Parkhurst State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Established in 1900, Parkhurst State School has emerged as a 21st learning community with a clear vision of ensuring, 'every Parkhurst State School learner is literate, numerate, safe, happy and learning everyday'. The school's catchphrase is 'Tomorrow's Teaching and Technology TODAY', reinfocing a shared commitment to delivering and sustaining contemporary, quality teaching and learning. Parkhurst State School is recognised for embedding a range of digital pedagogies across the school, receiving regional and state Showcase Awards in the category of innovation. The school has a clear focus providing inclusive learning spaces, catering for learners as individuals with strong, embedded early and middle years philosophies, within a highly differentiated learning environments. Our schoolwide curriculum is aligned to the Australian Curriculum and encompasses the Values for Australian Schooling and the school's values of respect, responsibility, resilience, rigour and relationships, or '5Rs'. A safe, supportive and stimulating environment is maintained for all stakeholders, endorsing high expectations and reflecting high levels of continued satisfaction above like and state school means. An embedded, open door policy fosters quality, two way collaboration, providing all parents, carers and friends of the school with opportunities to be active participants in the life of the school. A commitment to maintain workforce capacity, the develoopment of high performing teams and the promotion of second tier leadership are priorities to ensure the school's forward momentum.

School progress towards its goals in 2018

Reading continued to be Parkhurst State School's 2018 explicit improvement priority, underpinned by the organisers of curriculum, pedagogy, performance and partnerships. The provision of inclusive learning spaces, embedding digital technologies and tracking learner attendance were other key focus areas.

Progress and Outcomes

- A fulltime Head of Reading oversees the reading agenda, facilitating targeted coaching, professional learning and training
- A strategic learning wall tracks the delivery of key improvement strategies, celebrates milestones and provides progress towards school wide goals
- All Staff have identified a professional performance goal around reading and have incorporated this into their classroom practice and professional learning agenda
- Investing for Success (I4S) funds supported the reading priority through resource purchasing, casual Teacher Aide employment to ensure every Prep and Year One Learner was read to and could read to an adult every day, developing staff capability through coaching, mentoring, training and professional development and resourcing the school's PAWS (Practise Achieves Weekly Success) Reading Incentives Program
- School developed 'Reading Milestones' and a Scope and Sequence assist teachers to make quality and informed judgments regarding learner achievement and performance
- The reading demands of the across all learning areas of the Australian Curriculum have been identified and planned for
- High yield reading pedagogies, including SCORE, three level guides, the keys to comprehension and decoding strategies provide a shared platform for teaching, learning and language
- Reading achievement is captured through classroom Reading Data Action Plans to determine the actual gain of every learner against school targets, benchmarks and milestones and inform future programs
- An Assessment FOR learning schedule guides classroom teachers to diagnose specific areas to differentiate and adjust reading programs
- Individual reading goals are collaboratively developed with learners and reported on
- Resource purchasing compliments classroom English and Reading Programs, the needs and interests of learners
- The school's Head of Reading facilitates Reading Information Sessions for parents and carers
- A consistent approach to delivering guided reading programs has been established across the school
- Reading 'Boost Groups' are facilitated weekly, providing needs based intervention, enrichment and support
- All Staff have participated in Speech-Sounds-Pics (SSP) professional development and training to promote its classroom implementation and success

Future outlook

Reading forms the basis of Parkhurst State School's 2019 explicit improvement priority, determined through a cycle of inquiry that identified the consistent and quality delivery of reading and positioning reading as the central curriculum integration tool, the two problems of practice. This inquiry identified two key questions that form the basis of the school's 2019 reading agenda, 'How will we close the gaps in reading at Parkhurst State School' and 'what might it look like ?'. A strategic learning wall continues to monitor progress across all phases of the inquiry.

A fulltime Head of Reading oversees key aspects to support and achieve the consistent implementation of the school's Reading Program across the school. Collaborative planning, lesson observations, weekly learning walks and talks (instructional rounds) and a collegial engagement feedback cycle monitor its impact across the school. The capacity building of staff continues through professional learning and training, modelling, coaching and mentoring.

