



SCHOOL STRATEGIC PLAN

2017 - 2018

Our Shared Vision

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

Our Values (The 5Rs)

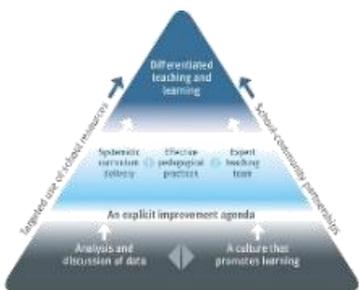
Respect + Responsibility + Rigour + Resilience + Relationships = Reputation

Our Shared Beliefs

- High expectations are essential for high performance
- Our environments are warm, caring, nurturing and stimulating to develop independent 21st century citizens
- Learners learn best by doing and through modelling
- Our learners are individuals who learn at their own rate using their preferred learning styles to reach their full potential
- Negotiation, choice, risk taking and challenges are an important part of the learning processing
- Learning must be engaging and connected to the real world

Our Shared Mantras and Catchphrases

- 'It takes a village to raise a child.'
- 'Every child matters every day'
- 'No child left behind'
- 'Every day of learning counts'
- 'Tomorrow's teaching and technology TODAY !'



Queensland Government

Statement of Purpose

To develop 21st century citizens by delivering an engaging and contemporary 21st century curriculum using 21st century pedagogies and resources in consistent, dynamic and supportive learning environments.

School Context

Parkhurst State School is a growing school community, established in 1900 on the outskirts of Rockhampton, just north of Central Queensland University. 370 learners attend from Prep through to Year Six.

Parkhurst State School has a clear commitment to cater for the individual needs of every learner through inclusive classrooms and programs. Learners are supported in the learning by a team of forty five professional and support Staff. All learners access a comprehensive educational program that encompasses academic subjects, social and cultural experiences and opportunities to develop their leadership capabilities.

Learners participate in a range of extra-curricular activities including Music Extension Programs, Instrumental Music, Interscholar Sport, Literacy and Numeracy extension, Information and Communication Technologies, Camps, Excursions, Choirs, Well Being Programs, Cultural and Drama Groups. The school is committed to the integrated use of digital technologies across all learning spaces. The school is recognised as a leader in this area as a State Showcase winner and a Microsoft Worldwide Pathfinder School.

Schoolwide satisfaction and retention is high with sense of school spirit and community highly evident. Our Parent and Carers are positive advocates for our school and collaborate with the school to deliver the best opportunities for learners.

SL

Successful Learners

- Triangulated data analysis and internal monitoring processes identify trends, inform curriculum delivery and schoolwide intervention strategies and address targets
- Data analysis processes are embedded in classrooms to track student growth, gain and performance and differentiate curriculum
- Attendance is monitored weekly and case managed as required
- Learner Well Being processes are embedded to engage learners, support and challenge
- Targeted schoolwide interventions for groups and individuals are facilitated weekly, identified through the Student Needs Action Group
- Vulnerable learners are monitored and supported through complex case management, interventions, individual support plans and programs
- Learner behaviour is proactively and positively managed through a consistent schoolwide approach
- Successful transitions occur on entry and exit of the school, profiling, interviews, liaising with community stakeholders and developing Newcomer Plans

CT

Teaching Quality

- The school's Curriculum Framework is vertically aligned and cohesive, delivered with consistency, reviewed regularly and overseen by Neighbourhood Curriculum Leaders (Mayors)
- Consistent pedagogical approaches and routines are embedded across the school, incorporating the Explicit Instruction Lesson Sequence, KAGAN cooperative learning and a range of other high yield pedagogies
- Numeracy pedagogies and areas of focus include the CUBES Word Problem Solving, mental computation strategies, and Frayer's Model for vocabulary development
- Ongoing professional development and resources is provided to support the delivery of the Australian Curriculum.
- Reading is embedded consistently across all classrooms, overseen by the school's Reading Leaders, incorporating high yield strategies, including SCORE and Three Level Guides
- Writing programs incorporate the explicit instruction lesson sequence, with moderation occurring once per Term to ensure consistent teacher judgments.
- Collegial Engagement provides descriptive feedback to teachers based on observations, discussions and instructional rounds to build pedagogical capability as part of their annual Developing Performance Plans (DPPs)
- STEAME (Science, Technology Engineering, The Arts, Mathematics and the Environment) is delivered incorporating digital technologies and coding, whilst developing staff capacity to integrate ICT meaningfully

SP

School Performance

- Reading improvement is overseen by a Reading Leader to build staff capacity building, promote consistency and raise performance
- The Explicit Improvement Agenda identifies evidence based strategies to increase the proportion of learners achieving at and above targets across the three priority areas
- Data is triangulated regularly and to inform curriculum design, differentiation and teaching
- High expectations, including aspirational achievement targets promote increased student attainment against school and national benchmarks
- Strategies are in place to retain a higher proportion of Year Seven learners within the Secondary State Schooling Sector, including increasing parent/carer confidence
- Opportunities are provided for all staff to collaborate meaningfully within the school and across schools.

LE

Leadership Capability and Empowerment

- An external Coach works with the school's Leadership Team and Neighbourhood Mayors to build capacity, team synergy, innovation and improvement
- Instructional leadership is the Leadership Team's core business, maintaining high expectations to minimise classroom variability, whilst develop staff as an expert teaching team
- A comprehensive Team Structure clearly defines key roles, portfolios and responsibilities whilst developing leadership succession and capability
- A range of Professional learning opportunities are provided to all staff to develop their leadership capability

DM

Local Decision Making

- Strategies for projected growth and future school needs are planned for within the Strategic Infrastructure Plan
- Teams promote consistency and collaboration across the school
- School autonomy will be embraced through collaborative teams, leadership density and community engagement
- School and systemic priorities are incorporated in the annual Explicit Improvement Agenda, based on data and trends
- Strategic partnerships enhance student learning, staff capacity and school growth
- Collaboration opportunities with community groups, businesses, key individuals and organisations are considered and pursued
- Local planning processes prepare for all aspects of the school's projected growth