



PARKHURST STATE SCHOOL

School Strategic Plan 2015-2018

School Profile

Established in 1900, Parkhurst State School has quickly emerged as a 21st century learning community with a clear vision of providing quality, contemporary learning in a safe, supportive and differentiated learning environment. The school's clear vision is for 'every Parkhurst learner to be literate, numerate, safe, happy and learning every day.' This is supported by the school's catchphrase, 'Tomorrow's teaching and technology TODAY' endorsing this commitment.

In 2008, the school was a State Showcase winner for its leadership in sustaining innovative and engaging learning utilising ICT consistency across all learning spaces. In 2009, the school became a Microsoft Worldwide Pathfinder School for its schoolwide commitment to 21st century teaching and learning. The school has a clear focus on catering for the individual with strong, embedded Early and Middle Years philosophies. Our schoolwide curriculum is aligned to the Australian Curriculum and essential learnings, encompassing the National Values and the school's values of respect, responsibility, resilience, rigour and relationships.

A strong focus on developing active and informed twenty first century citizens is realised through the school's focus on each of the Citizenship roles of being ecologically aware, creative, informed, democratic, literate, numerate, digitally competent and healthy. A safe, supportive, positive and stimulating environment is maintained for all stakeholders, reflecting high levels of satisfaction well above like and state school means. An embedded, open door policy fosters quality, two way collaboration and provides all parents, carers and friends of the school with opportunities to be active participants within the school. Maintaining workforce capacity to ensure the school's forward momentum and ongoing commitment to school improvement and transformation is an ongoing endeavour.

Our Vision

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

Our Motto

'Leap to Lead !'

Our Catchphrase

'Tomorrow's Teaching and Technology Today'

Our Values (5Rs)

Respect

Responsibility

Rigour

Resilience,

Relationships

↓

Reputation

Our Mantras

'Every child matters every day'

'It takes a village to raise a child.'

'Learning is THE work'

'Go narrow and deep'

'Make THE priority, THE priority'

'No excuses, no blame'

No child left behind'

'Every day of learning counts'

Our Shared Beliefs around Teaching and Learning

- Our learners are individuals who learn at their own rate using their preferred learning styles to reach their full potential
- 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
- Negotiation, choice, risk taking and challenges are an important part of the learning processing
- Learning must be engaging and connected to the real world

Numeracy

Performance Measures	Target
- The percentage of learners from Prep to Year Six achieving a C and above in Mathematics has increased each Semester	85% and ↑
- The percentage of Year Three and Five learners achieving at and above the national minimum standard in Numeracy has increased in line with regional targets and expectations	95% and ↑
- The number of learners achieving a 'C' Standard in Numeracy from internal monitoring processes increases every five weeks	85% and ↑
- The number of Year Three and Five learners achieving in the Upper Two Bands in Numeracy has increased	Year Three - 45% and ↑ Year Five - 45% and ↑
- The average mean scale score of all Year Three and Five learners undertaking NAPLAN is similar to or above Queensland State Schools	Year Three – 400 Year Five - 490
- Numeracy Pedagogy is consistent across all Year Levels	100%
- Every learner's improvement and relative gain are tracked using specific assessment tools and the consistent use of data and evidence	100%
- All classroom numeracy programs are directly aligned to the Australian Curriculum and School Programs, informed by student achievement	100%
- All learners display an increased understanding and application of mathematical terminology, mental computation and problem solving strategies	100%
- Parents and Carers are informed regarding Numeracy	100%

Strategies	Implementation Year			
	2015	2016	2017	2018
- Continue to embed a common language, understanding and application of mental computation strategies and pedagogies across the school through professional development, collaborative planning time, resourcing and feedback from lesson observations	✓	✓	✓	✓
- Provide ongoing professional development for all staff to further develop capacity in the areas of problem solving, mental computations and numeracy differentiation	✓	✓	✓	✓
- Continue to embed school wide Word Step Problem Solving Strategies using the CUBES model to achieve consistent practice across all classrooms	✓	✓	✓	✓
- Implement rich, Common Maths Assessment and Diagnostic Tasks each Term to moderate learner achievement aligned to Australian Curriculum	✓	✓	✓	✓
- Maintain consistent numeracy pedagogy model for all new concepts	✓	✓	✓	✓
- Develop class numeracy kits aligned to key priorities, Australian Curriculum and Assessment Schedule demands	✓	✓	✓	✓
- Maintain five weekly Numeracy Data Captures and Data Walls to inform individual learning goals, class differentiation and reporting	✓	✓	✓	✓
- Facilitate timely and intensive intervention for all identified learners requiring additional numeracy support or extension	✓	✓	✓	✓
- Learners clearly articulate mental computation and problem solving strategies and processes	✓	✓	✓	✓