The reading performance of every learner is captured through classroom Reading Data Action Plans to inform classroom reading programs, differentiated groupings and school intervention and enrichment programs. This data and information continues to put faces to the data through data walls and class dashboards, tracking individual, group and cohort gain and collaboratively developing individual reading goals. Consistent reading pedagogies and routines are embedded, reflecting shared expectations and the school's clear vision for learning.

A Reading Milestones document, aligned to the Literacy Continuum is in place to assist teachers in making judgments regarding learner reading achievement. The school's Reading Scope and Sequence assures horizontal and vertical curriculum cohesion and alignment against the Australian Curriculum's Achievement Standards and Content Descriptors. In 2018, the school English Curriculum was reviewed to ensure reading and writing were at the core.

The PAWS (Practise Achieves Weekly Success) Reading Incentives Program continues to promote an enjoyment of reading, maintaining productive home, classroom and school partnerships.

Key Performance Targets

In 2019, the key performance targets are to improve every Parkhurst State School learner's reading achievement and actual gain, with 96% of all learners achieving at and above a 'C' standard in Reading at their level and for **50%** of all learners achieving at an 'A' and 'B' standard at their level by the end of 2019

Embedding the Australian curriculum through quality teaching, the capability building of all staff and collaborative practice are the 2019 drives to develop successful learners who attend, are engaged and apply their learning.

In 2018, community consultation was undertaken regarding preparations to manage the school's future growth through strategic infrastructure planning commenced. In 2019, this process transitioned to the 'plan and design' phase for a new Administration Building, Tuckshop and General Learning Area Building.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	358	378	404
Girls	170	188	193
Boys	188	190	211
Indigenous	36	34	33
Enrolment continuity (Feb. – Nov.)	93%	94%	96%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Parkhurst State School's learners comprise a range of socio economic and cultural backgrounds, with over two hundred learners commuting daily from nearby acreages and semi rural estates. The 2018 effective student enrolment was 404, increasing from 378 in 2017. Enrolment growth continues as the school is a school of 'choice' in the area. In 2016, an Enrolment Management Plan was established to ensure every learner residing in the catchment had an opportunity to attend the school.

In 2018, 40 Indigenous learners (8%) and 10 learners for whom English was an Additional Language or Dialect (EALD) were enrolled. In 2018, 5 learners were living in Out of Home Care arrangements. 32 learners (5%) were verified with a disability. In recent years, extensive and consistent enrolment growth has brought a range of families to Parkhurst from locations locally and across Queensland and interstate. A significant proportion of families are from professional employment backgrounds.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	24
Year 4 – Year 6	24	25	29

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Parkhurst State School delivers all learning areas within the Australian Curriculum through four multiage learning Neighbourhoods, overseen by a Curriculum Leader, referred to locally as a 'Mayor'. The school operates a two year curriculum cycle, with four literature, literacy and language based English Units implemented each Term. The Achievement Standards are each Learning Neighbourhood's starting point, with curriculum designed and differentiated according to what every learner is required to know and do by the end of each year according to their year level within the Neighbourhood. Teachers within each Learning Neighbourhood assume responsibility to develop a curriculum area's scope and sequence each Term, sourcing relevant resources to complement learning, promoting expertise within each Neighbourhood Team.

The school's Curriculum Framework is a living, OneNote document with a strong emphasis on preparing learners for their futures beyond the school context. The Curriculum, Assessment and Reporting Framework (CARF) aims to develop every learner's citizenship, provide connectedness, whilst promoting democracy, eco citizenship, active and informed citizenship, creativity, good health and digital citizenship. Signature pedagogies and high impact teaching strategies are clearly articulated with a range of resources, including ICT strategically planned for and delivered as per the school's Pedagogical Framework.

Assessment Tasks are backward mapped and occur throughout the Term, capturing information regarding the individual and group achievement of learners regarding concepts, knowledge and skills (ie; 'know' and 'do') across all learning areas, using Guides to Making Judgments. Information regarding learner achievement is regularly moderated to inform balanced judgments within Neighbourhood Teams and Sectors. Classroom Learning Walls capture what learners need to know and do by the end of a Unit of Work and provides information to assist them develop their assessment capabilities to determine their next steps and learning goals.

