

Patrick Estate State School

Queensland State School Reporting

2013 School Annual Report



Learn to Live

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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Scott Medford (Acting Principal)

Principal's foreword

Introduction

At Patrick Estate State School we provide high quality education that makes a positive difference to the lives of all our students. We equip our students for the future to enable them to contribute socially, economically and culturally in society. Patrick Estate State School is committed to:

Developing Respect and understanding – treating each other, our students, our parents and our clients with respect and understanding

Developing Partnerships – working in partnership with families, communities, community organisations, industry, government agencies, and education and training providers to prepare young people for life

Understanding diversity and inclusiveness – recognising and valuing diversity in our schools and workplaces and promoting inclusiveness in our everyday practices so that all Queenslanders can participate and succeed in education and employment

Developing leadership and accountability – demonstrating leadership by being responsible and accountable members of the community

Professionalism and personal ethics – acting with professionalism that is based on sound ethical behaviour

Patrick Estate State School is committed to improve in the following areas for 2013:

Improving Educational outcomes for all students through explicit teaching

ICT infrastructure and inclusion by delivering the curriculum and teaching through differentiate practice

Early intervention and support from external agencies

Developing a supportive and safe learning environment for all students

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School progress towards its goals in 2013

This report contains a snapshot of achievement for Patrick Estate State School and identifies areas for improvement in student learning outcomes through changes to school programs, curriculum implementation and teacher development. Reading and numeracy improvements remain a priority. During the school year the staff have continued to develop school based programs around the teaching of reading and the teaching of mathematics. As a school we have continued to work with the parent community to assist us in developing a student centred learning environment. The teachers have continually participated in professional development to further develop their teaching. Explicit Instruction, Formative Assessment and Differentiation strategies continue to provide success and improvements for all students.

Future outlook

Due to the small cohorts of children in each year level, data from one year level to the next may vary significantly and may not always be a true reflection of the schools' performance. As a result of small cohorts of children in each year level, early detection and intervention can be implemented to support children who may be at risk. Individual learning plans (ILP's) are created to support the learning needs of all students. All teachers regularly reflect and evaluate whole school programs relating the Australian National Curriculum and the curriculum outlined by the Queensland Studies Authority. Whole School programmes such as English, Maths, Science, and History are currently being implemented and will be reviewed on a regular basis. During 2013 the school implemented its pedagogical framework couched in research and supported by an articulate and calendared whole school curriculum and diagnostic assessment framework. As a school we have witnessed an improvement in student engagement and teacher satisfaction with these significant changes in teaching practice. We look forward to further embedding these practices and individual student success in 2014.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	28	15	13	77%
2012	45	20	25	80%
2013	35	18	17	79%

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

Characteristics of the student body:

Patrick Estate State School enrolments rely heavily on the 'good nature' and reputation around the Lowood District. More than 80% of the student population bypass other small and large schools to attend Patrick Estate SS. The school morale and public representation is very important in attracting the much needed enrolment numbers. We are pleased that attendance of enrolled students remains high. Our school is catering for this turnover of students by ensuring quick assessment and relevant support intervention when required. We look forward to the commencement of 2014 as we are enrolling our largest cohort of prep students.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	9	12	13
Year 4 – Year 7 Primary	17	23	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	19	22
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

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

- Explicit teaching model based on research
- Literacy block with a focus on oral language development in Prep-3
- Differentiated programmes
- Teaching Life skills essential for developing good citizens
- Implementing the Australian National Curriculum supported by Curriculum in to the Classroom (C2C) documents

Extra curricula activities

- Readers Cup Challenge
- Premiers Reading Challenge
- Fire Education Programme
- Vegetable Garden Programme
- Book Week
- NAIDOC Week
- Science Week
- Learning Experiences Day
- Literacy and Numeracy Week
- UNSW English and Mathematics Testing
- Interschool sport gala days (Speed Soccer, Ozttag Rugby League, Tee-Ball and AFL)

How Information and Communication Technologies are used to assist learning

At Patrick Estate SS we place a strong emphasis on using ICT's our teaching an in our students learning. Every classroom has an interactive Smartboard, digital video camera, digital cameras, iPods, iPads, digital microscope, kindle e-Readers, digital microphones; the school is also equipped with wireless technology and 25 laptop computers that can be utilised in a variety of flexible ways.

Teachers, staff and students use all of the technologies to assist the learning every day. The school has purchased site licences for a variety of resources that enhance teaching and learning. Our school is very proud of the integrated use of technologies throughout the school.

