



PARKHURST STATE SCHOOL

2015 Annual Implementation Plan

Based on School Plan 2015-2018

Inspiring minds. Creating opportunities. Shaping Queensland's future.

DETE Priorities

Every student succeeding - State Schools Strategy 2014-2018 is Queensland's Plan to lift the performance of each state school student, teacher and principal. The elements of the strategy are ...

- **Successful learners** - Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.
- **Teaching quality** - Teachers employing high quality, evidence-based teaching practices focused on success for every student.
- **Principal leadership and performance** - School leaders delivering extraordinary and sustained improvement and achievement.
- **School performance** - Schools achieving success through an intentional approach to improving the progress of every student.
- **Regional support** - Regions providing a renewed focus on supporting performance and outcomes across three sectors - early childhood education and care, state schools and training and employment.
- **Local decision making** - Schools ensuring community needs are central to decision making processes, autonomy and accountability.



Through **collaborative empowerment**, the **Every Student Succeeding State Schools Strategy 2014-2018** will result in ...

- Improved student academic achievement
- Improved Qld Certificate of Education attainment
- Closing the gap in attendance, retention and attainment for Aboriginal and Torres Strait Islander students



Customers First



Ideas into Action



Unleash Potential



Be Courageous



Empower People





Central Queensland Region

Principals' Key Accountabilities

1. Mastery of **Explicit Instruction** in every classroom in your school
2. Implementation of your whole **School Curriculum and Pedagogy Plans**
3. Successful and effective implementation of your **SPRRF**
4. Preparation for and/or response to **Teaching and Learning and Discipline Audits**
5. Ensuring sufficient **NAPLAN performance and improvement**
6. **Closing the Gap** in Indigenous outcomes
7. Ensuring sufficient **Year 12 Outcomes** performance and improvement, including a focus on Early School Leavers and those who are not attending well
8. **Flying Start** – Junior Secondary, ensuring your school is fully ready for Year 7s to be in high school beginning in 2015. The implications for primary, secondary and P-10 or P-12 schools are different, but present in every school – ensure you are fully and appropriately involved
9. Full implementation of the **Developing Performance Framework** across your school
10. More Support for **Students with Disability** – especially your responsibilities with QSIL
11. Measured impact of **collaboration** with other schools.

2015 Great Results Guarantee Focus Summary

Strategy	Resources	Improved Outcomes
- Maintain five weekly data captures and differentiation action plans for reading, writing and numeracy to monitor the performance of all learners aligned to the school's targets and benchmarks	- PM Benchmarks and PROBE 2 - PAT-R, PAT-M and Words Their Way - Five Weekly Writing Moderation - Common Maths Assessment Tasks	- Increase % of Year Three learners achieving at and above the National Minimum Standard (NMS) as per AIP Targets
- Deliver intensive literacy and numeracy programs for all identified learners in Prep to Year Three from five weekly data captures	- Quality, daily and explicit classroom literacy and numeracy programs, routines and differentiation	- Increase the % of learners achieving a C and above and Upper Two Band NAPLAN representation
- Develop and maintain Individual Learning Guarantees (ILGs) for all identified learners predicted to perform below the NMS and AIP Targets	- Purchase additional literacy and numeracy resources, including classroom Hands On Maths Kits	- Literacy and numeracy is differentiated according to Individual Learning Guarantees (ILGs)
- Facilitate intensive small group literacy and numeracy workshops twice weekly for all identified Year Four to Six learners predicted not to achieve a 'C' standard or above	- Increase Teacher Aide access across the school to value add to existing intervention programs	-
- Continue to develop workforce capacity through coaching, professional learning and collegial engagement	- Revisit and enhance 2014 Teacher Aide Professional Development Program - Provide release time to increase opportunities for collegial engagement	- Capacity building positively contributes to improved outcomes - Teachers and Teacher Aides are skilled and confident to deliver quality programs and support



2015 Learning Improvement Priorities



Vision: Every Parkhurst Learner is literate, numerate, safe, happy and learning every day.

Purpose: To provide every learner with the knowledge, skills and confidence to participate effectively within and beyond the school.

Values: Respect, Responsibility, Rigour, Resilience, Relationships → Reputation **Motto:** Leap to Lead!

Mantras: 'It takes a Village to raise a child'; 'Go narrow and deep'; 'Every child matters and has a good day every day'; 'No child left behind'

Catchphrase: Tomorrow's Teaching and Technology Today!