Parkhurst State School maintains …
- an environmental education focus delivered through camps, excursions, gardens, a butterfly nursery, a school wide recycling program and the implementation of STEAME (Science, Technology, Engineering, The Arts, Mathematics and the Environment)
- Literacy and numeracy blocks are implemented, with Explicit Instruction being a signature pedagogy to teach new concepts and skills
- Targeted intervention and enrichment programs are in place to support all learners
- A Support a Reader Program is facilitated four days a week for all P/1 Learners
- Weekly, Neighbourhood 'Boost' Groups extend, enrich and support learners based on data and information
- Smart Moves is delivered daily for all learners, with 'Jump Jam', an aerobics fitness program, facilitated by learners for learners and an 'Oval Walk' during the Winter months.
- Years 4 to 6 learners have an opportunity to participate in weekly Interschool Sports Programs
- A 'Wraparound' approach to inclusivity ensures the full range of learners are differentiated and catered for
- Japanese is delivered twice a week for all Year Five and Six learners
- The school's Music Program, provides opportunities for all learners to compose music digitally using iPads
- A range of digital technologies, (including over 350 iPads) is available for all Parkhurst learners to enhance learning
- Values, Virtues and Respectful Relationships are embedded within the school's Curriculum Framework
- Health concepts are facilitated by Learning Neighbourhoods at Daily Muster
- Learners have opportunities to attend and participate in cultural performances throughout the year to enhance their learning
- Active Citizenship is a schoolwide focus, with an emphasis on developing student leadership and facilitating a range of real life projects and challenges to promote the leadership, global active and informed citizenship
- An annual Under Eights' Activity Morning is facilitated each year as part of the school's Athletics Carnival
- A Learner Well Being Program is in place, providing all learners with opportunities to develop skills, friendships and confidence
- The PAWS Reading Incentives Program (Practise Achieves Weekly Success) is implemented across the school as a strategy to engage learners in reading and develop positive attitudes

Co-curricular activities

Parkhurst State School facilitates a range of activities for learners to promote individual and group development, whilst enhancing the curriculum through participation in …
- the school's annual ANZAC Day and Remembrance Day Commemoration Services
- the annual Rockhampton Community Anzac Day Parade
- Choir and Instrumental Music Programs
- Community Choir Performances, including Choral Fest, Barefoot in the Park, the Rockhampton Show and Charity Morning Teas

- The Rockhampton Eisteddfod
- Sports representation at a School, Cluster, Regional and State Levels
- Annual school Cross Country and Athletics Carnivals
- Seasonal Interschool Sport including Rugby League, Netball and Tennis
- In Class Ukulele Lessons
- Cultural Performances, Activities and Excursions
- Under Eights' Activity Sessions
- Robotics and Coding Programs
- Gardening Gurus and Eco Citizenship Program

How information and communication technologies are used to assist learning

Information and Communication Technologies (ICT) are integrated across the curriculum to enhance teaching and learning. This integration extends to the use of computers and other associated devices, tools and resources. A range of interactive and digital pedagogies are available in all learning spaces.

All staff and learners have access to a wide range of peripheral devices to add value to and directly enhance curriculum offerings. Every classroom has access to at least ten of the 350 iPads within the school. All staff are issued with an iPad to advance their skills and have access to information. All staff have access to a range of digital resources including stills and video cameras, wireless keyboards and mice, iPods, wireless presenters, digital microphones, Apple TVs, webcams, digital microscopes and handheld scanners. Each year, additional ICT peripherals are purchased 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 (C4T) initiative, providing 24/7/365 access to information and technology.

