



# Parkhurst State School



# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

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Department of Education



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## School Overview

Established in 1900, Parkhurst State School has emerged as a 21st learning community with a clear vision of providing 'Tomorrow's Teaching and Technology TODAY.' Parkhurst is recognised for sustaining digital pedagogies across the school. The school has a clear focus on catering for learners as individuals with strong, embedded early and middle years philosophies, within a highly differentiated and inclusive learning environment. 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, 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 is a priority to ensure the school's forward momentum.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

**Reading** was the key school's 2017 improvement priority, underpinned by quality teaching, inclusivity attendance and curriculum.

##### Progress and Outcomes

- A fulltime Head of Reading oversees the reading agenda across the school
- Investing for Success (I4S) funds have supported the reading priority by purchasing resources, employing casual Teacher Aides and developing staff capability through coaching, mentoring, training and professional development
- Reading Milestones and a Scope and Sequence assist teachers to make judgments regarding learner achievement and performance
- The school's Reading Program is aligned to the Australian Curriculum, with the high yield pedagogies of SCORE, Three Level Guides, the Keys to Comprehension and Decoding Strategies providing a shared platform for teaching, learning and language
- Reading achievement is captured every five weeks through classroom data 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 for the full range of learners
- Individual reading goals are developed collaboratively with learners and reported on
- Resource purchasing compliments classroom English and Reading Programs, the needs and interests of learners
- Professional learning and ongoing capacity building has been facilitated regularly for all staff, reflecting all elements of the school's Reading Program
- Casual Teacher Aides have been employed to support reading, ensuring every Prep and Year One learner is read to and reads to an adult every day
- The school's Head of Reading facilitated Reading Information Sessions for parents and carers
- Guided reading programs are delivered consistently across the school
- Reading 'Boost Groups' are facilitated weekly across the four Learning Neighbourhoods, 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** is Parkhurst State School's 2018 key school improvement priority. This priority was determined through a cycle of inquiry that identified two problems of practice being the consistent and quality delivery of reading across the school and positioning reading as the central curriculum integration tool. This inquiry identified two key questions that form the basis of the school's 2018 reading agenda : How will we close the **gaps** in reading at Parkhurst State School and what might it **look** like ?

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 (instructional rounds) and a collegial engagement feedback cycle monitor its impact across the school. Staff capacity continues to be built through professional learning and training, coaching and mentoring.

The reading performance of every learner is captured every five weeks 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 2017, the school English Curriculum was reviewed and revitalised to ensure reading and writing were at the core.

#### Key Performance Targets

85% of all learners achieving at or above a satisfactory standard in Reading, Writing and Numeracy by the end of 2018

25% of all learners achieving a 'B' or 'A' standard in Reading, Writing and Numeracy by the end of 2018

# READING IS OUR PRIORITY



## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	408

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	320	151	169	34	92%
2016	358	170	188	36	93%
2017	378	188	190	34	94%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).





## Characteristics of the Student Body

### Overview

Parkhurst State School's learners are drawn from a range of socio economic and cultural backgrounds, with approximately two hundred learners commuting to the school daily from nearby acreages and semi-rural estates. The 2017 effective student enrolment was 378, increasing from 362 in 2016. Enrolment growth continues as the school has become 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 2017, 34 Indigenous learners (9%) and 10 learners for whom English was an Additional Language or Dialect (EALD) were enrolled. In 2017, 5 learners were living in Out of Home Care arrangements. 20 learners (6%) were verified with 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	24	22
Year 4 – Year 6	25	24	25

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Parkhurst State School offers a local response to the Australian Curriculum delivered through the school's 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 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 each Term's curriculum area's scope and sequence, sourcing relevant resources to complement learning, promoting expertise within each Neighbourhood Team.

The school's Curriculum Framework is a living document with a strong emphasis on preparing students for their futures beyond the school context. The Curriculum Plan 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 a range of resources, including ICT are planned for and delivered as per the school's Pedagogical Framework.

Assessments are backward mapped and occur throughout the Term, capturing information regarding the individual and group achievement of learners regarding concepts, knowledge and skills across every curriculum area using Guides to Making Judgments or Criteria Sheets. Information regarding learner achievement is regularly moderated to inform balanced judgments within Neighbourhoods and Sectors.

Parkhurst State School maintains ...

