

Patricks Road State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Introduction

Patricks Road State School sits in the midst of the state forest and its magnificent trees. It is commonly referred to as "The School among the Trees". The colourful murals set around the school buildings complete what is considered to be a great place to come and learn!

The achievements of our students reflect a school which enables success to be experienced in a wide range of activities. Students at Patricks Road have opportunities to achieve their personal best in academic pursuits as well as in a vast range of extra-curricular activities. We have high expectations for all children to achieve, for all children to do their best. We are committed to providing a quality education for our children and we are proud to be part of a strong public education system. The students are proud to wear their school uniform which is well recognised in the community and provides children with a sense of belonging.

The school is strengthened by the passion of a dedicated P&C and a number of active parent committees which support student participation in learning programs, sport and cultural activities.

There are many exciting features to the school that demonstrate the learning journeys undertaken by our students. The journey begins with our reputable Early Years program offered in Prep – Year 2. Each child's developmental needs are carefully nurtured to ensure a solid foundation from which the learning can continue seamlessly into the middle phase of learning in Years 3-7.

We are constantly revisiting, reflecting, renewing and revitalising current practices to create new futures. As much as things change, many things stay the same. School communities are created and based on a foundation of human relationships. When these relationships are respectful, hopeful and caring there is nothing we cannot achieve for our young people.

School progress towards its goals in 2015

- Our Explicit Improvement Agenda for writing and numeracy has progressed well.
- Renewed writing practices have been embedded successfully across all classrooms leading to an improvement in student achievement in writing.
- We have investigated a range of approaches to problem solving in numeracy and have established a clear plan for implementation in 2015.
- Patricks Road places a continued emphasis on the partnership between families, staff and community working together to maximise the very best outcomes for all learners.
- Much time has been spent embedding the Australian Curriculum through the development of

year level planning and the Assessment and Reporting Framework.

- 4 Year Strategic Plan was developed in consultation with staff, students and parents.
- Data collection and collation has been refined through the use of One School.
- The Responsible Behaviour Plan continues to result in a calm school, with staff, students and parents aware of their responsibilities and social courtesies. Our TARGET values: Tenacity, Acceptance, Respect, Gratitude, Excellence and Teamwork reflect our focus on acceptable behaviour expected from students, staff and parents.
- Our “Full Uniform with Pride” policy has resulted in a heightened sense of school pride.
- Community consultation led to the development of an official school Facebook page.

Future outlook

- Review and refine our curriculum delivery
- Review our Pedagogical Framework
- Preparation for further implementation of digital technologies.
- Focus on improving spelling achievement.
- Implement whole school problem solving strategy.
- Enhance our offerings in the creative and performing arts.
- School-wide analysis and discussion of systemically collected data on student outcomes.
- Provide Professional Development and intensive teaching focussed on key priorities and identified areas developed from data collection.
- Aligning Developing Performance Framework with Explicit Improvement Agenda.
- Realign resourcing around student needs utilising the Great Results Guarantee funding.
- Dedicated curriculum delivery continues to be enhanced through utilising the Science Lab, employing a teacher to teach science, through the provision of two languages; German and Indonesian and the employment of an artist to work with all year levels 1-6.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	694	333	361	8	97%
2014	711	345	366	11	97%
2015	704	350	354	13	98%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Students at Patricks Road are predominantly from suburban, middle class households, are in the

majority, white Caucasian, and speak English as their first language. There is a small percentage of students of Aboriginal descent. Many families have dual income. The majority of Patricks Road students begin and complete their primary education on this campus. Enrolment is growing, particularly in the early years.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	24	23
Year 4 – Year 7 Primary	27	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	7	17	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings include:

- The opportunity to study two languages – German and Indonesian
- Gifted Education Program including Classroom based challenges, ICAS Competitions, Opti Minds, Regional Problem Solving Maths Tournament, Extension Days in Science and Dance and in class differentiation
- Age Appropriate Pedagogies in our Prep cohort
- Speaking Competition for Years 3 – 6
- Reading and Numeracy Sparks for Early Years – free tutorial programs
- Scientist in Residence Program
- Fine and gross motor programs for children in the early years

Extra curricula activities

- Interschool Sports and Swimming, Athletics and Cross-Country Competitions
- District Sport opportunities

