



Patrick Estate State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	816 Mahon Road Patrick Estate Via Lowood 4311
Phone	(07) 5426 1229
Fax	(07) 5426 2113
Email	principal@patrickestatess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Craig Marshall

From the Principal

School overview

Patrick Estate State School is located in the Brisbane Valley. Our two teacher school offers small class sizes with individualised programs catering for diversity and excellence. Patrick Estate State School is committed to developing young citizens who are culturally sound, high achieving, healthy, active, ICT literate, cooperative and socially prepared. Our staff work closely with the Parents and Citizens Committee and members of the community to create a sense of family with support. Excursions and camps are organised each term to expose students to experts and rich learning experiences. Our small school is well resourced with the newest of resources. Staff update skills and work collaboratively with like schools to ensure consistency and maintain high levels of expectations. Our NAPLAN results are consistently above the national benchmark. Our school community supports local and international charitable events setting moral guidance for future generations. Our small school is located 5 minutes drive from Lowood or Coominya set in lush fields of farming. Patrick Estate State School - small school, BIG achievers!!

Patrick Estate State School's school values:

P- Pride: At Patrick Estate we take pride in our work, appearance and school.

E- Engaged: Students are encouraged to 'engage' in all facets of their learning.

S-Supportive: As a school community we support and assist others when we can.

S-Strive: Students strive towards achieving their best.

School progress towards its goals in 2018

Patrick Estate State School is a small school situated in the Somerset Council region. We provide for all our students through the implementation of a differentiated Australian curriculum, and innovative pedagogy that is developed on the basis of quality education research.

Our School's Vision for 2018 was:

- Reading = Knowledge
- Students Working in the Digital World
- Every Day Counts
- Be the Best You Can Be

100% active learning, in every classroom, by every child, every moment, every day.

Our school values the input from the whole school community. We are always working at providing frequent communication, developing learning partnerships, fostering community collaboration, consultative decision-making and encourage participation to achieve the best learning outcomes for all students. As a small school we are very active in the outer community. In 2018 we participated in sports days, academic competitions, the Lowood Show and continued to hold our community Art Show.

Every school has a story. Patrick Estate State School's story is always about a whole school community working together to achieve the best for all students who attend our school.

Future outlook

Priority	Strategy
1. Implement the Australian Curriculum.	<ul style="list-style-type: none">• Continued implementation of Australian Curriculum• Adjusted pedagogy to suit multi-age classes• Differentiated to support all learners
2. Reading, Writing, and Numeracy	<ul style="list-style-type: none">• Use Early Start materials across Prep to Year 1 to inform teaching, learning and resourcing, and to track progress• Implementation of the schools reading program.• Employ and train a teacher aide to work with individuals/small groups of students to implement 'response to intervention'

	<p>programs based on Speech-Language goals for students (I4S).</p> <ul style="list-style-type: none"> Selected students to participate in the BSDE 'BOOSTER – Numeracy' project to boost the confidence and achievement of students who could reach the upper two bands (I4S).
3. Implement whole school pedagogical practices respective to the learning areas.	<ul style="list-style-type: none"> Implemented and consolidated researched based pedagogical framework. Continued the whole school focus of the teaching strategy of 'Explicit Instruction'. Further build teacher capability in consistently using 'The 16 elements of explicit instruction' in their classroom practice. Continue to provide in-school/cluster professional development around Explicit Instruction.
4. Coaching and Feedback	<ul style="list-style-type: none"> Continue to embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.
5. Using data to inform teaching practice.	<ul style="list-style-type: none"> Review student data on a 5 week cycle to identify current achievement level, determine future learning needs, teach to these needs, re-assess effectiveness and embark on next learning cycle.
6. Develop Instructional Leadership with a focus on workforce performance.	<ul style="list-style-type: none"> Principal continued to work collegially with school principals in the region to implement actions to further develop staff capacity.
7. Develop productive partnerships with students, staff, parents, and the community.	<p>Ongoing,</p> <ul style="list-style-type: none"> Continued focus on establishing a culture that the whole school community play a part on developing a child. – School Vision: 'Patrick Estate Learning Community'. Collaborate with key stakeholders from cluster schools to develop a learning partnership that promotes student learning and high expectations for success.
8. Improve School Performance	<p>Ongoing,</p> <ul style="list-style-type: none"> Continued to imbed a Whole School Literacy Block. Continued to imbed Whole School Spelling Program – Sound Waves. Continued to imbed STARS and CARS reading comprehension program. All teaching staff provided professional development in the areas of teaching practice and visiting schools demonstrating best practices in the areas relevant to Patrick Estate SS improvement agenda.

