

Patricks Road State School

Queensland State School Reporting

2013 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.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

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 refining the implementation of the new Australian Curriculum through the development of year level unit plans and the Assessment and Reporting Framework.

The Pedagogical Framework was developed through investigation, research and consultation with staff. Data collection and collation has been refined through the use of One School.

Provision of Interactive Whiteboards in all classrooms with upgraded connectivity network.

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

The school direction has been outlined in the School Annual Implementation Plan.

It includes:

- School-wide analysis and discussion of systemically collected data on student outcomes.
- Unrelenting focus on high expectations and learning around English and Mathematics providing feedback and designing Learning Targets for student learning.
- Year level pedagogical planning based on student achievement which is aligned with assessment and moderation practices each term. (One School)
- Provision of Professional Development and intensive teaching focussed on key priorities and identified areas developed from data collection of students and staff and through the Pedagogical Framework using the Great Results Guarantee funding.
- Curriculum evolution around the provision and enhancement of ICT resources.
- Revision and reflection on school community values, expectations to build a set of agreed practices and processes to enhance school spirit.
- Realignment of resourcing around student needs utilising the Great Results Guarantee funding.
- Curriculum delivery continues to be enhanced through utilising the Science Lab and employing a teacher to teach Geography.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	621	290	331	99%
2012	665	315	350	98%
2013	694	333	361	97%

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 fifteen students whose first language is not English. There are a ten students of Aboriginal descent.

Many families have dual income and utilise the Outside School Hours Care program managed by the P&C. The majority of Patricks Road students begin and complete their primary education on this campus. Enrolment trends have remained consistent with the outlook for 2013 still continuing to trend upwards.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	27	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	6	16	7
Long Suspensions - 6 to 20 days	1	0	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 from Years 4-7

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 or interactive projectors are now present in all classrooms. We have created a second computer lab to meet the demands of class teachers. The P&C contributed \$30,000 to renew all the computers in the old computer lab. The Year Seven classes have a set of laptops which enable teachers to make flexible groupings and these operate wirelessly. Wireless capability has been extended to more classrooms. All permanent staff have a laptop and use these to prepare activities for students and record student behaviour and progress on One School. Staff has engaged in a wide range of professional development to better include ICT in their teaching. Some staff use virtual classrooms or EdStudios to engage their students and many have undertaken in-service in the use of our new Multi-Media room. A class set of iPads has been purchased and these are now 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, Unlimited, Drum Beat, 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 and families.

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, 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 parents' help with reading, activities, on excursions and in sharing in the success of students at assemblies.

Our school at a glance

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.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	97%
this is a good school (S2035)	100%	97%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	100%	94%
their child's learning needs are being met at this school* (S2003)	96%	97%
their child is making good progress at this school* (S2004)	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%
teachers at this school motivate their child to learn* (S2007)	96%	94%
teachers at this school treat students fairly* (S2008)	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	96%	94%
this school takes parents' opinions seriously* (S2011)	92%	89%
student behaviour is well managed at this school* (S2012)	91%	94%
this school looks for ways to improve* (S2013)	96%	97%
this school is well maintained* (S2014)	100%	94%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	98%
they like being at their school* (S2036)	93%	96%
they feel safe at their school* (S2037)	98%	97%
their teachers motivate them to learn* (S2038)	99%	98%
their teachers expect them to do their best* (S2039)	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%
teachers treat students fairly at their school* (S2041)	95%	89%
they can talk to their teachers about their concerns* (S2042)	88%	91%
their school takes students' opinions seriously* (S2043)	88%	93%

Our school at a glance

student behaviour is well managed at their school* (S2044)	91%	91%
their school looks for ways to improve* (S2045)	98%	99%
their school is well maintained* (S2046)	97%	97%
their school gives them opportunities to do interesting things* (S2047)	95%	92%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		96%
they feel that their school is a safe place in which to work (S2070)		94%
they receive useful feedback about their work at their school (S2071)		91%
students are encouraged to do their best at their school (S2072)		98%
students are treated fairly at their school (S2073)		98%
student behaviour is well managed at their school (S2074)		96%
staff are well supported at their school (S2075)		89%
their school takes staff opinions seriously (S2076)		92%
their school looks for ways to improve (S2077)		96%
their school is well maintained (S2078)		89%
their school gives them opportunities to do interesting things (S2079)		87%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 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.
- Our Parent and Community Engagement Framework working party, consisting of representatives from the school, Chaplaincy, the P & C and OSHC, met on several occasions to develop a strategy to build on the current work being done and engage community more in school events.

A parent evening with Michael Jeh was held for Year 7 parents at the end of the year and students also received sessions about Life Skills.

Our school at a glance

Reducing the school's environmental footprint

Our School Environmental Management Plan has been written and implemented. The P&C won the 'Everyone's Environment Grant' to reclaim the gully. An arborist with volunteers rejuvenated an area of the gully over 6 working bees. 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.

We built upon the work of the previous two years. Our Recycling Rangers and Compost Kids used their roles to demonstrate community service required to attain a leadership position. Statistics about electricity usage are regularly published in the newsletter. In conjunction with the Nudgee Beach staff, Year Six students undertook an energy audit and some of these findings were published to the community.

Our Student Council continues to collect and recycle aluminium cans and the P & C has agreed to support our students by purchasing two aluminium seats for everyone that the Student Council purchases through their recycling program.