Parkhurst State School proudly maintains a high learner/digital device ratio of iPads, laptops and Computers, complimented a suite of thirty six networked computers in the school's Computer Centre in Zone 21, a mini suite of twelve computers in the school's Music Centre and at least four computers in every learning space. An Apple laptop and iMac enables the production of highend multimedia projects. Every learning space across the school is WiFi enabled with access to a networked, wireless laser printer. At Parkhurst State School, ICT is considered an integrated expression tool within all teachers' curriculum planning, with a strong emphasis on pedagogy. All teachers currently develop and publish their units of work and associated assessment tasks using OneNote, maintain electronic mark books, mark attendance via ID Attend and report to parents and carers at the end of each Semester using OneSchool. 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.

In 2018, a Head of STEAME position was established using the Department's resourcing grant to further develop the capability of Staff, facilitate coaching and the modelling of lessons.

Specific applications and resources readily available to all staff and students include …
- An extensive range of curriculum specific and generic software titles, including online applications
- Email, internet access and communication tools, including online discussion lists, EdStudios, virtual classrooms, OneNotes, online resources and The Learning Place
- Multimedia composition including 'green screening', digital stills/video camera access, pod/vodcasting, animation and video game making using Scratch
- PlayOsmo is used to assist P/1 and 2/3 Neighbourhoods learners to code, with additional applications including 'Numbers', 'Letters', 'Tangrams', 'Pizza Fractions' and 'Music Jam'.
- Digital Music and Book composition
- iPads store digital media created/captured by staff and students, including presentations and projects
- An extensive number of apps are available for specific curriculum purposes
- Computer and Music Centre access is booked using online booking systems
- A range of handheld input devices capture student responses (Active Votes, Active Expressions and Plickers App)
- Robotics and coding resources, iPad apps and software, including Spheros, BlueBots, Drones, OzoBots, Makey Makeys, Bee Bots are available to all schools to promote positional language, mathematical concepts and technology design
- Drones are used to capture images from the sky, produce multimedia presentations and enhance coding skills
- A laser cutter is available using lightburn software for learners to create objects

Social climate

Overview

Parkhurst State School has long been recognised in the 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 this 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 school wide 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 or '5Rs' of 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 promote resilience through 'pastoral care' activities, gauge learner emotions and feelings and provide debriefing opportunities as required to discuss incidents and the actions and strategies to assist.

Parkhurst State School has the following processes in place to further embed a positive social climate …
- A Learner Well Being and Support Framework
- A Buddy Bench is in place as an area for learners to meet friends and establish new relationships
- Monitoring and catering for the full range of student needs through the school's Student Needs Action Group (SNAG) where all staff are able to seek advice and support from the school's Guidance Officer, Head of Inclusion Chaplain, Neighbourhood Centre Teachers, Principal and Deputy Principal
- 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, emails, 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 Five and Six Learners.
- Actively promoting a positive, caring, respectful and supportive environment for all stakeholders.
- Delivering a strong, embedded schoolwide Values Education and Respectful Relationships 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	94%	98%
• this is a good school (S2035)	94%	94%	98%
• their child likes being at this school* (S2001)	94%	97%	96%
• their child feels safe at this school* (S2002)	94%	97%	100%
• their child's learning needs are being met at this school* (S2003)	94%	89%	93%
• their child is making good progress at this school* (S2004)	89%	89%	96%
• teachers at this school expect their child to do his or her best* (S2005)	97%	91%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	88%	91%
• teachers at this school motivate their child to learn* (S2007)	94%	89%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	91%	91%	91%
• they can talk to their child's teachers about their concerns* (S2009)	97%	94%	100%
• this school works with them to support their child's learning* (S2010)	91%	91%	100%
• this school takes parents' opinions seriously* (S2011)	89%	94%	91%
• student behaviour is well managed at this school* (S2012)	91%	83%	89%
• this school looks for ways to improve* (S2013)	97%	97%	98%
• this school is well maintained* (S2014)	100%	97%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	91%	96%
• they like being at their school* (S2036)	92%	96%	92%
• they feel safe at their school* (S2037)	97%	88%	91%
• their teachers motivate them to learn* (S2038)	100%	95%	92%
• their teachers expect them to do their best* (S2039)	100%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	93%
• teachers treat students fairly at their school* (S2041)	87%	87%	91%
• they can talk to their teachers about their concerns* (S2042)	78%	91%	90%
• their school takes students' opinions seriously* (S2043)	81%	81%	92%
• student behaviour is well managed at their school* (S2044)	84%	76%	84%
• their school looks for ways to improve* (S2045)	95%	92%	95%
• their school is well maintained* (S2046)	94%	92%	95%
• their school gives them opportunities to do interesting things* (S2047)	90%	89%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	94%	97%
• they feel that their school is a safe place in which to work (S2070)	97%	94%	94%
• they receive useful feedback about their work at their school (S2071)	91%	100%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	90%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	97%	100%	97%
• student behaviour is well managed at their school (S2074)	88%	93%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	86%	93%	83%
• their school takes staff opinions seriously (S2076)	76%	94%	83%
• their school looks for ways to improve (S2077)	94%	100%	90%
• their school is well maintained (S2078)	97%	94%	100%
• their school gives them opportunities to do interesting things (S2079)	91%	94%	90%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parkhurst State School values the contributions parents, carers and members of the wider community make to enhance the learning of all students and promotes collaboration. A Parent and Community Engagement Framework articulates the opportunities parents and carers have to participate in the life of the school. The school acknowledges that all parents, carers and 'friends of the school' play an active part in the education of their child/ren. All stakeholders are encouraged to engage in consultative and decision making processes through a range of forums and modes. We strive to provide regular opportunities to participate in the day to day life of the school.

