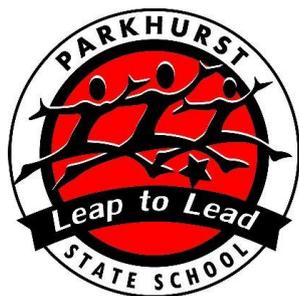


# Parkhurst State School

## Queensland State School Reporting

### 2014 School Annual Report



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Additional reporting information pertaining to Queensland state schools is located on the **My School** website and the **Queensland Government Data** website.

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## Principal's Foreword

### Introduction

This 2014 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 existing and emerging technological resources. Our shared commitment towards delivering twenty first century teaching and learning continues through our recognition and continuation as a Worldwide Microsoft Innovative School for our sustained integration of digital pedagogies.

### School Progress Towards its Goals in 2014

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.

2014 Priority	Progress and Outcomes
Reading Comprehension	<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 diagnostic 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 are implemented to support the full range of learners, including daily Support a Reader for targeted Year Levels</li> </ul>

	<ul style="list-style-type: none"> <li>- SCORE and Three Level Guides have been adopted as a consistent approach to teaching Reading across the school</li> </ul>
<b>Writing</b> (Incorporating Spelling, Grammar and Punctuation)	<ul style="list-style-type: none"> <li>- Weekly Demand Writing is embedded across all classrooms to promote the consistency using the Explicit Instruction Lesson Sequence (I Do-We Do-You Do)</li> <li>- Writing Tasks are assessed against a Marking Guide, aligned to NAPLAN</li> <li>- Staff capacity continues to be built in the teaching of writing through modelled lessons, professional development, feedback and coaching</li> <li>- Learner writing achievement is captured and reported every five weeks as part of the school's Data Cycle, with Writing Moderation occurring as part of this process to promote consistency in teacher judgment</li> <li>- Every learner has a specific writing goal which is collaboratively developed, monitored and reviewed</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>- A detailed Scope and Sequence has been developed as part of the school's Curriculum Framework to promote the vertical alignment and delivery of Mathematics across the school</li> <li>- C-U-B-E-S, a consistent approach to Word Problem Solving has been adopted across the school and modelled for all staff</li> <li>- Ann Baker's Natural Maths Mental Computation Strategies have been adopted to compliment the school's Mathematics Program</li> <li>- Mathematics resources have been purchased to promote a hands on focus</li> <li>- Staff capacity has been developed through school visits, lesson observations, feedback, modelled lessons and focused professional development</li> </ul>
<b>Australian Curriculum</b>	<ul style="list-style-type: none"> <li>- The <b>Australian Curriculum</b> is implemented across the key learning areas of English, Mathematics, Science, History and Geography</li> <li>- The school's <b>Curriculum Framework</b> has been collaboratively developed and published to ensure systematic delivery and consistency across all classrooms</li> <li>- A detailed and systematic <b>Assessment and Reporting Framework</b> is in place, outlining key assessment and moderated tasks and school wide expectations</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>- An Attendance Guidelines and Expectations Framework has been developed 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 are actively monitoring individual and class attendance rates with effective case management procedures in place as intervention measures</li> </ul>
<b>Explicit Instruction</b>	<ul style="list-style-type: none"> <li>- <b>Explicit Instruction</b> 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>- Rapid Recall Routines are used to activate prior knowledge and prepare learners for learning</li> <li>- A <b>Pedagogy Framework</b> is in place, reflecting the key pedagogies that underpin teaching and learning across all key learning areas in all classrooms</li> <li>- The capacity of all staff continues to be developed to promote quality teaching through lesson modelling, observations, feedback and focused professional development</li> <li>- High Yield teaching strategies ensure all learners are differentiated for</li> </ul>
<b>Feedback and Coaching</b>	<ul style="list-style-type: none"> <li>- All Staff have established, monitored and reviewed <b>Developing Performance Plans</b> that identify individual goals and capacity and capability areas</li> <li>- Professional learning targets individual and collective needs as well as core priorities, regional and systemic initiatives</li> <li>- A <b>Collegial Engagement Framework</b> has been collaboratively developed to enhance pedagogical practice and promote deprivatisation through observations, feedback, mentoring and coaching</li> <li>- <b>Glow-Grow-Know</b> has been adopted as the school's consistent <b>Feedback Framework</b> to identify areas of success (glow) and areas to work on (grow) based on available evidence (know)</li> </ul>

### Future Outlook

Parkhurst State School continues to embed processes, priorities and initiatives that that make it a distinct twenty first century learning community. We are strongly committed to delivering a contemporary education through digital pedagogies in technologically dynamic and literacy rich learning environments. The school's infrastructure continues to evolve with the introduction and integration of new technologies across all classrooms to enhance student learning, maintaining our status as a school that leads the way through innovative teaching practices. In 2014, an additional building was provided to manage the school's enrolment growth.