Reading

Performance Measures	Target
- The percentage of Year Three and Five learners achieving at and above the national minimum standard in Reading has increased in line with regional targets and expectations	95% and ↑
- The number of Year Three and Five learners achieving in the Upper Two Bands in Reading has increased	Year Three – 40% and ↑ Year Five – 40% and ↑
- The average mean scale score of all Year Three and Five learners undertaking NAPLAN is similar to or above Queensland State Schools	Year Three – 420 and ↑ Year Five 515 and ↑
- The number of Readers achieving a 'C' standard and above has increased from internal monitoring processes	85% and ↑

Strategies	Implementation Year			
	2015	2016	2017	2018
- Continue to facilitate quality and consistent Guided Reading Programs daily	✓	✓	✓	✓
- Explicitly teach and embed Higher Order Thinking Skills within classroom Reading Programs	✓	✓	✓	✓
- Purchase additional reading materials and resources to deliver quality and engaging reading programs	✓	✓	✓	✓
- Reading Pedagogy using the SCORES Model, Higher Order Thinking Skills and Three Level Guides is consistent across all Year Levels	✓	✓	✓	✓
- Track every learner's improvement and relative gain using consistent diagnostic assessment tools and the use of data and evidence to inform and differentiate classroom reading programs	✓	✓	✓	✓
- All classroom reading programs are directly related to the Australian Curriculum and School Programs	✓	✓	✓	✓
- Maintain five weekly Reading Data Captures and Data Walls to inform individual learning goals, class differentiation and reporting	✓	✓	✓	✓
- Facilitate timely and intensive intervention programs/workshops for all identified learners requiring additional reading support or extension	✓	✓	✓	✓
- Provide all teachers feedback regarding the delivery of Reading Programs through observations as part of the school's Collegial Engagement Framework	✓	✓	✓	✓

Science

Performance Measures	Target
- Consistent and quality Science Programs are delivered in all classrooms aligned to the Australian Curriculum and School's Scope and Sequence	100% of all classrooms
- The proportion of learners receiving a C in Science is at or above the Headline Indicator's target 80%	80% and ↑

Strategies	Implementation Year			
	2015	2016	2017	2018
- Continue resourcing the school's Science Program	✓	✓	✓	✓
- Provide Science professional development for Staff as identified to ensure quality teaching practices are evident	✓	✓	✓	✓

Writing

Performance Measures	Target
- The percentage of Year Three and Five learners achieving at and above the national minimum standard in Writing has increased in line with regional targets and expectations	95% and ↑
- The number of Year Three and Five learners achieving in the Upper Two Bands in Writing has increased	Year Three – 40% and ↑ Year Five – 40% and ↑
- The average mean scale score of all Year Three and Five learners undertaking NAPLAN is similar to or above Queensland State Schools	Year Three – 415 and ↑ Year Five – 485 and ↑
- Internal monitoring processes and five weekly Cohort Writing Moderation indicates an increase in the number of Writers achieving a 'C' standard and above	85% and ↑
- All learners have increased writing stamina and enjoyment	95% and ↑ of all P-6 learners

Strategies	Implementation Year			
	2015	2016	2017	2018
- Continue to build staff capacity and capability around quality writing pedagogy, the specific elements of spelling, grammar and punctuation and making judgments	✓	✓	✓	✓
- Maintain a consistent school wide Demand Writing Program, providing opportunities for learners to respond to stimulus across a range of genre using a specific pedagogical sequence informed by Explicit Instruction	✓	✓	✓	✓
- Develop specific individual writing goals for all learners reflective of ongoing feedback and writing analyses	✓	✓	✓	✓
- Track every learner's writing improvement and relative gain using diagnostic assessment tools and the consistent use of data and evidence	✓	✓	✓	✓
- Maintain five weekly Writing Data Captures, cohort moderation and Data Walls to inform individual learning goals, class differentiation and reporting to parents and carers	✓	✓	✓	✓
- Facilitate intervention programs/workshops for all identified learners requiring additional writing support or extension	✓	✓	✓	✓
- Provide all teachers with specific feedback regarding classroom writing Programs and pedagogy through observations as part of the school's Collegial Engagement Framework	✓	✓	✓	✓
- Differentiate and align Year level specific writing concepts to Australian Curriculum and School Programs	✓	✓	✓	✓

