Patricks Road State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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School overview

Patricks Road State School's vision is 'Courageous, Creative, Active learners'. This underpins how we engage as a school community and informs the teaching and learning opportunities for our students. Patricks Road State School was established in 1977. The current enrolment is 789 students.

Patricks Road children are known throughout the community to be respectful, enthusiastic learners. Our students' achievement in academic, sporting and cultural pursuits is testimony to their tenacity and their endeavour to strive for excellence and achieve their personal best. Our focus is on providing an excellent teaching and learning environment in order to allow children to achieve academic success and develop positive social and emotional skills. Our dedicated staff develop challenging and rigorous learning opportunities to meet the needs of all children in a modern learning environment. Patricks Road prides itself on developing strong partnerships with parents and carers. Together we can provide children with the best foundations for their future. The school is strengthened by the passion of a dedicated P&C.

School progress towards its goals in 2018

- During 2018 Patricks Road State School has implemented a whole-school writing program. We have
Collected and analysed school-based assessment data and introduced pre-assessment tasks.
- Each year level progressed at an average of one year's growth or more based on school based writing data.
- Patricks Road placed emphasis on further developing the partnerships among families, staff and community working together in order to maximise the very best outcomes for all learners. The long-awaited new playground was completed with the support of the P&C.
- Much time has been spent embedding the Australian Curriculum through the development and implementation of year level planning and the Assessment and Reporting Framework, with an emphasis on Writing and Reading.
- Age Appropriate Pedagogies were integrated into the middle school allowing students to become involved in a variety of activities on a myriad of topics.
- The Pedagogical Framework has been implemented. Our staff have refined their skills through continued reflection against the range of agreed key pedagogical practices.
- Data collection and collation has been refined through the use of One School.
- Our "Full Uniform with Pride" policy has continued within a heightened sense of school pride.
- Our students participated in Science, Dance and Art Classes, working with specialist teachers.

Future outlook

- We look forward to continuing to build on our strong community ethos, ensuring that Patricks Road moves into each successive year with positivity and optimism.
- Review school-wide, collection, analysis and discussion of systemically collected data from student outcomes.
Writing: Goals:-
1. Children write with a purpose, demonstrating a deep understanding of text types.
2. Writing that is deliberately and knowledgably crafted, according to text type and audience.
3. Students write daily at a sentence and paragraph level.
4. Consistent knowledge and use of whole-school writing processes for any text type.
5. Students are given opportunities to demonstrate creativity and develop a love of writing.
Reading Goals:-
1. Children read for a range of purposes across all areas of the curriculum.
2. Daily reading groups focus on a specific current reading strategy.
3. Reading is explicitly taught using the gradual release model (modelled, shared, guided and independent)
4. Reading strategies are taught and applied across all KLAs
5. Students are given opportunities to read independently and develop and share their love of reading.
- Unrelenting focus on high expectations and learning around literacy and numeracy providing feedback and designing Learning Targets for student learning.
- Term Year Level pedagogical planning based on student achievement which is aligned with assessment and moderation practices. Pre-assessment tasks determine where students already are in relation to the upcoming task
- Provide Professional Development and intensive teaching focussed on key priorities and identified areas developed from data collection.
- Curriculum evolution around the provision and enhancement of ICT resources.
- Provide Professional Development around STEAM.
- Revise and reflect on school community values and expectations to build a set of agreed practices, processes to enhance school spirit.
- Realign resourcing around student needs utilising the Investing for Success funding.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	P-6
Student enrolments	789

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	750	762	789
Girls	382	382	396
Boys	368	380	393
Indigenous	13	16	13
Enrolment continuity (Feb. – Nov.)	98%	98%	98%

Notes:

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

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

Characteristics of the student body

Overview

Students at Patricks Road are predominantly from suburban, middle class households, white Caucasian, and speak English as their first language. There are a few students of Aboriginal descent and we have some who were born overseas. Many families have dual incomes. Most Patricks Road students begin and complete their primary education on this campus.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23.1	23.8	23.6
Year 4 – Year 6	26.9	26.1	24.6