Specific strategies in place to encourage parent and carer involvement include …
- an active Parent and Citizen's Association Committee and Volunteers
- a comprehensive weekly School Newsletter
- a regularly updated website
- regular FaceBook, Twitter, QParents and Instagram feeds
- electronic and static school signs for messages and updates
- weekly and special Assemblies, including an Assembly of Excellence at the conclusion of each Term
- a positive, schoolwide 'open door' policy to encourage honest, two way communications and feedback to discuss and resolve concerns and issues respectfully and timely
- focus forums regarding new initiatives, strategic planning processes and consultative feedback
- End of Unit Culminating Activities to showcase and celebrate learning
- School and Classroom Volunteer Programs including Reading/Maths Groups, Art and Craft, Religious Instruction, Guest Speakers, Sports Coaching and Excursions Supervision
- Parent/Carer Information Sessions and focused parent forums on school and curriculum related topics
- input into decision making processes and feedback regarding policies and initiatives
- Parent/Carer/Teacher Information Sessions at the commencement of the year
- Parent/Carer/Teacher face to face interviews convened twice a year in Terms One and Three.
- Reading Information Programs, facilitated by the Head of Reading and Class Teachers
- Prep and Year Six Orientation and Transition Programs
- Week Eight each Term is 'Good News Week' (Week Eight is Great) and celebrates learner achievement with parents via telephone calls, SMS messages, email, Good News Postcards, Great News Notes and Letters of Commendation
- Communication Books and Feed Forward systems promote active school/home communications
- Parent/Carer skilling and information sessions support student literacy, numeracy and social development through Support a Reader, Support a Writer, Support a Maths Learner, Support a Talker and Handwriting
- Year Six Induction, Graduation and Awards Ceremonies attended by all Staff and learners
- The Parkhurst P&C Association operate a Uniform Shop and Tuckshop
- Annual Athletics, Swimming and Cross Country Carnivals are convened across the year
- A School Disco is held each Term, facilitated by the Student Council, Staff and Parents and Citizens' Association
- Invitations are extended to all parents and carers to participate in curriculum and learning adjustment processes for students with identified learning needs

Respectful relationships education programs

Respectful relationships are about valuing people, including people who are different. Respectful Relationships are embedded within the school's health, virtues and classroom curriculum programs, focusing on appropriate, respectful and healthy relationships. The school's vision, 'every Parkhurst learner is literate, numerate, safe, happy and learning' underpins our commitment to delivering safe and supportive learning environments that provide the skills and knowledge required to be active citizens. Every Learning Neighbourhood has embedded Respectful Relationships as part of the Australian Curriculum to build the capacity of our learners to apply their knowledge and skills to respond positively to a variety of health issues and contexts, within the school, home and community.