Parkhurst State School continues as a Worldwide Pathfinder School as part of the Microsoft Innovative Schools Program, in recognition of sustaining digital and interactive pedagogies across the school. These significant achievements continue to position the school well to maintain its forward momentum and sustain digital pedagogies as its distinct area of core business.

Immediate and short term challenges include managing our capacity to provide facilities to accommodate future enrolment growth and the resources required to support teaching and learning. In 2014, the school doubled its student population since 2008. Continued and sustained growth brings a range of challenges including staff retention, the capacity building of our workforce, the acquisition of resources and catering for the individual needs of all learners.

In 2015, the key School Improvement Focus Areas include ...

- Numeracy (Including Mental Computations and Problem Solving)
- Reading Comprehension
- Writing (Including Spelling, Punctuation and Grammar)
- Vocabulary
- Attendance and Wellbeing
- Quality Teaching
- Feedback

## Our School at a Glance

### School Profile

**Coeducational or Single Sex:** Coeducational

**Year Levels offered in 2014:** Prep Year - Year 6

#### Total Student Enrolments for this School

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	275	131	144	95%
2013	283	129	154	94%
2014	308	138	170	91%

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

### 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 2014 effective school enrolment was **318**, increasing from **285** in 2013.

In 2014, the total number of Indigenous students was **twenty eight** and **ten** students were from English as an Additional Language or Dialect (EALD) background. In 2014, **two** 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		
	2012	2013	2014
Prep – Year 3	24	24	24
Year 4 – Year 7 Primary	25	24	24

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	5	7	7
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

<sup>\*</sup> Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum Offerings

### Our Distinctive Curriculum Offerings

Parkhurst State School is regarded as an innovative learning community that delivers distinctive school wide curriculum offerings. Australian Curriculum Key Learning Areas (KLAs) are supported by a range of innovative teaching practices and resources including the integration of a range of Information and Communication Technologies (ICT), encompassing interactive technologies using interactive whiteboards and associated peripherals (handheld input devices), 'Activ Tables', Robotics; multimedia; including digital stills/video production, greenscreening, audiobook creation, digital music composition using midi keyboards, dedicated software and iPads in the school's Music Innovation Centre, accessing online content and communication tools including wikis, blogs, real time online chats, discussion groups and virtual classrooms, ipod technologies and 'exergaming' using readily available everyday technologies to support classroom Smart Moves Programs. The school's Music Innovation Centre's Digital Composition Program has been recognised nationally for its outcomes in promoting engagement, collaboration and creativity.

The school's Curriculum Plan is a living, future focused document aligned to the Australian Curriculum with a strong emphasis on preparing students for their futures beyond the school context. The Curriculum Plan is developed around the Five Citizens for the 21<sup>st</sup> Century Framework which encompasses the Democratic Citizen, the Eco Citizen, the Informed Citizen, the Creative Citizen and the Healthy Citizen. The school added the Digital Citizen as a curriculum organiser to reflect the distinct use of ICT across the school.

Parkhurst State School is also committed to and maintains ...

- A strong Environmental Education focus through camps, excursions, Class Gardens, a Butterfly Garden, Worm Farm and school wide Recycling Program
- Daily Literacy and Numeracy Learning Blocks
- Intervention and Enrichment programs for identified students, including a daily Support a Reader and Intensive Intervention Programs
- Daily 'Jump Jam' Smart Moves Program, facilitated by learners for learners
- Weekly Interschool and IntraSchool Sports Programs
- Schoolwide and Classroom Support Programs for Indigenous Students and Children in Care
- Japanese (Languages Other Than English) for students in Years Six and Seven
- An innovative Music Program offering digital Music Composition
- Extended Learning Programs in the area of Music, ICT and Gifted and Talented extended to other schools and Staff
- An embedded Values and Virtues Program
- Schoolwide Cultural Performances
- A Camping and Excursions Program complimenting the school's Curriculum Framework
- An active Senior Leadership Program, incorporating a Student Council and specific Leadership Roles and Responsibilities for all learners across the School
- An annual Under Eights' Activity Morning as part of the school's Athletics Carnival
- State Education Week Celebration Activities
- Global, real life, Informed and Active citizenship Projects and Challenges
- A 'Mighty Minds' Program for students identified as having gifts and talents
- An embedded weekly Demand Writing Program across all classes