During 2018, Patrick Estate State School's Vision is:

- Reading to Learn
- Students working in the Digital World
- Writing to Communicate
- Be the Best You Can Be

Our School Improvement Priorities for 2018

- Work with a researched based model for the teaching of writing (Research of Sheena Cameraon)
- Imbed a consistent school-wide teaching practice (Sound Waves Phonological Approach) regarding the teaching of spelling.
- Build processes that enable the school to respond to student progress towards benchmarks and targets.
- The staff will be provided Professional Development to work with a student case management process based on the research – Putting Faces on the Data (Sharrat & Fullen)

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	36	37	42
Girls	16	16	21
Boys	20	21	21
Indigenous	5	3	7
Enrolment continuity (Feb. – Nov.)	75%	89%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

80% of the student population bypass other schools to make Patrick Estate State School their 'school of choice'. Our students are from rural or small townships. 20% of the student body have an aboriginal background. The schools position on being a compassionate understanding and supportive school, continues to attract much needed enrolment numbers. Our school caters

for the high transient nature of our school community by providing both social and academic intervention and transition for new students to assure them that this is a safe place for them to be a successful learner.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	18	19	21
Year 4 – Year 6	16	18	21
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Patrick Estate State School we offer a curriculum that is engaging, supportive and innovative. This is achieved through:

- Explicit teaching model based on research
- Whole School Literacy Block
- Mathematics taught and assessed with a real world connectedness
- Technology enabled learning
- Differentiate programs throughout the curriculum
- Rigorous Visual Arts Program

Co-curricular activities

- Art Show – Whole School Community Art Show
- Interschool Sport Gala Days (Speed Soccer, Austag Rugby League, Cross Country, Swimming and Athletics)
- Aboriginal and Torres Strait Islander Day
- Footsteps Dance Program
- Swimming Program (Whole School)
- Instrumental Music
- Book Week – including character parades
- Learning Experiences Day – The Arts and Technology day
- Lowood Show
- Science Week
- Premiers Reading Challenge
- Readers Cup Challenge
- Community Events – ANZAC Day Services
- Active links with Federal, State and Local Politicians
- Camp
- Mothers and Father's Day Celebrations
- Incursions
- Student Leadership opportunities

How information and communication technologies are used to assist learning

At Patrick Estate State School we place a strong emphasis on using Information and Communication Technologies (ICT's) in our teaching and how the students demonstrate their learning. ICT's allow teachers to vary the learning pathways to enable students to show their differentiated learning styles and abilities. In our classrooms we provide:

- SMARTBOARDS (Interactive White boards)
- Microsoft operated desktops and laptops
- iPad tablets and applications to assist learning
- Digital still and movie cameras
- Teachers provide online learning experiences with the use of virtual classrooms and ed studios

Social climate

Overview

The social climate of Patrick Estate State School is an active and supportive place to learn. The social climate is worked on every day through teaching the students the skills that demonstrate the three school expectations of 'Be Respectful, Be Safe and Best Effort'. These expectations are the basis of the school Responsible Behaviour Plan for Students. Data and incidents are recorded and analysed on a regular basis, and action is always taken when required. Our school communicates on a regular basis the importance of the role school community members play and demonstrate. These expectations are provided through the departments 'Code of School Conduct'.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	DW
• this is a good school (S2035)	100%	100%	DW
• their child likes being at this school* (S2001)	100%	100%	DW
• their child feels safe at this school* (S2002)	100%	100%	DW
• their child's learning needs are being met at this school* (S2003)	100%	100%	DW
• their child is making good progress at this school* (S2004)	100%	100%	DW
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
• teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
• teachers at this school treat students fairly* (S2008)	100%	100%	DW
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
• this school works with them to support their child's learning* (S2010)	100%	100%	DW
• this school takes parents' opinions seriously* (S2011)	100%	100%	DW
• student behaviour is well managed at this school* (S2012)	100%	100%	DW
• this school looks for ways to improve* (S2013)	100%	100%	DW
• this school is well maintained* (S2014)	100%	100%	DW

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	86%	100%	86%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	92%	100%	88%
• their teachers expect them to do their best* (S2039)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	85%	100%	88%
• teachers treat students fairly at their school* (S2041)	86%	100%	86%
• they can talk to their teachers about their concerns* (S2042)	86%	100%	100%
• their school takes students' opinions seriously* (S2043)	71%	100%	86%
• student behaviour is well managed at their school* (S2044)	77%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	86%
• their school is well maintained* (S2046)	85%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	83%	86%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

The school works to enhance student learning and wellbeing by partnering with parents and families, other education centres and community organisations. The school promotes the P&C Association as an effective body to support the school and through the use of fortnightly newsletters and Facebook updates we work to encourage parents to attend Parade and be involved in the P&C. The school actively works to engage positively within the community, ensuring regular and effective communication with parents and careers. The school regularly consults with the community on the achievement of improved student outcomes, targets and strategic priorities.

