

Patricks Road State School

Queensland State School Reporting

2014 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.

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 of Years 3-7.

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 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 2014

- Our Explicit Improvement Agenda of improved student performance for reading, writing 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 embedding the Australian Curriculum through the development of year level planning and the Assessment and Reporting Framework.
- The Pedagogical Framework was developed through investigation, research and consultation with staff. Our staff have refined their skills through the gradual implementation of an explicit teaching model.
- 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 from students, staff and parents.
- Our “Full Uniform with Pride” policy has resulted in a heightened sense of school pride.

Future outlook

- School-wide analysis and discussion of systemically collected data on student outcomes.
- 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.
- 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.
- 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 Great Results Guarantee funding.
- Dedicated curriculum delivery continues to be enhanced through utilising the Science Lab, employing a teacher to teach science and through the provision of two languages; German and Indonesian.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	665	315	350	98%
2013	694	333	361	97%
2014	711	345	366	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 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 is growing in the early years.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	24
Year 4 – Year 7 Primary	26	27	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	16	7	17
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Our distinctive curriculum offerings include:
- The opportunity to study two languages – German and Indonesian from Prep to Year 7
- Gifted Education Program including Classroom based challenges, ICAS Competitions, Opti Minds, and Regional Problem Solving Maths Tournament
- Speaking Competition for Years 3 – 7
- Reading and Numeracy Sparks for Early Years – free tutorial programs
- Special education provision
- Fine and gross motor programs for children in the early years

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
- Lunchtime clubs including Dance Club, Lego and Chess Club
- Opportunities for service to the community through charitable activities

How Information and Communication Technologies are used to assist learning

- Staff have engaged in a wide range of professional development to better include ICT in their teaching to engage their students
- Sets of iPads are being used to facilitate teaching and learning programs. These are also available for students at lunchtime
- All classrooms have an interactive whiteboard that is used a tool for student learning
- 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.

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 can access a comprehensive Chaplaincy program. 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 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 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			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	97%	100%
this is a good school (S2035)	100%	97%	100%
their child likes being at this school* (S2001)	100%	97%	98%
their child feels safe at this school* (S2002)	100%	94%	98%
their child's learning needs are being met at this school* (S2003)	96%	97%	98%
their child is making good progress at this school* (S2004)	100%	97%	98%
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)	100%	97%	97%
teachers at this school motivate their child to learn* (S2007)	96%	94%	99%
teachers at this school treat students fairly* (S2008)	100%	91%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	96%	94%	98%
this school takes parents' opinions seriously* (S2011)	92%	89%	90%
student behaviour is well managed at this school* (S2012)	91%	94%	94%
this school looks for ways to improve* (S2013)	96%	97%	96%
this school is well maintained* (S2014)	100%	94%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	98%	100%
they like being at their school* (S2036)	93%	96%	97%
they feel safe at their school* (S2037)	98%	97%	96%
their teachers motivate them to learn* (S2038)	99%	98%	100%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	95%
teachers treat students fairly at their school* (S2041)	95%	89%	95%
they can talk to their teachers about their concerns* (S2042)	88%	91%	93%
their school takes students' opinions seriously* (S2043)	88%	93%	96%
student behaviour is well managed at their school* (S2044)	91%	91%	97%
their school looks for ways to improve* (S2045)	98%	99%	98%
their school is well maintained* (S2046)	97%	97%	99%
their school gives them opportunities to do interesting things* (S2047)	95%	92%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	92%
they feel that their school is a safe place in which to work (S2070)		94%	90%
they receive useful feedback about their work at their school (S2071)		91%	90%
students are encouraged to do their best at their school (S2072)		98%	96%
students are treated fairly at their school (S2073)		98%	96%
student behaviour is well managed at their school (S2074)		96%	94%
staff are well supported at their school (S2075)		89%	90%
their school takes staff opinions seriously (S2076)		92%	88%
their school looks for ways to improve (S2077)		96%	94%
their school is well maintained (S2078)		89%	90%
their school gives them opportunities to do interesting things (S2079)		87%	92%

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

'Agree' represents the 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 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 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.

We built upon the work of the previous three 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.

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 every one 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	158,528	4,894
2012-2013	160,230	4,310
2013-2014	156,500	37,385

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.

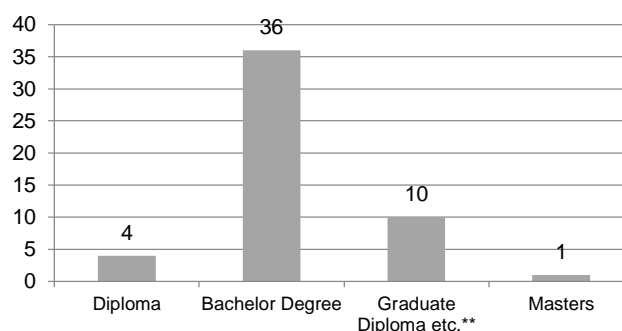
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	26	<5
Full-time equivalents	38	15	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Diploma	4
Bachelor Degree	36
Graduate Diploma etc.**	10
Masters	1
Total	51



*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 2014 were \$25,000.

The major professional development initiatives are as follows:

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- Explicit teaching
- 7 Steps to Writing
- John Fleming critical friend
- Marzano Academy
- ICT – getting the best use of interactive whiteboards and Mathletics
- First Aid Training
- Music – Maryborough Conference
- 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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%

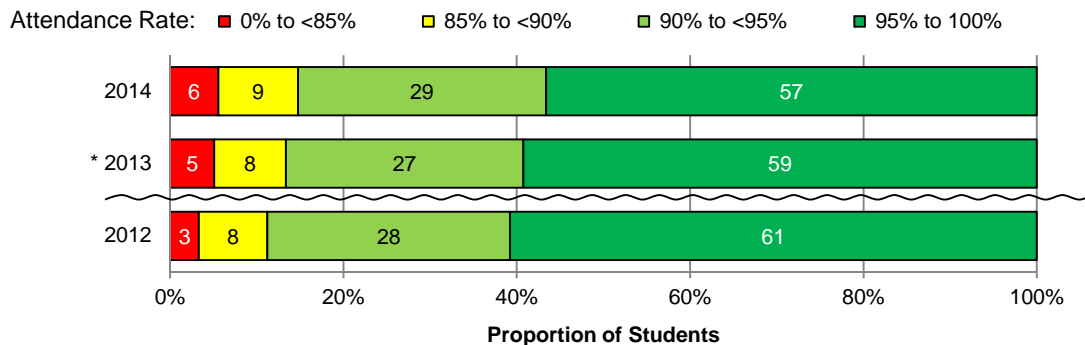
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	95%	95%	96%	95%	95%	95%	95%
2013	95%	94%	94%	96%	95%	93%	95%
2014	95%	95%	93%	94%	95%	95%	94%

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 after 2012 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 DETE 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.

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.

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Achievement – Closing the Gap

Aboriginal and Torres Strait Islander students on average perform academically at or above non Aboriginal and Torres Strait Islander students. Literacy and Numeracy support is given in class where required and students who require extension are catered for.