- Instrumental Music Instruction in Strings, Brass, Woodwind and Percussion
- Two Choirs – Senior and Junior
- Ensembles – Senior, Junior, Percussion and Strings
- Outdoor Education Program – Camps in Years 5 and 6
- Strong, visible Chaplaincy program to assist families and students
- Science Week activities
- Discos
- German Film Festival
- Performing Arts
- Invention Convention
- NAIDOC Week activities
- Student leadership program
- Lunchtime clubs including Dance Club, Lego, Chess Club, Robotics Club and Writers Club
- Opportunities for service to the community through charitable activities

How Information and Communication Technologies are used to improve learning

- Staff have engaged in a wide range of professional development to better include digital technologies in their teaching to engage their students.
- iPads are being used to facilitate teaching and learning programs.
- All classrooms have an interactive whiteboard that is used as a tool for student learning
- Our school website provides information about school events and procedures. Parents receive information via an electronic newsletter.

Social Climate

- Our school values and seeks feedback and suggestions from parents and students to improve our school climate
- TARGET values – Tenacity, Acceptance, Respect, Gratitude, Excellence and Teamwork have been developed and have become familiar common language throughout the school.
- Learning Celebrations are held each semester to showcase our students' achievements.
- Students and families at risk or experiencing hardship can access a comprehensive Chaplaincy program. Students are able to participate in programs such as Seasons for Growth, Friends, Girls Getting Along, Unlimited etc, helping to develop positive social behaviours. This, along with the community feel of the school and the proactive actions of the P & C, provides a supportive environment for students and their families.
- Surveys reveal that students are happy with the school, as are their parents. There are many parent support groups.
- School events such as carnivals, musical performances, sports days and Early Years Morning of Fun are well attended by parents.
- The P & C is active in involving parents in school activities. Class teachers welcome parent help with reading, activities, and excursions and in sharing in the success of students at assemblies.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	100%	100%
this is a good school (S2035)	97%	100%	100%
their child likes being at this school (S2001)	97%	98%	100%
their child feels safe at this school (S2002)	94%	98%	100%
their child's learning needs are being met at this school (S2003)	97%	98%	96%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is making good progress at this school (S2004)	97%	98%	99%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	97%	97%
teachers at this school motivate their child to learn (S2007)	94%	99%	97%
teachers at this school treat students fairly (S2008)	91%	96%	95%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	99%
this school works with them to support their child's learning (S2010)	94%	98%	97%
this school takes parents' opinions seriously (S2011)	89%	90%	95%
student behaviour is well managed at this school (S2012)	94%	94%	96%
this school looks for ways to improve (S2013)	97%	96%	99%
this school is well maintained (S2014)	94%	98%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	100%	100%
they like being at their school (S2036)	96%	97%	98%
they feel safe at their school (S2037)	97%	96%	99%
their teachers motivate them to learn (S2038)	98%	100%	97%
their teachers expect them to do their best (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	95%	96%
teachers treat students fairly at their school (S2041)	89%	95%	94%
they can talk to their teachers about their concerns (S2042)	91%	93%	96%
their school takes students' opinions seriously (S2043)	93%	96%	89%
student behaviour is well managed at their school (S2044)	91%	97%	93%
their school looks for ways to improve (S2045)	99%	98%	100%
their school is well maintained (S2046)	97%	99%	99%
their school gives them opportunities to do interesting things (S2047)	92%	97%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	92%	94%
they feel that their school is a safe place in which to work (S2070)	94%	90%	94%
they receive useful feedback about their work at their school (S2071)	91%	90%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	93%	91%
students are encouraged to do their best at their school (S2072)	98%	96%	100%
students are treated fairly at their school (S2073)	98%	96%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
student behaviour is well managed at their school (S2074)	96%	94%	98%
staff are well supported at their school (S2075)	89%	90%	92%
their school takes staff opinions seriously (S2076)	92%	88%	84%
their school looks for ways to improve (S2077)	96%	94%	98%
their school is well maintained (S2078)	89%	90%	87%
their school gives them opportunities to do interesting things (S2079)	87%	92%	86%

'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

Parents are highly involved in all aspects of school life including:

- School and community committees
- Shared responsibility for school events and activities through the P & C
- Collaborative efforts to improve facilities including playgrounds and equipment
- In classrooms with individuals and small groups and on excursions
- Volunteer work in tuckshop, uniform shop, book club and banking
- Parents enjoy watching their children participate in a variety of school activities, including bands, choirs, sports and assemblies
- Shared use of school facilities including rental of the hall and Out of School Hours Care
- Our Parent Learning Lounge provides regular information to parents about various aspects of their child's education
- Our Chaplaincy group runs regular Parent Connect sessions to assist parents with various aspects of their child's development
- Our Coffee Cart, which opens daily, provides a friendly meeting place where parents can socialise and enjoy a coffee before heading home or to classrooms to assist with reading or other activities
- A parent evening with Michael Jeh was held for Year 6 & 7 parents at the end of the year and students also received information sessions about health

