

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Patricks Road State School (1864)

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### Principal's foreword

#### Introduction

Choosing the right school for a child is one of the most important decisions that is made. At Patricks Road State School we have the privilege and awesome responsibility of igniting the love of learning, each and every day, of parents' most treasured possession – their child.

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. It is a great partnership that is acknowledged by many other schools.

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 3. 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 of Year 4 - 7.

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

We are constantly revisiting, reflecting, renewing and revitalizing 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.

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### School progress towards its goals in 2010

Patricks Road placed emphasis on the partnership between families, staff and community working together to maximise the very best outcomes for all learners. Programs focussing on the teaching and learning of the curriculum were at various stages of development and implementation. A Responsible Behaviour Plan saw the introduction of alternative programs that are continuing to be reviewed. Due to a change of leadership many goals were monitored and reviewed for consideration.

### Future outlook

Review/develop and ensure alignment of the School Curriculum Plan, Year level KLA Scope and Sequence program, Year level unit plans and the Assessment Framework.

School-wide analysis and discussion of systemically collected data on student outcomes.

Unrelenting focus on high expectations and learning around English and Maths providing feedback and designing Learning Targets for student learning.

Engage with Australian Curriculum while developing Curriculum plans and documents.

Term Year level pedagogical planning based on student achievement which is aligned with assessment and moderation practices.(One School)

Provide PD focussed on key priorities and Identified areas of from data collection of students and staff.

Curriculum evolution around the provision and enhancement of ICT resources.

Revise and reflect on school community values, expectations to build a set of agreed practices, processes to enhance school spirit.

Realign resourcing around student needs.

Consult on the use and allocation of resources and time allocated to new facilities:

\*Hall \* Resource Centre \*Science and Technology and Information Centre.

## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
648	289	359	94%

#### 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 are a few students of Aboriginal descent. Many families have dual income. Enrolment trends have remained consistent.

#### Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	24	62%	62%	0%	38%
Year 4 – Year 10	24	100%	100%	0%	0%
All Classes	24	82%	82%	0%	18%

#### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	15
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

#### Our distinctive curriculum offerings

Our distinctive curriculum offerings include:

The opportunity to study two languages – German and Indonesian

Gifted Education Program including Classroom based challenges, Tournament of Minds, ICAS Competitions

Verse Speaking Competition for Years 3 & 4

Public Speaking Competition for Years 5 – 7

Reading Tutorials for Early Years

Top 20% Enrichment Program for Reading

Special education provision

#### Extra curricula activities

Interschool Sports and Swimming, Athletics and Cross-Country Competitions

Instrumental Music Instruction in Strings, Brass, Woodwind and Percussion

Three Choirs – Senior, Junior and Boys

Ensembles – Senior, Junior, Percussion and Strings

Outdoor Education Program from Years 5 – 7

Chaplaincy to assist families and students

Performing Arts, incorporating a Musical/Cabaret

Opportunities for service to the community through charitable activities

#### How Information and Communication Technologies are used to assist learning

A Three Year Action Plan will see the first installment of interactive whiteboards begin in Term One of 2011, for every Prep to Year 2 classroom. This will gradually continue throughout the school. Data projectors are available for all classrooms and are used for whole and small group presentations. The computer lab has thirty computers and an interactive whiteboard and each classroom has the correct number of computers for its students. All permanent staff have a laptop and use these to prepare activities for students and record student behaviour and progress on One School. Staff have engaged in a wide range of training and inservice, much occurring in their own time. Some staff are using virtual classrooms to engage their students.

The school website is being designed and provides information about the school, as well as access to an electronic newsletter. The P & C collect and distribute committee reports electronically via email.

## Our school at a glance

### Social climate

The Motto of Patricks Road, *Caring and Sharing*, is the foundation on which the climate of the school is built. Supported by a comprehensive classroom program that emphasises values, students are explicitly taught to take responsibility for their behaviour. Parents are an integral part to the success of this program.

Students and families at risk or experiencing hardship have a comprehensive Chaplaincy program to access. 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 generally happy with the school, as are their parents. School events such as carnivals, sports days and under eights days are well attended by parents. The P & C is active in involving parents in school activities. Class teachers welcome parents' help with reading, activities, on excursions and in sharing in the success of students at assemblies.

### Parent, student and teacher satisfaction with the school

Parents are highly involved in the school and are generally satisfied with the level of teaching delivered to their children and the achievement at different junctures. Students enjoy coming to Patricks Road and feel safe in this environment. Due to several changes in leadership, staff have felt a sense of uncertainty as to the direction of the school and strategic agendas. This is no longer the case as a permanent appointment to the position of Principal has been given.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	85%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	85%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	59%
Percentage of staff members satisfied with morale in the school	88%

### Involving parents in their child's education.

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

Volunteer work in tuckshop, uniform shop, book club and banking

Collaboration on the use of school facilities including rental of the hall and Out of School Hours Care.

## Our school at a glance

### Reducing the school's environmental footprint

Our School Environmental Management Plan is currently being written. Due to changes in leadership and also of grounds staff, action to reduce the school's environmental footprint had slowed, but is accelerating again. We are focussing on waste reduction, reduction of water and energy usage and improving the school grounds.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$85,353	\$41,894	\$26,892	\$9,374	\$6,245	\$0	\$948	196,685	2,806	0
2009	\$65,827	\$30,918	\$0	\$0	\$658	\$0	\$34,251	173,600	370	0
% change 2009 - 2010	30%	36%	N/A	N/A	849%	N/A	-97%	13%	658%	N/A

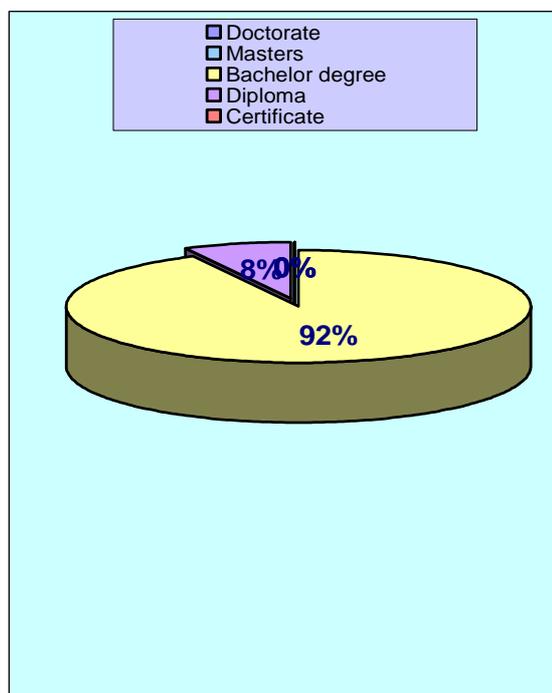
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	22	<5
Full-time equivalents	31	5	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	37
Diploma	3
Certificate	0



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$16 973.07 .

The major professional development initiatives are as follows:

## Our staff profile

Philosophy

Literacy understanding

Gifted and Talented

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 83% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 95%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95%	95%	95%	95%	96%	95%	96%					

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

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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 then contact parents directly. If absenteeism continues, warning letters are issued and followed up.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" section with two radio buttons for "Government" and "Non-government", and a yellow "SEARCH" button.

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

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

### Achievement – Closing the Gap

There are less than five indigenous students in our school and all are achieving above average results. This could be a reflection of the relatively small cohort of students sitting the NAPLAN tests which can lead to some significant changes in school performance depending on the learning profile of the students sitting the test that year.