- an environmental education focus delivered through camps, excursions, gardens, a butterfly nursery and a school wide recycling program
- Literacy and numeracy blocks are implemented across the school, using Explicit Instruction as the signature pedagogy to teach new concepts and skills
- Daily intervention and enrichment programs are in place for all learners with targeted interventions for identified students
- Daily Support a Reader Programs are facilitated for all P/1 Learners and weekly 'Boost' Groups extend, enrich and support learners based on data and information
- A daily Smart Moves Program is delivered 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 and IntraSchool Sports Programs
- A 'Wraparound' approach to inclusivity ensures the full range of learners are differentiated and catered for, despite background or ability
- Japanese is delivered twice a week for all Year Five and Six learners
- An innovative Music Program offering digital music composition using iPads and a range of other technologies is available for all Parkhurst learners and other schools
- Music and ICT focused extended learning programs are facilitated for learners, staff and the wider community
- Values, virtues and Respectful Relationships are embedded within the school's Curriculum Framework
- Learners have opportunities to attend and participate in cultural performances throughout the year to enhance classroom and neighbourhood curriculum programs
- A schoolwide focus on active citizenship is in place with an emphasis on developing our Senior Leaders through a range of opportunities, including specific leadership roles and a Student Council
- 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



- A range of real life projects and challenges are provided to promote the leadership, global active and informed citizenship of all learners
- 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

As a school community, Parkhurst State School endeavours to provide all learners 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 and Remembrance Day Commemoration Services, facilitated by students
- The annual Rockhampton Community Anzac Day Parade
- Choir and Instrumental Music Programs
- Community Choir Performances, including Choral Fest
- The Rockhampton Eisteddfod
- Sports representation at a School, Cluster, Regional and State Levels
- Annual school Cross Country and Athletics Carnivals
- Weekly Seasonal Interscholar Sport including Rugby League, Netball and Tennis
- Guitar and Ukulele Tuition
- Cultural Performances, Activities and Excursions
- Under Eights' Activity Morning
- Robotics and Coding Programs
- Gardening Gurus 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 extends to 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 a World Pathfinder School as part of the 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.

All staff and learners have access to a wide range of peripheral devices to value add to and directly enhance and support curriculum offerings. Every classroom has access to at least ten of the 250 iPads within the school. All staff are issued with an iPad to advance their skills, maintain schoolwide consistency and connectivity 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, 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 Initiative, providing 24/7/365 access to information and technology.

Parkhurst State School proudly maintains a 2:1 student digital device ratio of iPads 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 iMac enables the production of high end multimedia projects. Every learning space across the school is connected via WiFi and has access to up to eight computers/laptops and a networked laser printer. Every classroom has access to a kit of ten iPad minis. At Parkhurst, 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, maintain electronic mark books, mark attendance via the ID Attend application 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, EdStudios, Virtual Classrooms, OneNotes, 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
- PlayOsmo as a tool for coding in the P/1 and 2/3 Neighbourhoods. This resource also includes 'Numbers', 'Letters', 'Tangrams', 'Pizza Fractions' and 'Music Jam'.
- Digital Music and Audio Book composition
- iPads and iPads store digital media created/captured by staff and students, including flip charts and projects
- An extensive number of apps have been purchased for particular curriculum purposes
- Computer and Music Centre access as often as required using an online booking system
- Handheld input devices capture student responses (Active Votes, Active Expressions and Plickers App)
- 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 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
- A drone is used to capture images from the sky and produce multimedia presentations

## 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 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 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 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 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 (ie; HoSES), 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

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	91%	94%
this is a good school (S2035)	95%	94%	94%
their child likes being at this school* (S2001)	97%	94%	97%
their child feels safe at this school* (S2002)	97%	94%	97%
their child's learning needs are being met at this school* (S2003)	92%	94%	89%
their child is making good progress at this school* (S2004)	94%	89%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	91%	88%
teachers at this school motivate their child to learn* (S2007)	100%	94%	89%
teachers at this school treat students fairly* (S2008)	92%	91%	91%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	94%
this school works with them to support their child's learning* (S2010)	95%	91%	91%
this school takes parents' opinions seriously* (S2011)	83%	89%	94%
student behaviour is well managed at this school* (S2012)	84%	91%	83%
this school looks for ways to improve* (S2013)	92%	97%	97%
this school is well maintained* (S2014)	100%	100%	97%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	98%	91%
they like being at their school* (S2036)	96%	92%	96%
they feel safe at their school* (S2037)	100%	97%	88%
their teachers motivate them to learn* (S2038)	100%	100%	95%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	92%
teachers treat students fairly at their school* (S2041)	94%	87%	87%
they can talk to their teachers about their concerns* (S2042)	94%	78%	91%
their school takes students' opinions seriously* (S2043)	96%	81%	81%
student behaviour is well managed at their school* (S2044)	91%	84%	76%
their school looks for ways to improve* (S2045)	100%	95%	92%
their school is well maintained* (S2046)	100%	94%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	90%	89%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	94%	94%
they feel that their school is a safe place in which to work (S2070)	96%	97%	94%
they receive useful feedback about their work at their school (S2071)	96%	91%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	90%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	93%	97%	100%
student behaviour is well managed at their school (S2074)	70%	88%	93%
staff are well supported at their school (S2075)	89%	86%	93%
their school takes staff opinions seriously (S2076)	77%	76%	94%
their school looks for ways to improve (S2077)	96%	94%	100%
their school is well maintained (S2078)	100%	97%	94%
their school gives them opportunities to do interesting things (S2079)	96%	91%	94%