### Extra Curricula Activities

As a school community, we endeavour to provide all students 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, Soccer, Netball, Cricket and Softball
- Onsite Guitar and Keyboard Tuition
- On and Off Site Cultural Performances, Activities and Excursions
- End of Term Unit Curriculum Culmination Expos
- State and National Academic Competitions Participation
- Classroom and Schoolwide Gifted and Talented Programs, including Extended Learning Programs
- Parkhurst Idol Singing Competition
- Robotics Program

### How Information and Communication Technologies are used to Assist Learning

Parkhurst State School is recognised as a leader in the area of through 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 currently a 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. In 2007, Parkhurst State School was the first Central Queensland State School to install interactive whiteboards, data projectors and surround sound systems in all learning spaces.

All staff and students have access to a wide range of peripheral devices to value add to and directly enhance and support curriculum offerings, including 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. In 2013, every member of staff was issued an iPad to advance their skills, maintain schoolwide consistency and connectivity to information.

Parkhurst currently has a 2:1 student computer ratio, complimented by a suite of thirty networked computers in the school's Music Innovation Centre and an additional thirty six computers in Zone 21's 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 and rolls 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, RSS feeds, 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
- ipods 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 hardware 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 WellBeing Framework
- Monitoring and catering for the full range of student needs through the school's Special 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), Students with Disabilities Support Teachers, Principal and Head of Curriculum (HoC).
- 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 Six and Seven 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:	2012	2013	2014
their child is getting a good education at school (S2016)	88%	92%	100%
this is a good school (S2035)	88%	96%	96%
their child likes being at this school* (S2001)	92%	100%	92%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	88%	96%	92%
their child is making good progress at this school* (S2004)	88%	96%	88%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	100%	92%
teachers at this school motivate their child to learn* (S2007)	88%	100%	96%
teachers at this school treat students fairly* (S2008)	83%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	100%
this school works with them to support their child's learning* (S2010)	92%	92%	96%
this school takes parents' opinions seriously* (S2011)	85%	88%	96%
student behaviour is well managed at this school* (S2012)	73%	96%	88%
this school looks for ways to improve* (S2013)	88%	100%	96%
this school is well maintained* (S2014)	92%	100%	100%

Performance Measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	84%	98%	95%
they like being at their school* (S2036)	79%	93%	91%
they feel safe at their school* (S2037)	82%	95%	98%
their teachers motivate them to learn* (S2038)	84%	96%	98%
their teachers expect them to do their best* (S2039)	93%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	88%	98%	95%
teachers treat students fairly at their school* (S2041)	74%	91%	88%
they can talk to their teachers about their concerns* (S2042)	77%	93%	86%
their school takes students' opinions seriously* (S2043)	75%	89%	90%
student behaviour is well managed at their school* (S2044)	74%	82%	84%
their school looks for ways to improve* (S2045)	88%	100%	99%

Performance Measure			
Percentage of students who agree# that:	2012	2013	2014
their school is well maintained* (S2046)	88%	98%	92%
their school gives them opportunities to do interesting things* (S2047)	72%	96%	91%

Performance Measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		96%	94%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		96%	97%
student behaviour is well managed at their school (S2074)		96%	91%
staff are well supported at their school (S2075)		96%	89%
their school takes staff opinions seriously (S2076)		100%	91%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	97%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving Parents in their Child's Education

- A Parent and Community Engagement Framework articulates the opportunities parents and cares 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.
  - 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 Education, 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 Seven Graduation and Awards Ceremony attended by all students.
  - P&C Association's Uniform Shop and Tuckshop.
  - Athletics, Swimming and Cross Country Carnivals.
  - A Disco at least once per term.

## 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 garden 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
2011-2012	0	0
2012-2013	0	0
2013-2014	159,163	1,353

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.

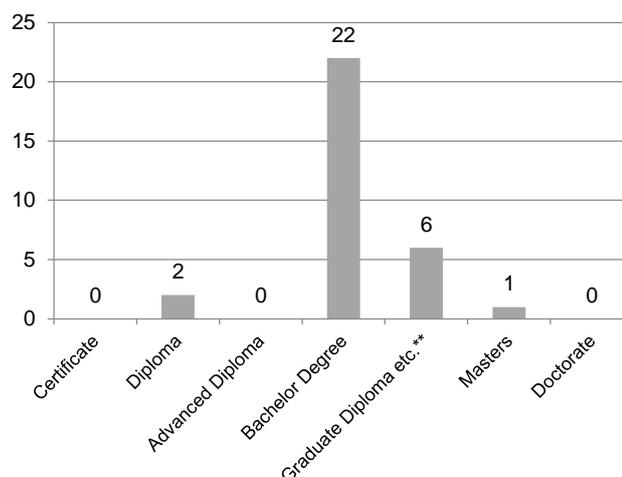
## Our Staff Profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-Teaching Staff	Indigenous Staff
Headcounts	25	16	<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	22
Graduate Diploma etc.**	6
Masters	1
Doctorate	0
<b>Total</b>	<b>31</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 2014 were **\$28 631.92**