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

- Our Explicit Improvement Agenda is centred around Reading and Writing
- We implement data and research driven planning and pedagogical practices
- Teachers participate in collaborative planning, assessment, moderation and goal setting across the cohort and at an individual student level through data meetings. They use pre-assessment tasks to find out what the students know before beginning a new unit of work.
- Teachers take collective and collaborative responsibility for the progress of all students in the cohort
- Agreed whole-school assessment and reporting schedule tracked on One School

Co-curricular activities

Our students participate in a wide variety of sport, cultural and interest activities:
- Interschool Sports and Swimming, Athletics and Cross-Country, Band and Choir Competitions
- Instrumental Music Instruction in Strings, Brass, Woodwind and Percussion
- Two Choirs – Senior and Junior
- Ensembles – Senior, Junior, Percussion and Strings
- Outdoor Education Program – Camps for Years 5 – 6
- Strong, visible Chaplaincy program to assist families, students and staff
- Performing Arts, including Dance lessons with specialist teachers
- Artist and Scientist in Residence programs

- · Lunchtime clubs including Dance Club, Science, Lego, Robotics, Coding, Origami and Chess Club
- · Opportunities for service to the community through charitable activities, run mainly through the Student Council
- Discos for Senior and Junior students
- School fete; biannually
- Art show; biannually

How information and communication technologies are used to assist learning

Digital Pedagogies was reported on for the first time in 2018. To enable this to occur:

- our teachers have attended professional development,

- each of our classes has a pod of iPads and our senior classes have access to a set of laptops. Each of these sets is used in classrooms for everyday activities.

- two computer labs are in operation,

- every class has access to interactive boards or projectors for teaching,

- the school has several sets of robots for classroom or lunchtime club use, and

- some of our students use assistive technologies for support in classrooms.

Social climate

Overview

Courageous, Creative and Active learners, is the school vision.
· TARGET values – Tenacity, Acceptance, Respect, Gratitude, Excellence and Teamwork have been in place for many years and have become familiar language throughout the school. These values are supported by a classroom program that emphasises values; students are explicitly taught to take responsibility for their behaviour. Parents are integral to the success of this program.
· Students and families at risk or those experiencing hardship can access the Chaplaincy program. Students who need support can participate in programs such as Seasons for Growth, Friends, Girls Getting Along, Unlimited, Drum Beat, etc. aimed at 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, a school-wide art show, bush dances, 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

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)	97.4	97.0	98.7
• this is a good school (S2035)	97.3	99.0	98.7
• their child likes being at this school* (S2001)	97%	98%	98.7%
• their child feels safe at this school* (S2002)	98%	97%	97.4%
• their child's learning needs are being met at this school* (S2003)	96%	92%	96.2%
• their child is making good progress at this school* (S2004)	96%	95%	97.4%
• teachers at this school expect their child to do his or her best* (S2005)	100%	99%	100.0
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94.7	90.6	97.4
• teachers at this school motivate their child to learn* (S2007)	95%	93%	98.7%
• teachers at this school treat students fairly* (S2008)	96%	92%	97.4%
• they can talk to their child's teachers about their concerns* (S2009)	94%	95%	100.0%
• this school works with them to support their child's learning* (S2010)	93%	93%	94.7%
• this school takes parents' opinions seriously* (S2011)	90%	93%	95.9%
• student behaviour is well managed at this school* (S2012)	96%	89%	94.7%
• this school looks for ways to improve* (S2013)	98%	97%	96.1%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	97%	95%	94.9%

* 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)	98.0%	100.0%	97.4%
• they like being at their school* (S2036)	90%	97%	93.0%
• they feel safe at their school* (S2037)	95%	97%	94.8%
• their teachers motivate them to learn* (S2038)	97%	99%	96.5%
• their teachers expect them to do their best* (S2039)	100%	99%	99.1%
• their teachers provide them with useful feedback about their school work* (S2040)	94.8	97.3%	94.8%
• teachers treat students fairly at their school* (S2041)	95%	91%	90.4%
• they can talk to their teachers about their concerns* (S2042)	92%	91%	88.4%
• their school takes students' opinions seriously* (S2043)	89%	96%	88.9%
• student behaviour is well managed at their school* (S2044)	86.9	90.4%	84.3%
• their school looks for ways to improve* (S2045)	96%	98%	93.9%
• their school is well maintained* (S2046)	93%	97%	93.8%
• their school gives them opportunities to do interesting things* (S2047)	97%	96%	92.2%