Respectful relationships education programs

Through the implementation of the Positive Behaviour Learning and social skills program, Patrick Estate State School aims to optimise the social, emotional, behavioural and academic outcomes of students. With a focus on developing the attributes for success and well-being, the school promotes the 5 Keys of Confidence, Persistence, Organisation, Getting Along and Resilience and the values of respect for self, others and the school.

The Respectful relationships education program is a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. This is done through challenging attitudes about violence and gender construction known to lead to violence while also supporting students to develop pro-social behaviours that lead to equitable and respectful relationships. A strengths-based approach underpins the development of respectful relationships knowledge and skills.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	4	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Patrick Estate State School installed solar panels in 2014 to reduce the school's environmental footprint. The school relies solely on rain water and has a bore and tanks for the collection and pumps for the distribution of water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	19,745	15,698	25,085
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	8	0
Full-time equivalents	2	4	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	4

*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 2018 were \$7654.69.

The major professional development initiatives are as follows:

- Principals conference
- First Aid training
- Literary solutions
- Developing an effective writing program
- Guided reading PD
- Ipswich Branch Retreat
- NCI training
- Seven steps to writing
- Principal Symposium
- Pillar day P-2
- CLC Prep
- QASSP state conference
- Band 5-7 Alliance meeting
- Supporting students to edit their writing

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	91%	89%
Attendance rate for Indigenous** students at this school	84%	95%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	90%	91%	84%
Year 1	86%	82%	92%
Year 2	93%	87%	91%
Year 3	87%	96%	92%
Year 4	92%	93%	92%
Year 5	93%	96%	84%
Year 6	87%	95%	92%

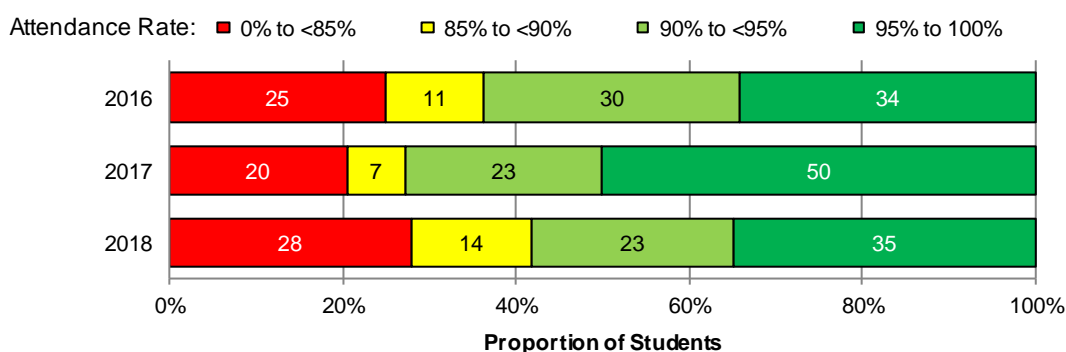
Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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.

Patrick Estate State School staff mark the roll twice a day. The roll is marked electronically on One School. A staff member is in charge of monitoring absences and consults twice a week with the principal. The school contacts parent / caregiver on the third consecutive day of a student absence. Contact is recorded on One School. Every case is individually considered and handled sensitively by staff. At every contact with parent / caregiver the staff emphasize the message that 'Everyday Counts' in education.

Where required, the principal will meet with parent / caregiver to highlight absenteeism concerns and will discuss with parents how the school can assist if possible.

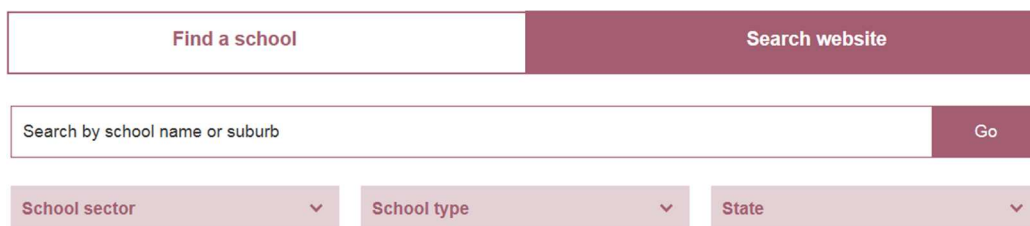
We require parents / caregivers to communicate reasons for student absences. All reasons are monitored and justified whether the reason is an acceptable reason for absence, and is recorded on the One School system. Letters requiring reasons for unexplained absences and compulsory school letters are sent home when required.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.