Ongoing Priorities: Differentiation, Partnerships, Safe, Supportive and Engaging Environments, Great Teachers: Great Results, Closing the Gap, High Expectations, Innovative Culture, Capacity and Capability Building, Evidence Based Decisions, Quality and Consistent Curriculum



PARKHURST STATE SCHOOL 2014 Numeracy Improvement Plan

The intention of this plan is to ensure that all Parkhurst State School learners are confident and competent in their numeracy skills. This plan is designed to support the school's strategic plan and to ensure that all learners have access to high quality numeracy instruction.

Key Objectives:

- Improve the quality of numeracy instruction across the school.
- Ensure that all learners have access to high quality numeracy instruction.
- Improve the confidence and competence of all learners in their numeracy skills.

Key Strategies:

- Implement a school-wide numeracy strategy.
- Provide professional development for all staff in numeracy instruction.
- Monitor and evaluate the effectiveness of the numeracy strategy.

Parkhurst State School 2014 Writing Improvement Plan

The intention of this plan is to ensure that all Parkhurst State School learners are confident and competent in their writing skills. This plan is designed to support the school's strategic plan and to ensure that all learners have access to high quality writing instruction.

Key Objectives:

- Improve the quality of writing instruction across the school.
- Ensure that all learners have access to high quality writing instruction.
- Improve the confidence and competence of all learners in their writing skills.

Key Strategies:

- Implement a school-wide writing strategy.
- Provide professional development for all staff in writing instruction.
- Monitor and evaluate the effectiveness of the writing strategy.

PARKHURST STATE SCHOOL 2014 Reading Improvement Plan

The intention of this plan is to ensure that all Parkhurst State School learners are confident and competent in their reading skills. This plan is designed to support the school's strategic plan and to ensure that all learners have access to high quality reading instruction.

Key Objectives:

- Improve the quality of reading instruction across the school.
- Ensure that all learners have access to high quality reading instruction.
- Improve the confidence and competence of all learners in their reading skills.

Key Strategies:

- Implement a school-wide reading strategy.
- Provide professional development for all staff in reading instruction.
- Monitor and evaluate the effectiveness of the reading strategy.



Every Parkhurst learner is **literate, numerate, safe, happy and learning every day.**

2015 %C&↑ English Targets

PY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
85%	85%	85%	85%	85%	85%	85%

2015 %C&↑ Mathematics Targets

PY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
85%	85%	85%	85%	85%	85%	85%

Glow

- You are striving, doing well and deserve recognition
- You have reached your goal and have shown improvement
- You are reaching the success of being
- You have mastered a skill and show deep understanding

Grow

- You or your teacher have identified something for you to work on and practice
- You may need to set a new learning goal to grow a skill or enhance your understanding
- You are eager to meeting the success criteria

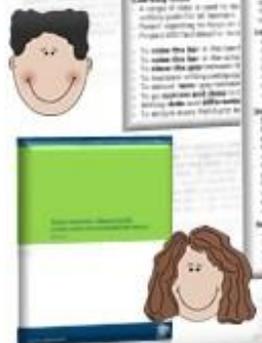
At Parkhurst State School We **ALL glow** and have space to **grow**



2015 NAPLAN Targets *

	Year 2		Year 3		Year 4		Year 5		Year 6	
	MSS	U2B								
Reading	383	40%	420	40%	467	40%	515	40%	535	40%
Writing	380	40%	415	40%	450	40%	485	40%	505	40%
Spelling	365	40%	410	40%	455	40%	500	40%	522	40%
Grammar and Punctuation	390	45%	430	45%	470	45%	510	45%	530	45%
Numeracy	355	45%	400	45%	445	45%	490	45%	512	45%

* As at May 2015



Put the Faces on OUR Data

PARKHURST STATE SCHOOL 2015 DIAGNOSTIC ASSESSMENT SCHEDULE

Year	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 2	383	380	365	390	355
Year 3	420	415	410	430	400
Year 4	467	450	455	470	445
Year 5	515	485	500	510	490
Year 6	535	505	522	530	512

