by Administration into the Attendance Exemption Register within OneSchool.
- Parents and carers of students receiving Disciplinary Absences are contacted by telephone, with formal letters issued via OneSchool.
- Every Friday, students attending for five consecutive days are issued with 'Every Day Counts' Champion slips to acknowledge exemplary attendance. Classes use this information to track attendance and celebrate achievements and improvements.
- 100% attendances are acknowledged and celebrated at the end of each term by issuing Certificates and wristbands to all identified students at the Assembly of Excellence.
- At the end of each Term, letters are sent to parents and carers of learners having significant patterns of unexplained absence.
- Letters of Commendation are sent to the parents and carers of students achieving 100% attendance.
- Positive communications with parents and carers of students showing significant and sustained attendance improvement are made once identified.
- Additional work is offered by teachers or can be accessed from virtual classrooms or edStudios for students on extended periods of absenteeism.
- Weekly class attendance percentages, generated from OneSchool's Class Dashboard are communicated via the weekly school Newsletter and on Assembly.
- The class with the highest weekly attendance percentages are acknowledged with an 'Awesome Attenders' Award at Assembly each week.
- Regular information and stories promoting the importance of regular school attendance and strategies to encourage regular attendance, reflecting Education Queensland's 'Everyday Counts' philosophy feature in the school Newsletter and on Assembly.
- For prolonged periods of unexplained absence, the school's Leadership Team may conduct home visits
- Students arriving late must obtain 'late' slips generated by OneSchool at the Office to be presented to classroom teachers on arrival to the classroom. This process over rides already entered information on class rolls.
- All Parents and Carers must sign out their children as early departures and receive 'early departure' slips from the Office, generated by OneSchool to present to teachers prior to releasing students in their care.
- A Student Absence Line is available and communicated to all parents and carers to encourage the early notification of all school absences.
- At the end of each year, all students achieving 100% attendances are invited to a Reward Lunch.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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/>.

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.

#### Find a school

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