Reducing the school's environmental footprint

Data is sourced from our school's annual utilities return and is reliant on the accuracy of these returns. Our efforts to lower our environmental footprint continue through the work of the Recycling Rangers, Compost Kids, Nude Food Days and publishing of resource usage through school newsletters. In partnership with the Moreton Bay Regional Council, we have organised a variety of bins to collect our recycling, use our organic waste in compost bins and reduce our waste.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	160,230	4,310
2013-2014	156,500	37,385
2014-2015	166,095	1,450

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

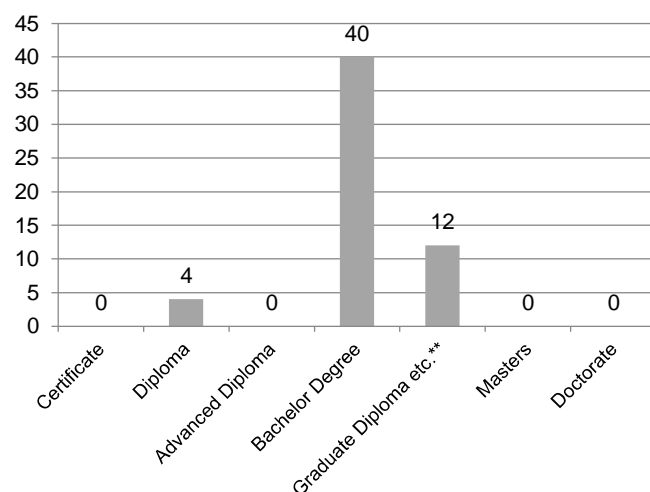
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	26	<5
Full-time equivalents	41	16	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	40
Graduate Diploma etc.**	12
Masters	0
Doctorate	0
Total	56



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$29,500.

The major professional development initiatives are as follows:

- Literacy and numeracy
- Explicit teaching
- 7 Steps to Writing
- Spelling - Soundwaves
- Leadership development
- Age Appropriate Pedagogies
- Collaborative practices
- John Fleming critical friend
- ICT – getting the best use of interactive whiteboards
- First Aid Training
- Cars and Stars and Soundwaves program implementation
- Mathematical problem solving
- Our staff participates in regular voluntary Learning Lounge activities organised by members of staff or invited guests

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	92%	95%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

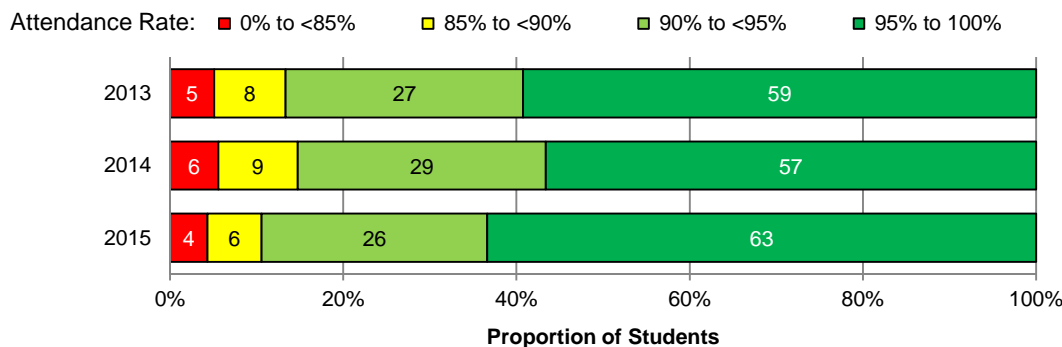
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	95%	94%	94%	96%	95%	93%	95%					
2014	94%	95%	95%	93%	94%	95%	95%	94%					
2015	96%	96%	96%	95%	95%	95%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

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 DET 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.

Student attendance is recorded twice per day. Unexplained absences are followed up by the class teacher who then reports persistent absenteeism to the administrators. The school admin team will contact parents directly.

If absenteeism continues, warning letters are issued and followed up.

Students who have 95% or greater attendance and receive an 'A' behaviour rating receive letters of commendation.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Sector:

Government

Non-government

Where it says '**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.