* 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)	100%	98%	88.9%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	94.4%
• they receive useful feedback about their work at their school (S2071)	97%	88%	74.1%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	94%	94.4%
• students are encouraged to do their best at their school (S2072)	96.8%	97.1%	97.4%
• students are treated fairly at their school (S2073)	97%	98%	96.1%
• student behaviour is well managed at their school (S2074)	96.8%	100.0%	75.5%
• staff are well supported at their school (S2075)	94%	82%	77.8%
• their school takes staff opinions seriously (S2076)	93%	79%	75%
• their school looks for ways to improve (S2077)	97%	98%	88.7%
• their school is well maintained (S2078)	90%	94%	85.2%
• their school gives them opportunities to do interesting things (S2079)	97%	86%	84.9%

Percentage of school staff who agree[#] that:	2016	2017	2018

* 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

Patricks Road parents have numerous opportunities to be involved in their child's education and in their school community. Parents are often seen gathering at the coffee cart before school to join classes for reading groups during the morning session. Parents assist in classrooms, go on excursions, are invited to join working parties or interest groups and participate in the myriad of activities organised by the school or P&C.

They share a wealth of expertise when they assist with the organising of events such as the carnival, the bush dance or the Year Six Farewell.

Parents are invited to share their opinions when the school is in the process of making decisions about issues that affect their children. Community consultation is advertised and encouraged.

Parents of our Indigenous students participate in an afternoon tea during NAIDOC week and are invited to attend the local Sorry Day event. Parents of students with disabilities have a support group that meets once a month when parents can share experiences and seek advice. This group also has a Facebook page to assist with communication. Occasionally, guest speakers are invited.

Parents participate in two face-to-face interviews each year and two learning celebrations are held, when parents are invited to come in during school time and see what their students are doing. Parents of verified students have additional meetings with support staff and class teachers.

Respectful relationships education programs

Students at Patricks Road use the TARGET Values as a resource.

Younger students are taught the High 5; 1) Ignore the behavior, 2) Walk away from the situation, 3) Talk friendly; "Stop it. I don't like it", 4) Talk firmly "Stop it or I'll report it", and 5) Report it strategy. As they become more articulate, they are encouraged to be clear in what they want e.g. "Stop it. I don't like it when you call me names." etc.

Teachers use lessons from the Daniel Morcombe Curriculum to discuss child safety issues.

In 2017 Bravehearts attended the school and put on a performance for children in Prep Year – Year 3 that provided personal safety education based on empowering an individual with both the knowledge and strategies to keep as safe from harm as possible.

Our Year Five and Six students are educated in Human Sexuality and Respectful Relationships through 'Youth Excel' and our Year Six students have sessions with Michael Jeh, which discuss the challenges and pitfalls of adolescence and human sexuality. Each of these parent groups has a parent evening prior to the sessions with the students when parents are free to discuss the programs.

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	15	11
Long suspensions – 11 to 20 days	1	1	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

The many things the school is doing to try to reduce its environmental footprint have continued throughout 2018. Our Environmental Leaders deliver messages on assembly regarding water usage, conservation of electricity and recycling.

Our Recycling Rangers ensure that our recycling bins are collected each fortnight. Organics tidies are used by classes during brain breaks and the waste from these fills our compost bins. Aluminum cans are collected and recrafted into aluminum seating for children during breaks.