Attendance

Performance Measures	Target
- Overall learner attendance remains at and above the State Target of 90.8%	School Target 96%
- Indigenous Learner attendance is at or above the State Target of 84.4%	School Target 96%
- Attendance is monitored twice daily with all unexplained absences followed up by all classroom teachers	100%
- Early notifications and interventions regarding low attendance rates are made by staff	100%

Strategies	Implementation Year			
	2015	2016	2017	2018
- DETE's 'Every Day Counts' initiative is promoted to maintain and improve attendance rates through a range of specific strategies outlined in the school's Responsible Behaviour Plan	✓	✓	✓	✓
- Learners deemed to be at risk of attending <85% are case managed by Staff	✓	✓	✓	✓
- Weekly class attendance rates are communicated on Assembly, in the School Newsletter and recorded on a communal Data Wall	✓	✓	✓	✓
- Exemplary learner attendance is recognised and celebrated	✓	✓	✓	✓

Attainment

Performance Measures	Target
- The proportion of learners receiving a C in English is at or above the Headline Indicator's target of 80%	School Target 85%
- The proportion of learners receiving a C in Maths is at or above the Headline Indicator's target of 80%	School Target 85%
- The proportion of learners receiving a C in Science is at or above the Headline Indicator's target 80%	School Target 85%
- Teachers submit detailed Class Data and Differentiation Action Plans every five weeks	100% of Classroom Teachers
- School Improvement priorities are evident in all learning spaces	100%
- High expectations regarding learner performance are apparent in all learning spaces	100%
- All learners receive specific feedback from teachers to develop individual learning improvement goals	100% of Classroom Teachers

Strategies	Implementation Year			
	2015	2016	2017	2018
- Implement and embed a rigorous whole school approach to cohort moderation in English, Mathematics and Science to ensure consistency occurs in teacher practice and judgments	✓	✓	✓	✓
- Maintain five weekly data capture cycles to track individual and cohort improvement as part of the school's internal monitoring processes	✓	✓	✓	✓
- All teachers engage in facilitated cohort planning time	✓	✓	✓	✓
- Maintain a heavy literacy and numeracy pre/intervention focus, particularly in Early Years Classes as part of the Great Results Guarantee (GRG)	✓	✓	✓	✓
- Further develop the data literacy skills of Staff	✓	✓	✓	✓

Transition

Performance Measures	Target
- Public Confidence in State Education remains at and above the State and Like School Means	95%
- Enrolments at Parkhurst continue to increase each year in line with the school's Enrolment Management Plan	Capped to 401 learners 8% increase of enrolments/year

Strategies	Implementation Year			
	2015	2016	2017	2018
- Liaise with Kindergartens, Early Childhood Education Providers and Feeder Secondary Schools to increase the quality of Transition Programs	✓	✓	✓	✓
- Transition Programs are timetabled and communicated amongst all stakeholders	✓	✓	✓	✓
- Access and use AEDI Census Data to inform rigorous Prep Transition Programs	✓	✓	✓	✓
- Effectively transition Students with Disabilities and other special needs upon transfer and entry to secondary school	✓	✓	✓	✓
- Meaningfully engage parents, carers and community members as part of the school's Community Engagement Framework to increase public confidence and develop knowledge and skills	✓	✓	✓	✓
- Comprehensive enrolment interviews are conducted to ensure appropriate class placements occur	✓	✓	✓	✓

Quality Teaching

Performance Measures	Target
- Quality and consistent teaching practices are evident in all learning spaces with minimum teacher variability	100%
- Learners are highly satisfied with the quality of teaching delivered in their classrooms, providing a good education	96%
- Teaching Staff have Performance Plans in place that are reviewed twice a year	100%
- Teachers engage in reflective practices and a range of school and needs identified professional learning and training	100%
- Staff can clearly articulate the school's key pedagogies and improvement agenda priorities	100%
- Learners are engaged and challenged at their level	95%