All teachers utilise the Education Queensland's site 'The Learning Place' to assist in the development of learning opportunities.

ICT's are used in the classroom through the use of Interactive White Board (IWB), Digital cameras – recording student work, filming, capturing activities, Virtual classroom (a classroom for students and parents to access 24/7).

The teachers at the school priorities the integration of ICTs' into their planning. Lessons and assessments are designed to give students the opportunity to demonstrate their developing ICT skills. This allows students to be catered for with respect to their individual progress. During 2012 significant professional development has been undertaken by staff in the implementation and management of iPad technology to support our inclusive classrooms.

The use of ICT's is a strong component in delivering the curriculum at Patrick Estate SS. This is an area in which we are committed to further developing and making part of the school pedagogical framework in 2013.

Social climate

Patrick Estate State School enrolments rely heavily on the 'good nature' and reputation around the Lowood District. More than 80% of the student population bypass other small and large schools to attend Patrick Estate SS. The school morale and public representation is very important in attracting the much needed enrolment numbers.

We are always reviewing the Supportive School Environment Policy/plan with a heavy focus on rewarding positive behaviour and implementing a values/social education programme into the school curriculum. Our school has a Chaplain that attends the school once a week and is on call for any major student, parent or staff needs. The Chaplain provides pastoral care for members of the school community.

In the 2013 School Opinion Survey the school has made significant improvement in parent and student satisfaction in how schooling is conducted and behaviour is managed at Patrick Estate State School.

As a school community we support Education Queensland's Code of School Behaviour Policy and continue to support our community in modelling the expectations outlined in this document. In 2014 the school will undergo a review of its Responsible Behaviour Plan for Students.

Parent, student and staff satisfaction with the school

During 2013 the school had an opportunity to embed many whole school programmes and foster the positive relationships with its school community. The satisfaction levels of Parents, Staff and Students continue to be relatively high and in some areas shown an improvement. As a school we continue to work very hard to ensure parents are satisfied with all aspects of school. We do this by speaking daily with parents, seeking feedback from kids and parents on particular topics, addressing issues that dominate parent/kids discussions. We aim to create a school where not only are the parents satisfied but they are also proud and happy to spread the good work that is going on in the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	83%	87%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	94%	93%
their child feels safe at this school* (S2002)	100%	93%
their child's learning needs are being met at this school* (S2003)	83%	93%
their child is making good progress at this school* (S2004)	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%
teachers at this school motivate their child to learn* (S2007)	83%	87%
teachers at this school treat students fairly* (S2008)	72%	87%
they can talk to their child's teachers about their concerns* (S2009)	94%	93%
this school works with them to support their child's learning* (S2010)	89%	100%
this school takes parents' opinions seriously* (S2011)	82%	100%
student behaviour is well managed at this school* (S2012)	65%	93%
this school looks for ways to improve* (S2013)	94%	93%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	89%	92%
they feel safe at their school* (S2037)	94%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	85%
teachers treat students fairly at their school* (S2041)	89%	85%
they can talk to their teachers about their concerns* (S2042)	88%	75%
their school takes students' opinions seriously* (S2043)	78%	67%

Our school at a glance

student behaviour is well managed at their school* (S2044)	78%	77%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	82%	92%
their school gives them opportunities to do interesting things* (S2047)	89%	83%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Patrick Estate State School parents are highly encouraged to be involved with their child's education. Parents are invited to participate in the school's Support-A-Reader program and assist where they can. Our schools grounds and tuckshop are managed and maintained by parent volunteers in respect to the schools vision and department policies. Our school's very active Parents & Community (P&C) Association supports the school's improvement agenda. The P&C supports the principal's vision of having a strong, safe and supportive learning environment. They do this through hosting such events as the NAPLAN breakfast. This is held annually for all kids in the school in the week of NAPLAN.

Parents are invited to attend end of term presentations/performances, special school parades, award ceremonies, ANZAC and Remembrance Day ceremonies, sports carnivals and cultural activities. Parents attend twice a year parent teacher interviews with child to discuss progress and goal setting for next semester.