Parkhurst's Attendance this Week

100%
95%
<95%
90%
<90%
85%
<85%

Five Weekly Data Cycle

Learning and Working Framework

College Engaged Framework

Discretionary Framework

Community Engaged Framework

Feedback Framework

Feedback Framework

Improvement Agenda	Key Measures	Key Actions	Personnel
<ul style="list-style-type: none"> - Successful Learners - Know your learners - Meet your learners' needs 	<ul style="list-style-type: none"> - High quality teaching practice focused on the achievement of every student, is evident in every classroom. - Every teacher analyses student performance data to achieve improvement, guide teaching and prompt early intervention (ie; both support and extension) 	<ul style="list-style-type: none"> - Continue refining rigorous pedagogical models based on school priorities and regional initiatives - Continue to implement a weekly 'Demand Writing Hour' aligned to school's Writing Program, incorporating vocabulary strategies and a range of selected high yield strategies to improve writing, punctuation, grammar and spelling. - Continue to facilitate, provide and tailor professional learning opportunities aligned to explicit improvement agenda priorities and Staff Performance Development Plans with a major focus on Numeracy, Reading Comprehension, Writing Pedagogy, Vocabulary, Feedback and Learner Well Being - Classroom Teachers continue to develop Data Action Plans as part of their curriculum planning processes to document differentiation strategies and curriculum provisions in order to refine data systems - Maintain school wide emphasis on 'Putting Faces on Our Data' as a strategy to ensure every learner is case managed and achieves their potential - Implement tailored strategies to reduce the gap in learning outcomes for all learners, including specific case management and individual learning guarantees/plans - Continue to provide daily learning support, (including Support a Reader) to Early Years classes to ensure all learners meet school, regional and national Year Level Targets - Maintain Teacher Aide Professional Learning Program to develop capacity across identified priority areas and to meet individual needs as identified in Developing Performance Plans - Commence professional learning for all Staff in the area of Kagan's Cooperative Learning Strategies to develop and refine consistent school wide pedagogies as part of School's Pedagogical Framework - Implement 'Great Results Guarantee', incorporating regular and targeted intervention for identified learners, supported by ongoing Teacher Aide Professional Learning - Reconceptualise and refine Special Needs Action Group referral process as part of school's QSIL Development Plan - Reestablish links with Precinct's Feeder Secondary School to strategically plan transition programs and promote increased State School retention - All teachers maintain Data Action Plans aligned to information collected as part of the schools Five Weekly Data Capture Cycle and Diagnostic Assessment Schedule 	

Improvement Agenda	Key Measures	Key Actions	Personnel
<ul style="list-style-type: none"> - Principal Leadership and Performance - Lead teaching and learning. - Develop self and others. - Lead improvement innovation and change. 	<ul style="list-style-type: none"> - Instructional leadership has an unrelenting focus on improvement and is explicitly visible within the school. 	<ul style="list-style-type: none"> - Develop a detailed understanding of the school improvement unit and its role, using the headline indicators to inform future innovation and leadership actions and conduct the school review. - Implement the recommendations and key priorities from most recent Teaching and Learning and Discipline Audits and School Data Profile as part of 2015-2018 School Strategic Plan - Ensure QSIL principles are embedded in school practice and identified key actions are implemented as part of the QSIL Development Plan - Continue collegial visits, coaching and feedback model processes, aligned to school's 'Glow, Grow and Know' Feedback Framework. - Increase awareness of DETE's 'Great Teachers, Great Results' Framework and the 2015 priorities and actions. - Maintain a climate of high standards of performance from all staff. - All staff will collaborate with a colleague as part of their 2015 DPPs and TPRs to provide and receive feedback - Continue to implement evidenced based practices (eg; Mazarno, Hattie and Fullan) to improve learning outcomes and school performance - Continue to implement five weekly data improvement cycles to maintain urgency towards achieving predictions, targets and standards - Participate in performance development and planning processes with the ARD, maintaining regular data and information 'pushes' - Lead the 2015 implementation of the Great Results Guarantee Strategy - Lead the school through the ongoing review processes using headline indicators and other available data, including internal monitoring - Embrace DETE's renewal processes, making explicit links to school operations 	
<ul style="list-style-type: none"> - School Performance - Know your data - Know your strategies 	<ul style="list-style-type: none"> - All staff articulate a clearly defined school improvement agenda. 	<ul style="list-style-type: none"> - Maintain 'Putting Faces on the Data' as the consistent school wide mechanism to use data meaningfully to differentiate learning - Establish and enact 'Public' Data Wall Protocols across learning spaces - Action 2015 Explicit Improvement Agenda which reflects identified data issues with a priority to increase Upper Two Band (U2B) achievement and raise mean scale scores across reading, writing and numeracy - Continue to research and embed evidence based pedagogical models to support the improvement agenda. - 2015 School Professional Learning Plan reflects explicit improvement agenda priorities and identified priorities - Internal monitoring processes ensure class data and supporting evidence - Continue collaborative learning partnerships with Berserker and Frenchville, embracing the notion that 'every good school needs a good school up the road.' 	

