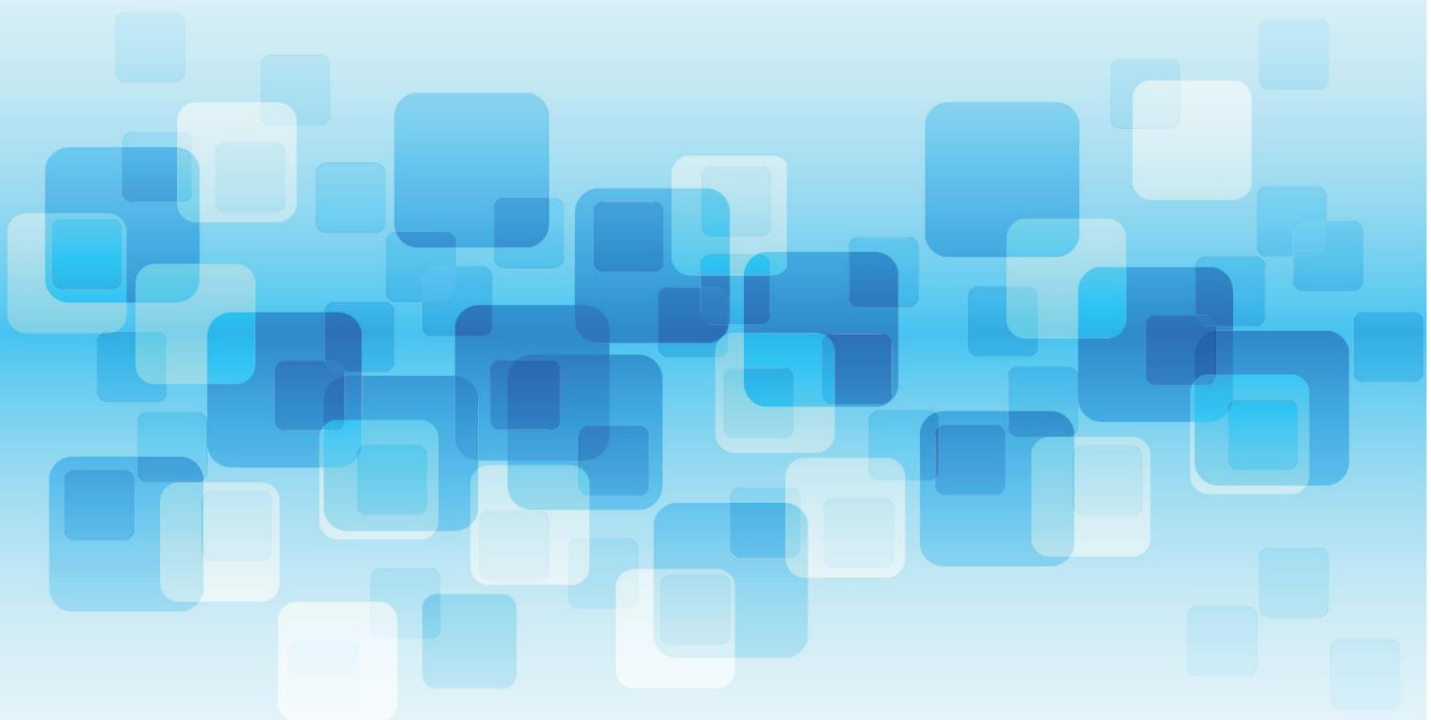




School Improvement Unit Report

Parkhurst State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Parkhurst State School from 27 to 29 April 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Mason Avenue, Parkhurst
Education region:	Central Queensland
The school opened in:	1900
Year levels:	Prep to Year Six
Current school enrolment:	317
Indigenous enrolments:	9.7 per cent
Students with disability enrolments:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	970
Year principal appointed:	2008
Number of teachers:	17 classroom teachers
Nearby schools:	Glenmore State School, Glenmore High School, The Caves State School, Milman State School, North Rockhampton State High School
Significant community partnerships:	Central Queensland University, Microsoft, Stockland.
Unique school programs:	Kagan Cooperative Learning, Parkhurst Radio, Daily Muster, Digital Music Centre



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director/Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and leadership team
 - 18 teaching and non-teaching staff
 - 10 student leaders
 - Three principals from local primary and high schools
 - Two community partners from Central Queensland University
 - Local childcare service provider
 - Parent and Citizen's Association president
 - 18 parents
 - Two community partners
 - Guidance officer
 - School chaplain
 - Indigenous representative

1.4 Review team

Michelle D'Netto	Internal reviewer, SIU (review chair)
Robert Gilbert	External reviewer
Lyal Giles	Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- There is a strong sense of pride among the school and community.

The school is viewed very positively by the parents and local community. Commendations were received from parents, community members and business partners regarding the strong leadership of the school, the friendly staff, well behaved students and 21st century communication systems. Positive relationships exist between staff and the community.

- There is an extensively documented explicit improvement agenda.

The school has developed an improvement agenda and this is widely communicated to staff, parents, and the community. The improvement agenda is extensive. There are 11 agenda items. The key priorities are: numeracy, reading comprehension and writing, vocabulary, attendance and wellbeing, quality teaching and feedback.

The embedding of the agenda has been impeded by the rate of implementation of the priorities.

- There are challenges with whole school decision making processes.

The leadership team recognises that highly able teachers are the key to school improvement. The school has developed ways to build professional teams. However, there is inconsistency across teams, leadership structures and meeting structures to enable and facilitate collaborative decision making processes.

- Curriculum documentation is extensive and requires vertical alignment.

The school has extensive curriculum documentation including subject overviews. There is inconsistent planning and implementation of these documents across the year levels.

The school curriculum is informed by the Australian Curriculum (AC), and is delivered using Curriculum into the Classroom (C2C) units and assessment tasks adapted as appropriate to the school context. The school curriculum plan and delivery meet the requirements and expectations of the AC in all learning areas. Reading is a key priority.

- Some informal mentoring and feedback is occurring for staff.

Mentoring opportunities have been provided to graduate and beginning staff and this is seen as highly beneficial.

Limited coaching opportunities have been offered to all staff this year. All staff have professional learning plans and performance plans. However, there is limited feedback in regards to teaching practice provided to staff.



- There is a widespread and intensive data implementation plan.

High priority is given to data collection and analysis. The school has an intensive five week data collection process which includes the systematic collection of a range of student data throughout the year. Sophisticated data analysis by the leadership team and purposeful data walls are used to track student progress.

- The contextual challenges of school growth, staff and leadership changes have created instability.

There has been a high turnover of teaching staff and members in the leadership team. The school is also facing significant growth with a prediction of doubling in the next three years. These conditions and an extensive improvement agenda have created change fatigue. The school is endeavouring to manage staff welfare with emphasis given to collaborative structures and opportunities.



2.2 Key improvement strategies

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