Reducing the school's environmental footprint

In 2011 the school was fitted out with Solar panels installed on the administration building roof. The panels are serviced annually to maintain efficient performance. Students are taught to monitor the usage of power in the classroom (e.g. turning lights, fans and air conditioners off when leaving the room) and monitor outdoor taps for leaks. There was a slight increase in power consumption in the 2013 calendar year as a result of using a third classroom to provide another learning space to support students' needs. We continue to plant native trees every year for National tree Day. The school has installed raised vegetable gardens. Teachers use these to enhance learning outcomes for students in the area of environmental sustainability and science. All grounds improvements have been made with the aim of low water usage and maintenance. The school is fully serviced by our own bore water and rainwater tanks. The school uses recycled materials where ever possible.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	14,210	0
2011-2012	15,450	0
2012-2013	19,330	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

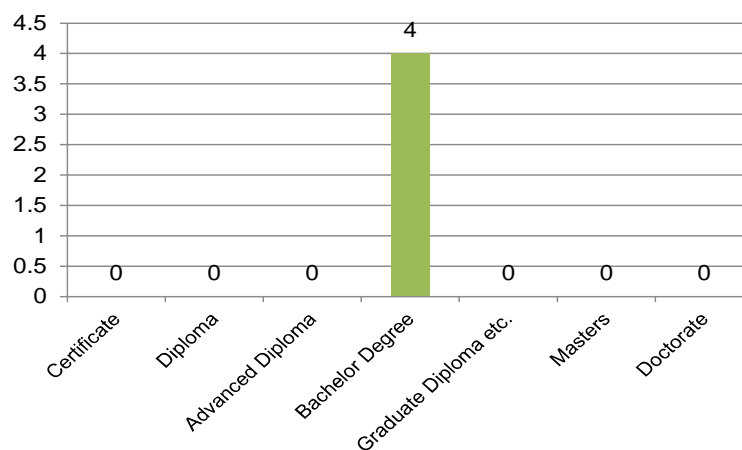
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	2.5	2	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	4



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$2909.79. The proportion of the teaching staff involved in professional development activities during 2013 was 100 %. The major professional development initiatives are as follows:

Mentoring and Coaching

Professional Observation of Best Practice (School visits of High Performing schools in our region)

Research Based Professional Development relating to Pedagogy (Research Study: Anita Archer & Charles Hughes – Explicit Instruction / Jim Knight – High Impact Instruction)

Principal Leadership Programmes

Embedded Formative Assessment by researcher Dylan Wiliam (Melbourne, Victoria)

iPad Training

Whole School Grammar Program Training

Professional Development relating to the area of Special Needs Education

Average staff attendance

	2011	2012	2013
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Staff attendance for permanent and temporary staff and school leaders.	95%	92%	96%
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Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

Our staff profile

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	91%	88%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

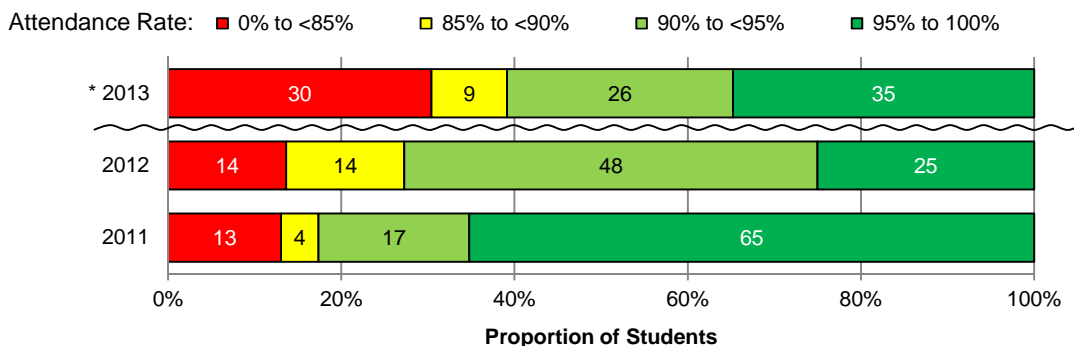
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	96%	97%	94%	98%	90%	95%	98%					
2012	91%	84%	92%	96%	93%	93%	93%					
2013	83%	83%	88%	92%	DW	90%	91%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Patrick Estate State School staff mark the roll twice a day. The roll is marked electronically on the Education Departments One School site. The school contacts parents after 3 days of non attendance and no contact. After contact is made we adjust the role as necessary. Contact is recorded on One School. Every case is individually considered and handled sensitively by staff. At every contact with parent /caregiver the staff emphasise that 'Every Day counts'. Where required the principal meets with parent / caregiver and highlights the days absent from school and summarises the total amount of days absent with loss of learning at school.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Our Aboriginal students perform close to our non-indigenous students. Attendance data at school is often affected by factors outside their control however this has shown improvement recently. At Patrick Estate SS it is one of our priorities to continue fostering productive partnerships with our Aboriginal community to ensure the continued progress we have made with our students.