Improvement Agenda	Key Measures	Key Actions	Personnel
<ul style="list-style-type: none"> - Regional Support 	<ul style="list-style-type: none"> - Access Regional personnel as required to support school operations and improvement agenda 	<ul style="list-style-type: none"> - Share practice and information when requested by the ARD or RD, providing regular 'data' and 'information' pushes as a communication, 'check in' and celebration strategy - Attend regional Principal Business Meetings and Cluster Forums as directed, completing necessary paperwork and submitting on time. - Work with ARD to support future improvement agenda and feedback to the staff and the school community 	
<ul style="list-style-type: none"> - Local Decision Making 	<ul style="list-style-type: none"> - The school community is satisfied with communication strategies and has high confidence in the school - Learners have expressed high levels of satisfaction regarding learning and access to a variety of activities - Attendance data remains at 95% or higher 	<ul style="list-style-type: none"> - Maintain open and effective communication strategies, utilising ICTs to ensure all members of the school community are informed - Provide a variety of school activities are available for all learners as part of curriculum offerings - The opinions and input of all Parents and Carers is sought to inform school decision making - Processes for managing complaints and compliments are implemented - Thorough enrolment processes for Prep and new learners are facilitated to gather detailed information to inform individual class placements - Enrolments are managed within current facilities aligned to school's Enrolment Management Plan. - All students are encouraged to participate in school and community events such as Book Character Parade, Discos, Open Nights, School Concert, Eisteddfod, Choral Festival and Instrumental Music 	<ul style="list-style-type: none"> -
<ul style="list-style-type: none"> - Teaching Quality 	<ul style="list-style-type: none"> - The number of learners in the top two NAPLAN Bands in reading is at least 40% in Years Three and Five by 2016 - All NAPLAN areas are comparable with national results with some areas above national results. - 100% of class data action plans have been submitted 	<ul style="list-style-type: none"> - Increase the percentages of learners achieving a C and above in English, Maths and Science to 85% on end of Semester Report Cards, particularly in Early Years classes, when compared to 2014 results. - Every teacher submits class data captures every five weeks for reading, writing, numeracy and behaviour to inform professional conversations and internal monitoring - Class Data Action Plans show improved targeted strategies in relation to individual students and cohorts, detailing learner improvement, assessment sources, learning goals and targeted intervention strategies - The OneSchool environment and CQ3S are used to create plans (eg; ICPs, ILGs and ISPs) and input and extract relevant data as required - Feedback is specific and visually evident in the teaching and learning cycle in all learning spaces as highly evident in workbooks, work samples and discussions with learners - The 2015 School Improvement Agenda is evident in all learning spaces as reflected in Data Action Plans, curriculum planning/delivery, Data Walls and individual learning goals 	<ul style="list-style-type: none"> -

Improvement Agenda	Key Measures	Key Actions	Personnel
<ul style="list-style-type: none"> - Teaching Quality 	<ul style="list-style-type: none"> - The number of learners in the top two NAPLAN Bands in reading is at least 40% in Years Three and Five by 2016 - All NAPLAN areas are comparable with national results with some areas above national results. - 100% of class data action plans have been submitted 	<ul style="list-style-type: none"> - Schoolwide differentiation and intervention strategies are documented, reviewed and monitored for determine effectiveness. - Pedagogical models are visibly enacted across the school with little teacher variance across classrooms - Staff, parents and carers are aware of the schoolwide Intervention programs provided throughout the school year. - Quality induction processes support the transition of staff members into the school with activities reflecting individual needs reflected in Developing Performance and Teacher Performance Plans a part of the Great Teachers : Great Results Framework - All staff members have current Performance Development Plans - Mentor Teachers have been trained to support early career teachers - Staff and learners use common and consistent language, terminology and processes across all curriculum areas (ie; CUBES, SCORE, Three Level Guides and Explicit Instruction Lesson components) - A range of exemplars or WAGOLs (What a Good One Looks Like) for Handwriting and Bookwork are displayed and accessible by learners 	
<ul style="list-style-type: none"> - Principal Leadership and Performance 	<ul style="list-style-type: none"> - Parents and Carers continue to have high levels of satisfaction with the school's approach teaching and learning - Staff see the Principal and Associate Leaders as instructional leaders 	<ul style="list-style-type: none"> - Internal monitoring process, including collegial engagement and feedback are in place with evidence and information readily available (eg; Walkthrough Feedback, Lesson Observation, Teacher Talk Minutes) - All Staff and community members are conversant with the School's Improvement Agenda and key priorities which is clearly articulated in a range of forms including Newsletter items, Staff Meeting presentations and handouts, readings, Pedagogical Models, the School Plan, Annual Implementation Plan (AIP) and Professional Learning records - The Principal maintains a current Performance Development Plan and regularly reviews in line with communicated timeframes - The Principal ensures all communicated timelines and timeframes within the Regional Principal Responsiveness Overview are met - The Key Principal Accountabilities are communicated to staff and monitored as part of the Explicit Improvement Agenda - The 2015 'Great Results Guarantee' is developed with the community, communicated, signed off and implemented. 	-
<ul style="list-style-type: none"> - Successful Learners - School Performance 	<ul style="list-style-type: none"> - 2015 NAPLAN targets 	<ul style="list-style-type: none"> - Individual Learning Guarantees are in place for students achieving at Year Level Benchmarks and who have greater than 97% attendance. - Transition Programs are in place to ensure all learners entering and exiting the school experience success - Explicit and intensive, targeted intervention strategies are in place to support and extend learners reach their full potential - Staff case manage individual learners at risk of disengaging 	

