

Patricks Road State School (1864)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Choosing the right school for a child is one of the most important decisions that you will make. 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 the envy of 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 among 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 2012

Our Explicit Improvement Agenda of improved student performance for reading and numeracy has progressed well.

Patricks Road placed 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 on the implementation of the new Australian Curriculum and this will be further refined in 2013.

Work on our Pedagogical Framework began and the staff was involved in research and decision making. 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 of students, staff and parents.

Our "Full Uniform with Pride" policy has resulted in a heightened sense of school pride.

Future outlook

Refine and ensure alignment of the Australian Curriculum, Year level unit plans and the Assessment and Reporting 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.

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

Provide Professional Development 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.

Curriculum delivery continues to be enhanced due to the increasing use of the recently constructed facilities:- Hall, Resource Centre and Science Lab.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	648	289	359	96%
2011	621	290	331	99%
2012	665	315	350	98%

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

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. The majority of Patricks Road students begin and complete their primary education on this campus. Enrolment trends have remained consistent, but the outlook for 2013 is that enrolments will continue to trend upwards.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	22
Year 4 – Year 10	24	27	26
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	15	6	16
Long Suspensions - 6 to 20 days	2	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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, ICAS Competitions, Tournament of Minds
- Verse Speaking Competition for Years 3 & 4
- Public Speaking Competition for Years 5 – 7
- Reading and Numeracy Sparks for Early Years – free tutorial programs
- Special education provision

Extra curricula activities

- Interschool Sports and Swimming, Athletics and Cross-Country 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 from Years 5 – 7
- Strong, visible Chaplaincy program to assist families and students
- Performing Arts, incorporating a Year Seven Cabaret
- Opportunities for service to the community through charitable activities

How Information and Communication Technologies are used to assist learning

There has been a significant increase in the use of ICTs in teaching. Interactive whiteboards are now present in classrooms from Prep to Year Three. 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. The Year Seven classes have a set of laptops which enable teachers to make flexible groupings and these operate wirelessly. 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 and many have gained their ICT Certificates. Some staff are using virtual classrooms or EdStudios to engage their students and many have undertaken inservice in the use of our new Multi-Media room. A class set of iPads has been purchased and these are now used for both class and lunchtime use.

Our school website has been updated and has become more vibrant, providing information about school events and procedures. Parents receive information via an electronic newsletter. The P & C collects and distributes committee reports electronically via email.

Social climate

Caring about Performance, Sharing our Success, 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.

TARGET values – Tenacity, Acceptance, Respect, Gratitude, Excellence and Teamwork have been developed and have become familiar common language throughout the school.

Students and families at risk or experiencing hardship have a comprehensive Chaplaincy program to access. Students are able to participate in programs such as Seasons for Growth, Friends, Girls Getting Along etc. 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.

Our school at a glance

Surveys reveal that students are generally happy with the school, as are their parents. There are many parent support groups. School events such as carnivals, 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 parents' help with reading, activities, on excursions and in sharing in the success of students at assemblies

Parent, student and staff 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.

Staff morale is high and teachers are satisfied that they are able to access meaningful professional development.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.8%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	95.8%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	95.7%
this school takes parents' opinions seriously*	91.7%
student behaviour is well managed at this school*	90.9%
this school looks for ways to improve*	95.7%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	92.9%
they feel safe at their school*	98.2%
their teachers motivate them to learn*	99.1%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	96.4%
teachers treat students fairly at their school*	94.5%
they can talk to their teachers about their concerns*	88.0%
their school takes students' opinions seriously*	88.1%

Our school at a glance

student behaviour is well managed at their school*	90.7%
their school looks for ways to improve*	98.2%
their school is well maintained*	97.3%
their school gives them opportunities to do interesting things*	95.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	94.0%
with the individual staff morale items	94.9%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 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 cabaret

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

Our Parent Learning Lounge provides information to parents about various aspects of their child's education.

