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

- 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

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!’

Our 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.

Our 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, Interschool 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.

Key Strategies

**SL Successful Learners**

- A triangulated analysis of data captures, common assessment tasks, Diagnostic Assessment Schedules and internal monitoring processes are embedded to meet targets, identify trends and inform curriculum delivery and schoolwide intervention strategies.
- Data analysis processes, including the use of Data Walls and Tracking Systems are embedded in classrooms to track student growth, gain and performance and further differentiate curriculum offerings based on individual and cohort achievement trends.
- The attendance of individual learners, class and cohort groups is monitored weekly and case managed as required aid part of the school’s commitment to making ‘every day of learning count!’. A whole school of approach to Learner Well Being is embedded, providing scope to engage learners in a range of extra-curricular activities that support and challenge.
- Targeted schoolwide interventions, Upper Two Band ‘Boat Groups’ and individualised support are facilitated weekly.
- Vulnerable Learners are identified through data and monitoring and catered for through complex case management, interventions, individual support plans, programs and strategies including ‘Closing the Gap’.
- A proactive and positive schoolwide approach to managing student behaviour is embedded and reviewed through the school’s Student Needs Action Group referral process.
- Strategies are in place to promote successful transitions on entry and exit of the school, including the analysis of data, enrolment interviews and liaising with community stakeholders, including Kindergartens and Early Childhood Providers.

**CT Curriculum and Teaching Quality**

- A consistent pedagogical approach to Numeracy is embedded across the school, incorporating the Explicit Instruction Lesson Sequence, high yield pedagogies, mental computation strategies, a focus on mathematical vocabulary, the CUBES Word Problem Solving strategy.
- A vertically aligned Curriculum Framework is consistently delivered, reviewed regularly, aligned to the Australian Curriculum and overseen by Neighbourhood Curriculum Leaders (Mayors).
- Ongoing professional development and resources is provided to support the delivery of the P-12 Australian Curriculum.
- A consistent schoolwide approach to reading is embedded in all classrooms, overseen by the school’s Reading Coach, incorporating high yield strategies, including guided reading, SCORE and QPR Three Level Guides.
- A weekly schoolwide Demand Writing Program incorporating the Explicit Instruction Lesson Sequence is embedded and moderated once per Term to ensure consistency in Teacher judgments.
- A Collegial Engagement Program is in place to provide specific feedback to teachers based on observations and discussions to build professional knowledge, skills and pedagogical capability as part of their annual Developing Performance Plan.
- A Science, Technology Engineering and Mathematics Framework (STEM) is delivered incorporating digital technologies and coding, developing Staff capacity to integrate ICT meaningfully.
- Kagan Cooperative Learning has been implemented as a signature pedagogy within the school’s Pedagogical Framework to engage learners.

**SP School Performance**

- A Reading Coach oversees the delivery of schoolwide Reading Programs, teacher capacity building and performance.
- The school’s explicit improvement Agenda identifies key evidence based strategies to increase the proportion of learners achieving at above National Numeracy and National Targets.
- Data is captured and interpreted regularly and analysed using regional and school tools to inform curriculum design, differentiation and delivery across the school.
- High expectations, including aspirational achievement targets are communicated to promote increased student attainment across school and national benchmarks, including NAPLAN.
- Strategies are in place to retain a higher proportion of Year Seven learners within the Secondary State Schooling Sector, including increasing parent/carer confidence.
- New enrolments are transitioned into the school to achieve a positive start.
- Opportunities are provided for all staff to collaborate meaningfully within the school and across schools.

**LE Leadership and Empowerment**

- An Executive Coach works with the school’s Leadership Team individually and as a group, utilising the Australian Professional Standards to build capacity, team synergy, innovation and improvement.
- Instructional leadership remains the Leadership Team’s core business to maintain high expectations, minimise classroom variability, develop staff capability and achieve an expert teaching team.
- A comprehensive Team Structure, with clearly defined key roles, portfolios and responsibilities oversee the full suite of school priorities, procedures and processes, 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**

- A School Strategic Infrastructure Plan is developed with the Regional Facilities Team to plan for projected growth and needs.
- School Strategic should be embraced through collaborative teams, leadership density and community engagement.
- An annual Explicit Improvement Agenda embraces school and systemic priorities, based on current data and trends.
- A range of strategic partnerships are developed to enhance student learning, staff capacity and school growth.
- Investigate and consider further strategies and opportunities to collaborate with community groups, businesses, key individuals and organisations.
- Planning processes are in place to prepare for all aspects of the school’s projected growth, including Human Resources, Facilities and Resourcing.

Plan Endorsement

Ashley Welfare
P&C President

Lyle Walker
Principal

Paul Wood
A/Regional Director