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships. Parkhurst State School's 5Rs are at the very heart of our approach to fostering respectful relationships. Each of the 5Rs work unison to develop and enhance our learners knowledge and skills. Lessons focusing on each of the school's core values (5Rs) respect, responsibility, rigour, resilience and relationships are explicitly taught through micro lessons as part of this program with an emphasis on …
- personal safety and awareness
- including identifying and responding to abuse and violence
- developing students' knowledge and skills to be able to resolve conflict without violence
- recognising, reacting and reporting when they, or others, are unsafe.

At Parkhurst State School, Respectful Relationships are reinforced and supported by …
- actively modelling respectful relationships, demonstrating skills and behaviours at Assemblies and Daily Muster
- providing information in weekly Newsletters and social media sources, FaceBook and Twitter
- facilitating social skilling programs, including the 'Secret Agent Society'
- active case management processes to support learners and their families requiring assistance, drawing on and utilising the range of community resources available
- implementing Kagan cooperative learning as defined structures to promote social skills, team work, collaboration, class building and communication
- integrating respectful relationships concepts and skills within classroom curriculum offerings

It is important for learners to experience respectful relationships in different contexts and to associate the importance of respectful relationships with a wide range of teachers, staff, parents and broader community members. A whole school approach should operate across the following domains :
curriculum, teaching and learning
- school policy and practices
- school wide positive behaviour and wellbeing
- school culture, ethos and environment
- partnerships and services

Events, activities and processes that foster respectful relationships at Parkhurst State School include :
- Responsible Behaviour Plan review
- Responsible Behaviour Plan Induction and Learner Update Sessions
- Explicit teaching of strategies
- Daily Muster focus of values and virtues
- Awareness raising
- Learner profiling
- Case management
- Staff capacity building
- Emotion Walls
- Buddy Bench
- Special Needs Action Group Referrals
- Assembly Oath
- Predictable routines and expectations
- Lunchtime Clubs, Groups and activities
- Chaplaincy
- Newcomer profiling and support
- Mindfulness – growth mindsets and recognizing the 'Mighty Minds of the Week'
- An annual schoolwide theme for learning supports the development of respectful relationships, health, wellbeing and academic rigour

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	5	4	12
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Parkhurst State School continues to implement a strategies to reduce it environmental footprint by …
- automating transactions to reduce paper and toner use (ie; online communications, OneNote, shared digital 'cloud' storage, etc)
- encouraging an ethos of 'think before you print' as prompts to economise print usage
- maintaining OnePortal and OneSchool as the 'single point of truth' and central document storage and communication repositories to reduce 'red tape'
- utilising email as a form of communication in lieu of printed communications and facsimiles.
- educating all stakeholders regarding their shared roles and responsibilities to conserve natural resources by turning off data projectors, lights, air conditioners and other electrical devices when not in use.
- using automated sprinkler systems for better water efficiency
- utilising water from rain water tanks on lawns and gardens
- communicating clear expectations regarding facilities, resources and their use.
- monitoring the operation of the school's solar panels.
- maintaining school wide Recycling Programs of paper, toners, cardboard and aluminium can and container collection.
- reducing the number of printers across the school to preserve paper and toner.
- reducing gardens areas across the school to preserve water usage.
- additional facilities, through enrolment growth have contributed to annual increases in water and electricity usage

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	154,457	369,824	172,879
Water (kL)	3,970	8,999	9,107

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	27	20	0
Full-time equivalents	26	13	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	4
Bachelor degree	23
Diploma	0
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $15 830.16

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

The major professional development initiatives are as follows :

