



Patricks Road State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

Postal address:	Patricks Road Ferny Hills 4055
Phone:	(07) 3872 1888
Fax:	(07) 3872 1800
Email:	principal@patroadss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	admin@patroadss.eq.edu.au

Word to go

School Overview

Patricks Road State School's vision is 'Courageous, Creative, Active learners'. 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 796 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 in order 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 on 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 2017

- During 2017 Patricks Road State School has worked towards developing a whole-school writing program. We have implemented the collection and analysis of school-based assessment data.
- Each year level progressed at an average of one years growth or more based on school based writing data.
- Patricks Road placed emphasis on further developing the partnerships among families, staff and community working together in order to maximise the very best outcomes for all learners.
- Much time has been spent embedding the Australian Curriculum through the development and implementation of year level planning and the Assessment and Reporting Framework, with an emphasis on Writing and Reading.
- Our Early Years teachers continued implementing Age Appropriate Pedagogies, allowing students to become involved in a variety of activities on a myriad of topics. Year 2 teachers received relevant professional development in 2017.
- The Pedagogical Framework has been implemented. Our staff have refined their skills through continued reflection against the range of agreed key pedagogical practices.
- Data collection and collation has been refined through the use of One School.
- Our "Full Uniform with Pride" policy has continued within a heightened sense of school pride.
- Our students participated in Science, Dance and Art Classes, working with specialist teachers.

Future Outlook

- We look forward to continuing to build on our strong community ethos, ensuring that Patricks Road moves into each successive year with positivity and optimism.
- Review school-wide, collection, analysis and discussion of systemically collected data from student outcomes.
- School-wide focus on our Explicit Improvement Agenda of Reading and Writing:



Writing: Goals:-

1. Children write with a purpose, demonstrating a deep understanding of text types.
2. Writing that is deliberately and knowledgeably crafted, according to text type and audience.
3. Students write daily at a sentence and paragraph level.
4. Consistent knowledge and use of whole-school writing processes for any text type.
5. Students are given opportunities to demonstrate creativity and develop a love of writing.

Reading Goals:-

1. Children read for a range of purposes across all areas of the curriculum.
2. Daily reading groups focus on a specific current reading strategy.
3. Reading is explicitly taught using the gradual release model (modelled, shared, guided and independent)
4. Reading strategies are taught and applied across all KLAs
5. Students are given opportunities to read independently and develop and share their love of reading.

- 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.
- Provide Professional Development around STEAM.
- 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.
- Continues to enhance dedicated curriculum delivery through specialist teachers of Science, Art, Dance and through the provision of two languages; German and Indonesian.

Our School at a Glance

School Profile

Co- educational or single sex:	Co-educational
Independent Public School:	No
Year levels offered in 2018:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	704	350	354	13	98%
2016	750	382	368	13	98%
2017	762	382	380	16	98%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Students at Patricks Road are predominantly from suburban, middle class households, white Caucasian, and speak English as their first language. There are a few students of Aboriginal descent. Many families have dual incomes. Most Patricks Road students begin and complete their primary education on this campus.

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.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	24
Year 4 – Year 6	27	27	26

Curriculum Delivery

Our Approach to Curriculum Delivery

- Our Explicit Improvement Agenda is centered around Reading and Writing
- We implement data and research driven planning and pedagogical practices
- Teachers participate in collaborative planning, assessment, moderation and goal setting across the cohort and at an individual student level through data meetings
- Teachers take collective and 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, Band and Choir 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 for Years 5 – 6
- . Strong, visible Chaplaincy program to assist families and students
- . Performing Arts, including Dance lessons with specialist teachers
- . Artist and Scientist in Residence programs
- . Lunchtime clubs including Dance Club, Science, Lego, Robotics, Coding and Chess Club
- . Opportunities for service to the community through charitable activities, run mainly through the Student Council
- . Discos for Senior and Junior students
- . School fete; biannually
- . Art show; biannually

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 attended professional development,
- each of our classes has a pod of iPads,
- two computer labs are in operation,
- every class has access to interactive boards or projectors for teaching,
- the school has several sets of robots for classroom or lunchtime club use, and
- some of our students use assistive technologies for support in classrooms.

Social Climate



Overview

Courageous, Creative and Active learners, is the school vision.

- TARGET values – Tenacity, Acceptance, Respect, Gratitude, Excellence and Teamwork have been in place for many years and have become familiar common language throughout the school. These values are supported by a classroom program that emphasises values; students are explicitly taught to take responsibility for their behaviour. Parents are an integral part to the success of this program.