Strategies	Implementation Year			
	2015	2016	2017	2018
- Implement annual teacher performance reviews as part of the Developing Performance Framework to identify the skills, knowledge and effort required to be considered high performing	✓	✓	✓	✓
- Mentor and coach early career and returning teachers to maximise their capacity	✓	✓	✓	✓
- Further develop staff as an expert teaching team to deliver quality and differentiated teaching practices through ongoing targeted and needs based professional development, training and rigorous feedback processes	✓	✓	✓	✓
- Facilitate opportunities for all staff to receive quality feedback as part of the school's Collegial Engagement Framework	✓	✓	✓	✓
- Continue to develop the capacity of all Staff in their delivery of consistent High Yield pedagogies, including Explicit Instruction and 'Kagan's' Cooperative Learning	✓	✓	✓	✓

Closing the Gap between attendance and outcomes of Indigenous and non-indigenous

Performance Measures	Target
- The attendance of indigenous learners has shown improvement	96% attendance
- The gap between indigenous and non-indigenous attendance is closing	Gap of 2%
- The gap between Year Three NAPLAN Reading and Numeracy performance for indigenous learners and non-indigenous learners is closing	Reading -10 Numeracy - 5
- The proportion of non-indigenous learners achieving a 'C' achievement rating and above in English, Maths and Science has improved	English - 80% Maths - 80% Science 80%

Strategies	Implementation Year			
	2015	2016	2017	2018
- Case Management processes are in place to track, monitor and support individual learners and their families who demonstrate low or sporadic attendance	✓	✓	✓	✓
- Every All indigenous learners deemed to be at risk from achieving are Day Counts strategies are well communicated and embedded and implemented by all staff across the school	✓	✓	✓	✓
- Further support indigenous learners through strong partnerships with a range of external agencies and groups	✓	✓	✓	✓
- Further build staff capacity to embed indigenous perspectives within the curriculum to engage indigenous learners	✓	✓	✓	✓

Well Being

Performance Measures	Target
- All learners across the school are effectively case managed and monitored to ensure every child matters	100% of all Staff
- Regional imperatives around learner wellbeing are effectively implemented by all staff	100% of all Staff
- The school's Student Services Program is effective, inclusive and supports all learners	100% Parent/Carer Agreement
- All staff understand and apply consistent procedures and processes to manage and document learner behaviour	95%
- School Disciplinary Absences remain lower than like schools and the state average	<25 SDAs per year
- Playground and classroom behaviour referrals have decreased	10% decrease per year

Strategies	Implementation Year			
	2015	2016	2017	2018
- Embed a whole school approach to manage and support learner well being through professional development	✓	✓	✓	✓
- Develop and refine effective communication sharing processes to support learner well being	✓	✓	✓	✓
- Develop processes to effectively manage the transition of new learners into the school	✓	✓	✓	✓
- Continue to identify and manage the specific needs of learners through school wide referral processes	✓	✓	✓	✓
- Continue to develop detailed Individual Learning Plans (ILPs), Individual Curriculum Plans (ICPs) and Individual Learning Guarantees (ILGs) for all identified learners	✓	✓	✓	✓
- Develop and communicate a Register of available external Services, Groups and Agencies to parents and carers	✓	✓	✓	✓
- Investigate the inclusion of external specialist support services within the school	✓	✓	✓	✓
- Establish a school based Well Being position to coordinate and facilitate alternative programs to engage targeted learners	✓	✓	✓	✓
- Establish a coaching position to support classroom teachers in effectively and proactively managing learner behaviour	✓	✓	✓	✓
- All learners have opportunities to assume leadership roles across a variety of fields and interest areas	✓	✓	✓	✓
- Continue to embed schoolwide processes within the school's Responsible Behaviour Plan through staff induction, professional development and coaching	✓	✓	✓	✓

Retention

Performance Measures	Target
- Year Six learners progress from Parkhurst State School to local state secondary schools	75% Transition Rate
- Parents and carers display confidence in state schooling	95% Parent/Carer Agreement
- Enrolments at Parkhurst continue to increase each year	By 8% per year

Strategies	Implementation Year			
	2015	2016	2017	2018
- Further develop and refine processes and structures to improve the transition of learners entering and exiting the school	✓	✓	✓	✓
- Provide opportunities for learners to participate in a range of activities provided by feeder state secondary schools to promote retention	✓	✓	✓	✓
- Showcase the school, its achievements and offerings within the community to celebrate state schooling	✓	✓	✓	✓