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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our School Environmental Management Plan has been written and implemented. We have applied for, and received, grants to plumb our tanks in to flush the toilets and for raised garden beds for classroom use. Our Year Six students have become Recycling Rangers and our Year Five students, Compost Kids. 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. We have continued with our Nude Food Day once a week to reduce the waste going into landfill.

Our school and staff newsletters keep the community informed of progress being made to reduce our environmental footprint.

In 2011, we were pleased to receive a Silver Award from the Earth Smart Science Program for our work to reduce our environmental footprint and there was a special commendation for the use of the Solar Schools data in staff PD, resulting in action for sustainable use of energy.

In 2012, we received an award from the Moreton Bay Regional Council for the reduction in the amount of waste going to landfill. We also successfully applied for a grant for more bins and signage to encourage the whole community to become involved. We have lowered our electricity usage – a great effort, considering the school population is growing.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	196,685	2,806
2010-2011	164,176	24,288
2011-2012	158,528	4,894

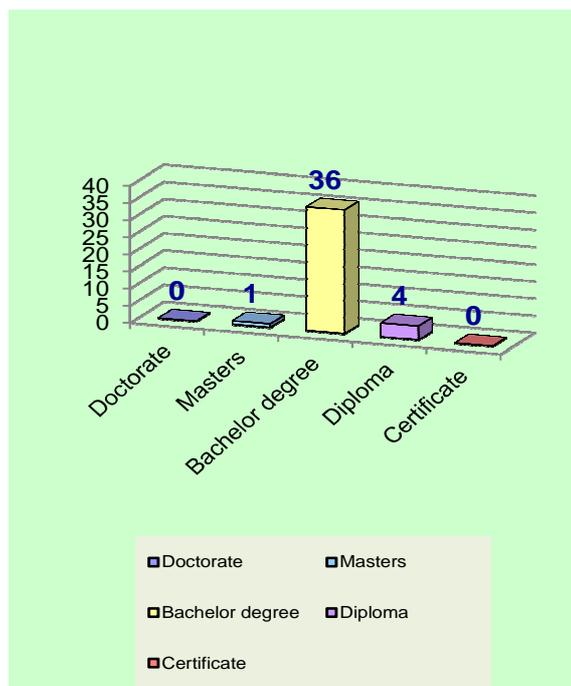
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	42	23	<5
Full-time equivalents	36.3	13.5	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	36
Diploma	4
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$23 000. The major professional development initiatives are as follows:

- Reading, The Big Five, including revision of the administration of Running Records
- Numeracy
- Teacher's Learning Network (McDowall)
- Visible Learning Workshops – the work of John Hattie
- Regional initiatives including the work of John Fleming
- Marzano Academy
- ICT – getting the best use of interactive whiteboards and Mathletics

Our staff profile

First Aid Training

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 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	97.3%	96.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98.9% of staff was retained by the school for the entire 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

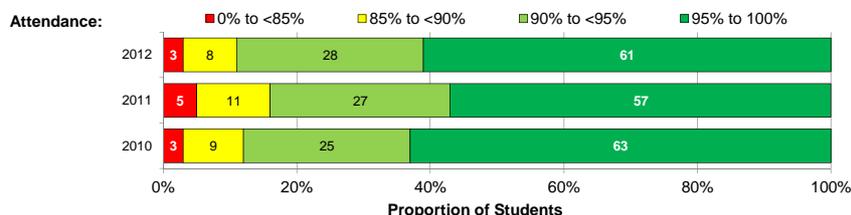
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	95%	95%	95%	95%	96%	95%	96%					
2011	93%	95%	94%	94%	96%	95%	96%					
2012	95%	95%	96%	95%	95%	95%	95%					

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 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 will contact parents directly. If absenteeism continues, warning letters are issued and followed up.

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 and 7 tests are available via the My School website at <http://www.myschool.edu.au/>.

Performance of our students

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

Search by school name

Search by suburb, town or postcode

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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 ten indigenous students in our school and all are receiving above average results.