



# Patricks Road State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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 3-6.

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.

## Contact Information

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## School Overview

Patricks Road State School's motto is 'Caring about Performance - Sharing our Success'. 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 760 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 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 in 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.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

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, with an emphasis on Writing and Spelling.
- Our Early Years teachers implemented Age Appropriate Pedagogies, allowing students to become involved in a variety of activities on a myriad of topics.
- 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.
- Our Wireless network has been upgraded enabling improved communication throughout the school.
- 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.
- Our students participated in Science, Dance and Art Classes, working with specialist teachers.

#### Future Outlook

- Our strong community feeling ensures that Patricks Road moves into each successive year with positivity and optimism
- School-wide analysis and discussion of systemically collected data on student outcomes.
- School-wide focus on our Explicit Improvement Agenda of Reading and Writing.
- 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 Investing for Success funding.
- Dedicated curriculum delivery continues to be enhanced through specialist teachers of science, art, dance and through the provision of two languages; German and Indonesian.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	711	345	366	11	97%
<b>2015*</b>	704	350	354	13	98%
<b>2016</b>	750	382	368	13	98%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

## Characteristics of the Student Body

### Overview

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. Since the introduction of the Enrolment Management Plan, enrolments in the early years have plateaued.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	23	23
Year 4 – Year 7	26	27	27
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Our students work from the Australian Curriculum
- Our Explicit Improvement agenda is centred around numeracy and spelling
- We are working towards a whole school approach to the teaching and assessing of English
- We implement data driven planning and pedagogical practices
- We participate in collaborative planning, assessment, moderation and goal setting across the cohort and at an individual class level through data meetings
- Teachers take a 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 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 – 6
- Strong, visible Chaplaincy program to assist families and students
- Performing Arts, including Dance lessons with a specialist teacher
- Visual Arts with a specialist Art Teacher
- Lunchtime clubs including Dance Club, Science, Lego, and Chess Club
- Opportunities for service to the community through charitable activities, run mainly through the Student Council
- [Discos for Senior and Junior students](#)

### How Information and Communication Technologies are used to Assist Learning

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

- our teachers have been offered professional development,
- our wireless has been upgraded,
- each of our classes has a pod of ipads,
- two computer labs are in operation and
- every class has access to interactive boards or projectors for teaching.
- The school has a number of sets of robots for classroom or lunchtime club use.
- Some of our students use assistive technologies for support in classrooms.

## Social Climate

### Overview

*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 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

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	97%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	98%	100%	97%
their child feels safe at this school* (S2002)	98%	100%	98%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	98%	96%	96%
their child is making good progress at this school* (S2004)	98%	99%	96%
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)	97%	97%	95%
teachers at this school motivate their child to learn* (S2007)	99%	97%	95%
teachers at this school treat students fairly* (S2008)	96%	95%	96%
they can talk to their child's teachers about their concerns* (S2009)	98%	99%	94%
this school works with them to support their child's learning* (S2010)	98%	97%	93%
this school takes parents' opinions seriously* (S2011)	90%	95%	90%
student behaviour is well managed at this school* (S2012)	94%	96%	96%
this school looks for ways to improve* (S2013)	96%	99%	98%
this school is well maintained* (S2014)	98%	95%	97%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	97%	98%	90%
they feel safe at their school* (S2037)	96%	99%	95%
their teachers motivate them to learn* (S2038)	100%	97%	97%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	95%
teachers treat students fairly at their school* (S2041)	95%	94%	95%
they can talk to their teachers about their concerns* (S2042)	93%	96%	92%
their school takes students' opinions seriously* (S2043)	96%	89%	89%
student behaviour is well managed at their school* (S2044)	97%	93%	87%
their school looks for ways to improve* (S2045)	98%	100%	96%
their school is well maintained* (S2046)	99%	99%	93%
their school gives them opportunities to do interesting things* (S2047)	97%	95%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	94%	100%
they feel that their school is a safe place in which to work (S2070)	90%	94%	100%
they receive useful feedback about their work at their school (S2071)	90%	92%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	91%	96%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	96%	100%	97%
students are treated fairly at their school (S2073)	96%	100%	97%
student behaviour is well managed at their school (S2074)	94%	98%	97%
staff are well supported at their school (S2075)	90%	92%	94%
their school takes staff opinions seriously (S2076)	88%	84%	93%
their school looks for ways to improve (S2077)	94%	98%	97%
their school is well maintained (S2078)	90%	87%	90%
their school gives them opportunities to do interesting things (S2079)	92%	86%	97%

\* 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 can often be seen gathering at the coffee cart before school in order to join classes for reading groups in 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 attend the local Sorry Day event. Parents of students with disabilities have a support group that meets once a month where 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, where parents are invited to come in during school time and see what their students are doing, are held. Parents of verified students have additional meetings with support staff.

Parents of our indigenous students assist in the planning of our NAIDOC Week celebrations.

## Respectful relationships programs

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

Younger students are taught the "Stop it. I don't like it." "Stop it or I'll report it." And 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.

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. Each of these parent groups has a parent evening prior to the sessions with the students where parents are free to discuss the programs.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	17	8	5
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The many things the school is doing to try to reduce its environmental footprint have continued throughout 2016. 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 tides are used by classes during brain breaks and the waste from these fills our compost bins.

During 2016, the P&C installed air conditioning throughout the school and this created a new challenge. Smart remotes have been installed and teachers are encouraged not to use these 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	156,500	37,385
2014-2015	166,095	1,450
2015-2016	170,954	1,211

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.

## 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 <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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	50	25	<5
Full-time Equivalents	43	17	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	6
Bachelor degree	43
Diploma	6
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$45061.20

The major professional development initiatives are as follows:

- Spelling
- Writing
- Strengths Finding (Team building)
- Age Appropriate Pedagogies
- Digital Technologies
- Reading

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

### Staff Attendance and Retention

#### Staff attendance

##### AVERAGE STAFF ATTENDANCE (%)

Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	95%	94%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	95%	95%	93%	94%	95%	95%	94%					
2015	96%	96%	96%	95%	95%	95%	95%						
2016	95%	95%	96%	95%	94%	95%	95%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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 the majority of 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 if their child is ill or on 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.

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

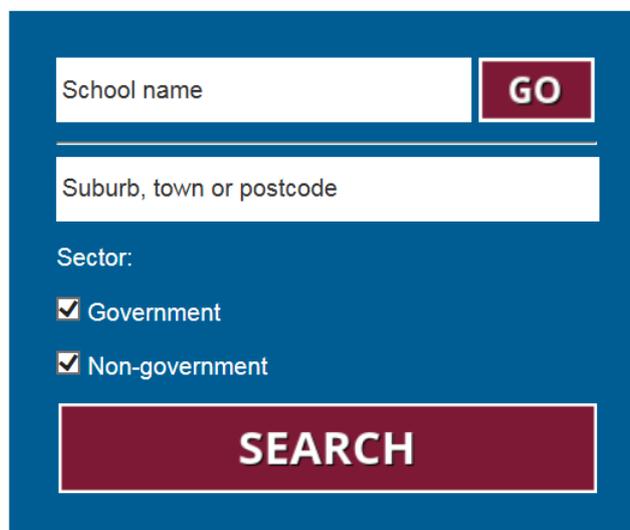
## NAPLAN

Students at Patricks Road State School continue to perform at high levels. Our NAPLAN data shows that students in Years 3 and 5 are significantly above the nation in Reading, Grammar and Punctuation and Numeracy and above the nation in Writing and Spelling.

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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School name

Suburb, town or postcode

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.