The major professional development initiatives are as follows:

- Explicit Instruction
- Reading Comprehension
- Writing Pedagogy, encompassing Functional Grammar and Spelling
- Data Literacy, including data capture, analysis and action
- 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
- Darwin **iiii** Study Tour focusing on Indigenous Education, Innovation, ICT, Inclusivity and Improvement

The proportion of the teaching staff involved in professional development activities during 2014 was **97.1%**.

Average Staff Attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	97%

## Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, **81%** of staff was retained by the school for the entire 2014 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/>.

	\$ Total	\$ Per student
<b>Net recurrent income 2013</b>		
 Australian Government recurrent funding	548,481	1,935
 State/territory government recurrent funding	2,755,358	9,723
 Fees, charges and parent contributions	1,908	7
 Other private sources	45,790	162
<b>Total gross income</b> (excluding income from government capital grants)	<b>3,351,537</b>	<b>11,826</b>
Less <a href="#">deductions</a>	0	0
<b>Total net recurrent income</b>	<b>3,351,537</b>	<b>11,826</b>

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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
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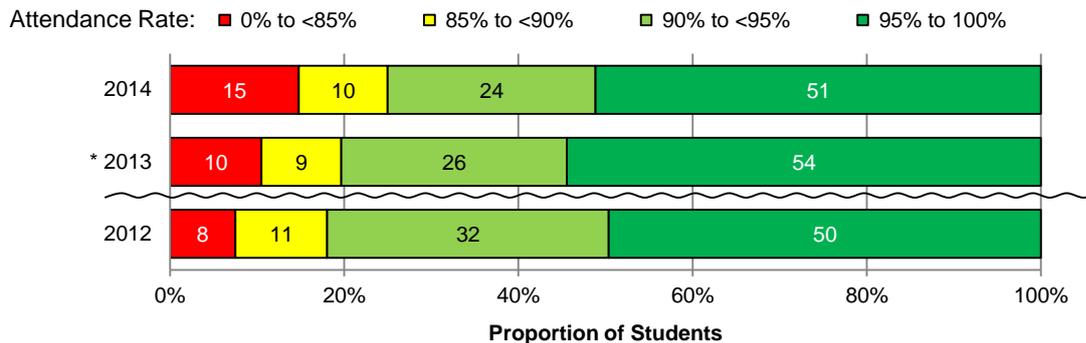
The overall attendance rate for the students at this school (shown as a percentage). 94% 94% 92%

The overall attendance rate in 2014 for all Queensland Primary schools was **92%**.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>2012</b>	94%	95%	92%	93%	95%	93%	95%
<b>2013</b>	95%	94%	94%	92%	94%	94%	94%
<b>2014</b>	89%	93%	94%	94%	90%	92%	93%

## Student Attendance Distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how Non-Attendance is Managed by the School

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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.
- 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 overrides 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 and 7.

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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

In 2014, Parkhurst State School's total student indigenous enrolment was **eleven** students. Much work has been undertaken as a school community to develop specific site based strategies to manage attendance, promote engagement, achievement and retention, including transiency. In 2014, the attendance of indigenous students decreased slightly, compared to 2013.

The following table outlines the 2013 and 2014 attendance rates of all students, including our indigenous and non-indigenous students. The 2014 gap between non-indigenous and indigenous students was **-4.7%**.

	2013	2014
<b>All Students</b>	93.6%	92.0%
<b>Indigenous Students</b>	89.6%	87.8%
<b>Non-Indigenous Students</b>	93.9%	92.5%

In 2014, the achievement of indigenous students in **Year Three** was below non-indigenous students in the areas of Reading, Writing, Spelling, Grammar, Punctuation and Numeracy. The achievement of indigenous students in **Year Five** was also below that of non-indigenous students across all areas, with the area of Spelling being comparative. **Year Seven** indigenous students performed below non-indigenous students across all areas. A range of proactive intervention and support strategies are in place to work towards and sustain the closure of the gap in attendance, literacy and numeracy between indigenous and non-indigenous students.