- Reading
- Speech-Sounds-Pics Program (SSP)
- School Improvement, including the Inquiry Cycle and data literacy
- Coaching and mentoring programs for Leadership Team and 'second tier' leaders
- Learner Well Being
- Developing high performing teams through cohesive team structures and processes
- Inclusive education, learner profiling and curriculum differentiation
- The Australian Curriculum and Assessment practices
- STEAME (Science, Technology, Engineering, The Arts, Mathematics and The Environment)
- Design and digital technologies, including Coding, Robotics and iPad use
- Early Careers' Professional Learning Community
- Cardio Pulmonary Resuscitation (CPR)
- Mandated training including Student Protection Training, Code of Conduct Training, Asbestos Awareness Training and Curriculum Activity Risk Assessment Training (CARA)
- Collegial Engagement through learning walks (instructional rounds), lesson observations and feedback

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	94%
Attendance rate for Indigenous** students at this school	87%	86%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	94%	92%	94%	Year 7			
Year 1	95%	93%	93%	Year 8			
Year 2	93%	94%	94%	Year 9			
Year 3	92%	94%	95%	Year 10			
Year 4	94%	93%	93%	Year 11			
Year 5	94%	94%	93%	Year 12			
Year 6	95%	92%	95%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	12	9	25	54
2017	11	11	28	49
2018	11	8	29	53

Proportion of Students
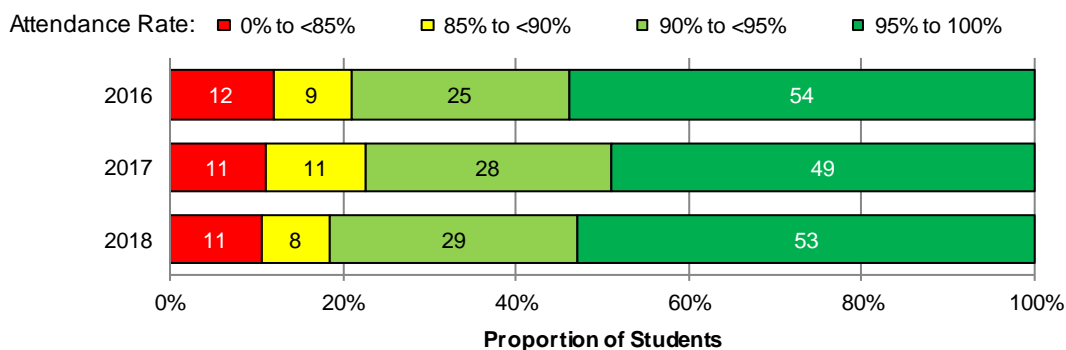
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

School specific processes and procedures to manage student attendance at Parkhurst State School include …
- the implementation of an Attendance Guidelines Policy and Framework to communicate and outline the school's high expectations regarding student attendance and related strategies to all members of the school community
- Principal and/or Deputy Principal facilitates Learning Neighbourhood sessions at the commencement of every school year, outlining the importance of daily attendance.
- electronic marking of classroom rolls using ID Attend twice daily at 9:00 a.m. and 12:00 p.m.
- sending daily SMS alerts to all parents and carers of learners with unexplained absences
- teachers proactively monitoring class absenteeism patterns, following up all unexplained absences.
- weekly monitoring absenteeism patterns by Administration using OneSchool Performance and Class Dashboard applications
- unexplained absenteeism is monitored by Class Teachers and Administration with parents and carers of students absent without explanation contacted on the first day of absence
- parents and carers of Learners with patterns of absenteeism are contacted immediately on the day of an unexplained absence
- after three consecutive days of unexplained absence, the Deputy Principal or 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 for students on extended periods of absenteeism.
- weekly class attendance percentages, generated from OneSchool's Performance and Class Dashboards are communicated via the weekly school Newsletter and on Assembly.
- 'Awesome Attenders' Certificates and a trophy are presented each week at Assembly, acknowledging the class with the highest weekly attendance percentages

- 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, on FaceBook and Assembly.
- the school's Leadership Team may conduct home visits for learners with prolonged periods of unexplained absence
- late arriving learners must obtain 'late' slips generated by ID Attend at the Office to be presented to classroom teachers on arrival to the classroom. This process over rides 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 ID Attend to present to teachers prior to releasing students in their care.
- a Student Absence Line is communicated to all parents and carers to encourage the early notification of all school absences.
- all students achieving 100% attendances are rewarded with a special activity or event at the end of each year.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.