Performance measure			
Percentage of school staff who agree* that:	2015	2016	2017

\* 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. A Parent and Community Engagement Framework articulates the opportunities parents and carers 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. 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 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
- maintaining 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, Excursions and Camp Supervision
- regular information dispersal via the school Newsletter, Website, FaceBook, Twitter, Parent/Carer Information Sessions, Interviews, the school signs, 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 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 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/or programs 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	8	5	4
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the 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 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 schoolwide Recycling Programs of paper, toners, cardboard and aluminum can 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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	90,178	
2015-2016	154,457	3,970
2016-2017	369,824	8,999

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.

## 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 <http://www.myschool.edu.au/>.

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

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Sector:

☒ Government
☒ Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	26	20	0
Full-time Equivalents	25	12	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	2
Bachelor Degree	21
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 2017 were \$27 941.13

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

The major professional development initiatives are as follows ...

- Reading
- Speech-Sounds-Pics Program (SSP)
- The Inquiry Cycle
- School Improvement
- Coaching and mentoring programs for Leadership Team and 'second tier' leaders
- Neuro Science, Emotion Walls and Learner Well Being
- Developing high performing teams through cohesive team structures and processes
- Inclusive education, learner profiling and curriculum differentiation
- Australian Curriculum
- Assessment practices
- Kagan Cooperative Learning
- STEAME (Science, Technology, Engineering, The Arts, Mathematics and The Environment) encompassing design and digital technologies
- Coding and Robotics
- Data Literacy
- Early Careers' Professional Learning Community
- First Aid and 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

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

## Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	87%	86%

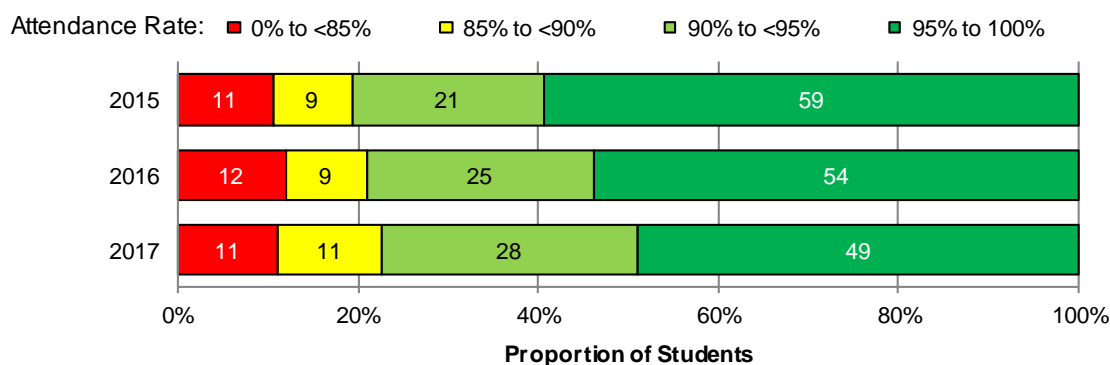
\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	94%	93%	93%	96%	93%	96%	91%
2016	94%	95%	93%	92%	94%	94%	95%
2017	92%	93%	94%	94%	93%	94%	92%

### Student Attendance Distribution

The proportions of students by attendance range:





## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 ...

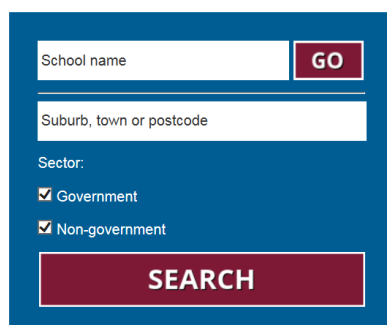
- the implementation of an Attendance Guidelines Policy and Framework to communicate and outlining the school's high expectations regarding student attendance and related strategies to all members of the school community
- participation by all classes in a session, facilitated by the Principal and/or Deputy Principal 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' Awards 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 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 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 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



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion

Parkhurst State School continues to grow as a result of public confidence and choice. As a school community, we are proud of learner and staff efforts and achievements to sustain a highly inclusive culture and supportive environment. A range of school teams are embedded, working in unison to realise our shared vision of 'every Parkhurst learner is literate, numerate, safe, happy and learning every day' and our motto of 'Leap to Lead'.



For further information regarding our school, please visit our website [www.parkhurstss.eq.edu.au](http://www.parkhurstss.eq.edu.au), like us on FaceBook or follow us on Twitter and Instagram.