During 2016, the P&C installed air conditioning throughout the school and subsequently, smart remotes have been installed and teachers are actively encouraged not to use air conditioning unnecessarily. Electricity usage data is often published in the community newsletter and we encourage all community members to be mindful of their use of resources around the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	170954	179803	160067
Water (kL)	1211		13931

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	55	28	<5
Full-time equivalents	47.6	19.1	<5

*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	1
Masters	4
Graduate Diploma etc.*	5
Bachelor degree	43
Diploma	6
Certificate	8

*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 $45727.79

The major professional development initiatives are as follows:

- Writing, reading and digital technologies.

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

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.	96.8	95.2	97.1

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.9% 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 94.8%

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	95%	95%	95%
Attendance rate for Indigenous** students at this school	94.2	92.4	94.3

* 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	96.3	96.0	95.1		Year 7			
Year 1	96.4	94.8	95.3		Year 8			
Year 2	95.6	95.6	94.8		Year 9			
Year 3	96.2	94.7	94.4		Year 10			
Year 4	94.4	94.9	95.3		Year 11			
Year 5	94.9	94.7	94.0		Year 12			
Year 6	95.2	94.8	94.4					

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
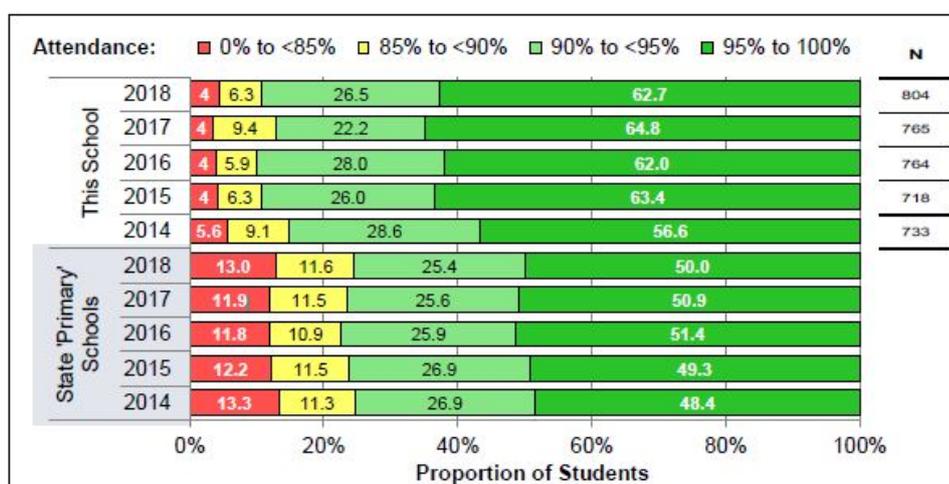
Description of how this school manages non-attendance

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.

Student attendance at Patricks Road is high, with most year levels having an attendance rate of 95% or better. Our parents value education and understand the advantage it can give their children.

Patricks Road encourages an Every Day Counts attitude, with parents encouraged to have their students at school all day, every day.

Parents are encouraged to ring the Absence Line or use QParents via an app if their child is ill or at an appointment.

If students are not present by 9:30 am, a text message is sent, seeking a reason for absence. If a trend of absence develops, the parents will receive a phone call to discuss why the child is absent and to see if there is any assistance needed to enable the child to attend regularly.

If the absences still continue, a letter is sent to the parents, advising them of the number of days absence and informing them that it is a parent's legal obligation to ensure that a child attends school regularly.

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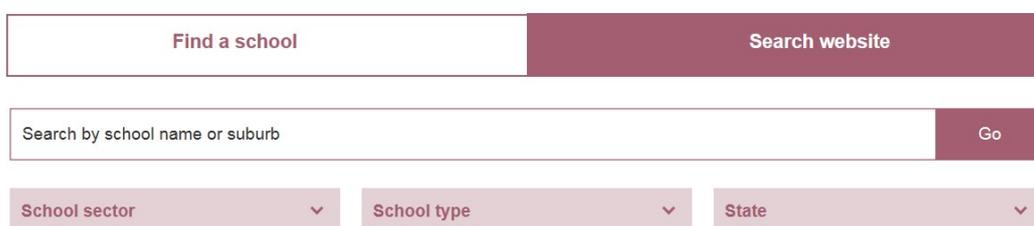
Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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.