Moreton Bay Regional Council provided the school with more bins and signage to encourage the community to use bins correctly.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	164,176	24,288
2011-2012	158,528	4,894
2012-2013	160,230	4,310

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Facility Improvements around the school

In 2013, facility upgrades and improvements were undertaken through provision of funds from state government Direct to Market allocations to ensure jobs on the Maintenance Annual Report were completed, from P&C support and through the school general budget:

- Concreting road and external areas around Hall
- Extension to sports shed
- Doors placed between classrooms in G and H blocks
- New soft fall in playground areas
- New electronic sign installed at front of school
- L Block upgrade: new teacher furniture, internal painting, new carpet and door between classrooms
- Paving replaced with concreting around E Block and junior toilet block
- Shade structure constructed next to Junior Toilets with seating
- Front of school shade structure, concreted waiting area and rejuvenated garden
- Old metal louvers replaced with sliding windows and security screens in C, D, E and G blocks
- Drainage rectification at back of school
- Carpet replaced in D and E Blocks
- New partitioning in Female and Male staff toilets
- Levelling of concrete paths throughout the school

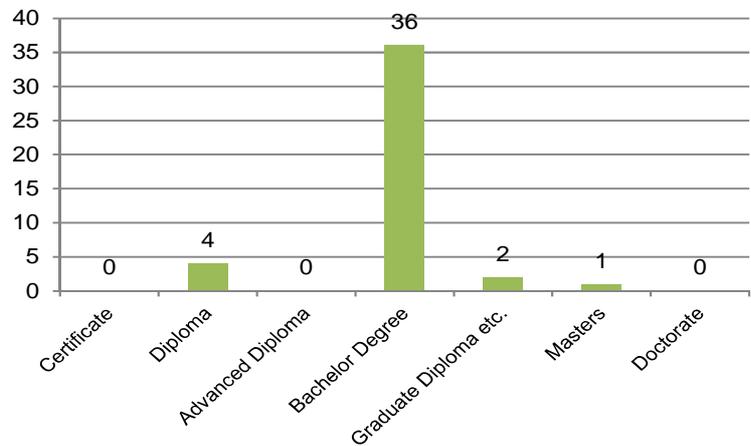
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	43	23	<5
Full-time equivalents	37	14	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	
Bachelor Degree	36
Graduate Diploma etc.	2
Masters	1
Doctorate	0
Total	43



* 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 2013 were \$ 24 655.

The major professional development initiatives are as follows:

Teacher's Learning Network (McDowall)

Regional initiatives including the work of John Fleming

Marzano Academy

ICT – getting the best use of interactive whiteboards and Mathletics

First Aid Training

Music – Maryborough Conference

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 2013 was 100%.

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Our staff profile

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 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

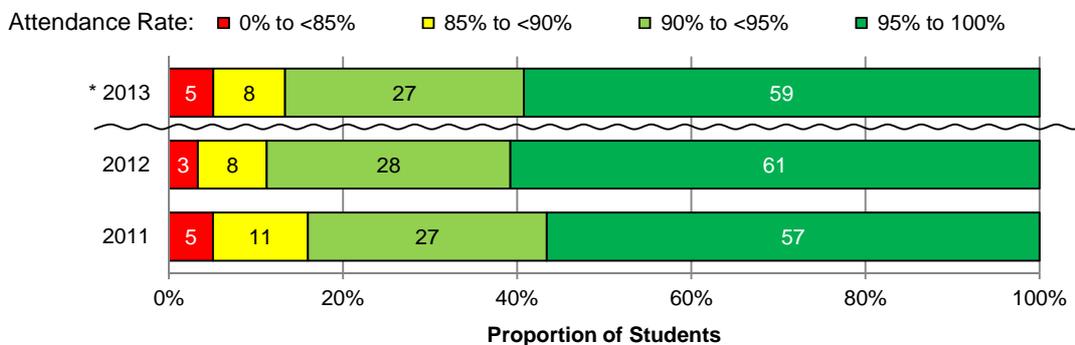
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	95%	94%	94%	96%	95%	96%					
2012	95%	95%	96%	95%	95%	95%	95%					
2013	95%	94%	94%	96%	95%	93%	95%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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 administration team will contact parents directly. If absenteeism continues, warning letters are issued and followed up. Referral to the Guidance Officer or school chaplains and individual plans are put on place to assist parents and students with attendance concerns.

Classes are awarded a certificate at the end of each term for the highest attendance rate.

Performance of our students

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/>.

Colour Scheme		Red & Green		Submit		Alternate view: Results in graphs									
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy						
Year 3	430		424		418		451		404						
	415 - 446		411 - 437		404 - 433		435 - 468		391 - 418						
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL					
	446	419	434	416	430	411	454	428	420	397					
	437 - 455		426 - 442		421 - 438		444 - 464		411 - 428						
Year 5	521		466		493		522		509						
	507 - 534		453 - 478		481 - 505		507 - 536		497 - 521						
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL					
	524	502	497	478	511	494	524	501	508	486					
	515 - 532		489 - 505		503 - 519		515 - 533		500 - 517						
Year 7	566		540		563		567		585						
	554 - 577		527 - 552		551 - 574		554 - 580		574 - 596						
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL					
	564	541	542	517	567	549	563	535	567	542					
	556 - 571		533 - 550		559 - 575		554 - 571		559 - 575						

How to interpret this chart

SIM schools serving students from statistically similar backgrounds

ALL Australian schools' average

Student population below reporting threshold

Year level not tested

Selected school's average is

substantially above

above

close to

below

substantially below

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

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Search by suburb, town or postcode

Sector Government Non-government

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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.