2015 NAPLAN School Improvement Targets

Strand	Year Level	Measure	Previous Performance				School Targets/Predictions			
			2011	2012	2013	2014	2014 Target		2015 Target	
							NMS	%@↑	NMS	%@↑
Reading	Year 3	NMS	88%	87%	92%	80%	360	95%	420	90%
		U2B	13%	19%	28%	17%		35%		40%
	Year 5	NMS	80%	83%	97%	76%	460	95%	515	90%
		U2B	23%	39%	29%	15%		40%		40%
Writing	Year 3	NMS	88%	90%	90%	86%	370	95%	415	90%
		U2B	33%	16%	28%	19%		40%		40%
	Year 5	NMS	83%	74%	86%	77%	460	90%	485	90%
		U2B	7%	0%	6%	7%		20%		90%
Spelling	Year 3	NMS	83%	71%	85%	86%	380	85%	410	90%
		U2B	4%	23%	28%	19%		30%		40%
	Year 5	NMS	90%	87%	83%	81%	4560	90%	500	90%
		U2B	10%	9%	23%	22%		25%		40%
Grammar and Punctuation	Year 3	NMS	88%	81%	90%	89%	380	90%	430	95%
		U2B	17%	23%	40%	33%		45%		45%
	Year 5	NMS	90%	83%	83%	81%	450	90%	510	90%
		U2B	30%	17%	29%	31%		30%		45%
Numeracy	Year 3	NMS	83%	70%	93%	68%	360	95%	400	95%
		U2B	8%	10%	28%	19%		30%		45%
	Year 5	NMS	90%	87%	89%	85%	480	90%	490	90%
		U2B	10%	26%	20%	6%		25%		45%

Other Key Performance Measures

Measure	Dimensions of Measure	Previous Performance (where available)				School Target		
		2011	2012	2013	2014	2014	2015	
INDIGENOUS EDUCATION	The gap between Indigenous and non-Indigenous Year Three student Reading and Numeracy mean scale scores	Reading	110	-20	-29	90	20	-10
		Numeracy	66	-6.9	1	29	10	5
	The gap between Indigenous and non-Indigenous attendance rates	1.5%	-0.7%	2.3%	NYA	2%	2%	
ATTENDANCE AND RETENTION	Average attendance rate for students	93%	94%	94%	NYA	96%	96%	
SATISFACTION MEASURES	Percentage of students satisfied/agree that they are getting a good education at school. (S110/S2048)	85%	94%	98%	NYA	100%	100%	
	Percentage of parents/caregivers satisfied/agree that their child is getting a good education at school. (S109/S2016)	93%	86%	92%	NYA	95%	95%	
	Percentage of parents/caregivers satisfied/agree that this is a good school. (S100/S2035)	98%	86%	96%	NYA	95%	98%	
	Percentage of school staff who agree that they have good access to quality professional development. (S076)	97%	92%	96%	NYA	95%	100%	
	Overall percentage of school staff who agree with the individual staff morale items. (composite measure based on S016, S017, S018, S019 and S020)	76%	95%	96%	NYA	95%	98%	

Attached Key Financial Statements

- The Annual Financial Report 2014
- The Budget Overview Report for 2015

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Lyle Walker (Principal)

Signature _____

Date _____

Ashley Welfare (P&C President)

Signature _____

Date _____

David Roach (Assistant Regional Director)

Signature _____

Date _____



**Queensland
Government**