



Learn to Live

Patrick Estate 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*



Contact Information

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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!!

Principal's Foreword

Introduction

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 2016 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 2016 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.

School Progress towards its goals in 2016

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' programs based on Speech-Language goals for students (I4S).• 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.	Ongoing, <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	Ongoing, <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.

Future Outlook

During 2017, 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 2017

- 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 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	41	19	22	8	79%
2015*	32	12	20	6	69%
2016	36	16	20	5	75%

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.

** 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	17	19
Year 4 – Year 7	11		
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

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 everyday 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	100%
teachers at this school motivate their child to learn* (S2007)	91%	100%	100%
teachers at this school treat students fairly* (S2008)	73%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	100%
this school works with them to support their child's learning* (S2010)	91%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	73%	100%	100%
student behaviour is well managed at this school* (S2012)	73%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

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%	100%
they like being at their school* (S2036)	100%	100%	86%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	92%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	85%
teachers treat students fairly at their school* (S2041)	100%	100%	86%
they can talk to their teachers about their concerns* (S2042)	100%	100%	86%
their school takes students' opinions seriously* (S2043)	82%	100%	71%
student behaviour is well managed at their school* (S2044)	100%	100%	77%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	85%
their school gives them opportunities to do interesting things* (S2047)	91%	86%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	100%	DW	DW
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)	100%	100%	83%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016

'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 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.

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	8	3	9
Long Suspensions – 6 to 20 days	0	0	0
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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	21,059	0
2014-2015	15,057	
2015-2016	19,745	

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	6	<5
Full-time Equivalents	3	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	
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 \$4412.88

The major professional development initiatives are as follows:

- Principals conference
- First Aid training
- Teaching of Reading PD
- Leadership training
- One School finance training
- Beginning Teachers workshop
- Reading workshop
- QASSP conference

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.	98%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 59% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	87%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	89%	84%

*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%.

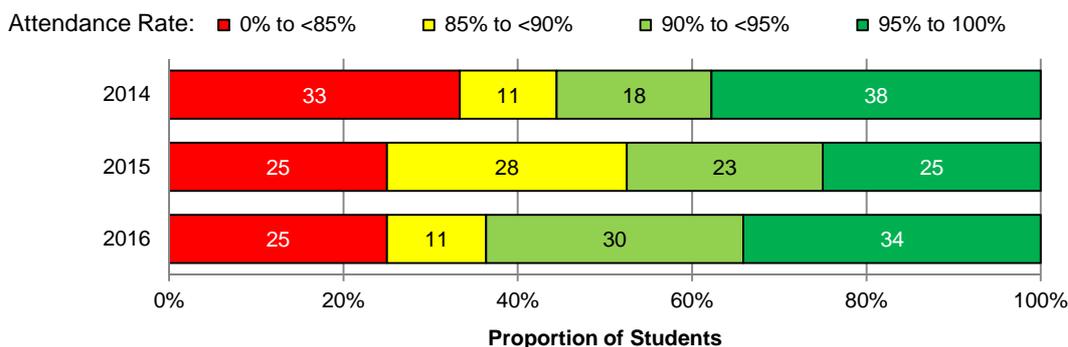
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	85%	85%	74%	88%	82%	95%	99%	87%					
2015	91%	89%	92%	86%	88%	84%	90%						
2016	90%	86%	93%	87%	92%	93%	87%						

*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.

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 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.

Find a school

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Non-government

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