- Students and families at risk or those experiencing hardship can access the Chaplaincy program. Students who need support can participate in programs such as Seasons for Growth, Friends, Girls Getting Along, Unlimited, Drum Beat, etc. aimed at 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, a school-wide art show, 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			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	97%	97%
this is a good school (S2035)	100%	97%	99%
their child likes being at this school* (S2001)	100%	97%	98%
their child feels safe at this school* (S2002)	100%	98%	97%
their child's learning needs are being met at this school* (S2003)	96%	96%	92%
their child is making good progress at this school* (S2004)	99%	96%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	95%	91%
teachers at this school motivate their child to learn* (S2007)	97%	95%	93%
teachers at this school treat students fairly* (S2008)	95%	96%	92%
they can talk to their child's teachers about their concerns* (S2009)	99%	94%	95%
this school works with them to support their child's learning* (S2010)	97%	93%	93%
this school takes parents' opinions seriously* (S2011)	95%	90%	93%
student behaviour is well managed at this school* (S2012)	96%	96%	89%
this school looks for ways to improve* (S2013)	99%	98%	97%
this school is well maintained* (S2014)	95%	97%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	98%	100%
they like being at their school* (S2036)	98%	90%	97%
they feel safe at their school* (S2037)	99%	95%	97%
their teachers motivate them to learn* (S2038)	97%	97%	99%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	97%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	94%	95%	91%
they can talk to their teachers about their concerns* (S2042)	96%	92%	91%
their school takes students' opinions seriously* (S2043)	89%	89%	96%
student behaviour is well managed at their school* (S2044)	93%	87%	90%
their school looks for ways to improve* (S2045)	100%	96%	98%
their school is well maintained* (S2046)	99%	93%	97%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	100%	98%
they feel that their school is a safe place in which to work (S2070)	94%	100%	94%
they receive useful feedback about their work at their school (S2071)	92%	97%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	96%	94%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	97%	98%
student behaviour is well managed at their school (S2074)	98%	97%	79%
staff are well supported at their school (S2075)	92%	94%	82%
their school takes staff opinions seriously (S2076)	84%	93%	79%
their school looks for ways to improve (S2077)	98%	97%	98%
their school is well maintained (S2078)	87%	90%	94%
their school gives them opportunities to do interesting things (S2079)	86%	97%	86%

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

Respectful Relationships Programs

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

Younger students are taught the High 5; 1) Ignore the behavior, 2) Walk away from the situation, 3) Talk friendly; "Stop it. I don't like it", 4) Talk firmly "Stop it or I'll report it", and 5) 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.

In 2017 Bravehearts attended the school and put on a performance for children in Prep Year – Year 3 that provided personal safety education based on empowering an individual with both the knowledge and strategies to keep as safe from harm as possible.

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

Health education

The school has developed, implemented, assessed and reported to parents regarding programs that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	8	5	15
Long Suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 2017. 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. Aluminum cans are collected and recrafted into aluminum seating for children during breaks.

During 2016, the P&C installed air conditioning throughout the school and subsequently, smart remotes have been installed and teachers are actively encouraged not to use air conditioning 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
2014-2015	166,095	1,450
2015-2016	170,954	1,211
2016-2017	179,603	

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	51	24	<5
Full-time Equivalents	45	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	5
Bachelor degree	43
Diploma	6
Certificate	8

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*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 2017 were \$63,592.00

The major professional development initiatives were as follows: Reading, writing and digital technologies.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2017.

Performance of Our Students

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
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).	95%	94%	92%

*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 2017 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
2015	96%	96%	96%	95%	95%	95%	95%						
2016	95%	95%	96%	95%	94%	95%	95%						
2017	96%	95%	96%	95%	95%	95%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is

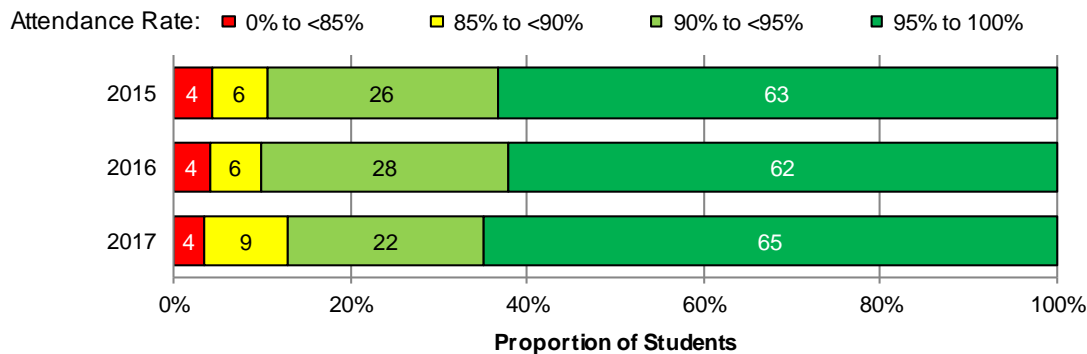
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12

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 Department of Education 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 most 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 or use QParents via an app if their child is ill or at 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 regularly.

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

NAPLAN

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 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.