

# Patrick Estate State School (1486)

## Queensland State School Reporting

### 2012 School Annual Report



Learn to Live

Postal address	816 Mahon Road Patrick Estate Via Lowood 4311
Phone	(07) 5426 1229
Fax	(07) 5426 2113
Email	the.principal@patrestass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> 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 dignity** – treating each other, our students, our parents and our clients with respect and dignity

**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 2012:

Improving Educational outcomes for all students through explicit teaching

ICT infrastructure and inclusion in curriculum and teaching

Early intervention and support from external agencies

Developing a supportive and safe learning environment for all students

### School progress towards its goals in 2012

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 embarked on developing school based programs around the teaching of reading and the teaching of number in 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. Differentiation strategies have been very successful and continued improvements for students at risk can be seen.

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook

Patrick Estate State School has had a history of achieving positive learning outcomes in the areas of academics, sporting and extra curricula. 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 programs such as English, Maths, Science and History are currently being implemented and will be reviewed on a regular basis. We are developing an Assessment culture throughout the school starting with a whole school assessment framework, supported by researched based implementation of formative and summative assessment.

# Our school at a glance

## School Profile

### Record:

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	29	12	17	71%
2011	28	15	13	77%
2012	45	20	25	80%

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. As a result of the floods in 2011, our school has had a high turnover of students and families in the past 12 – 18 months. We are pleased that attendance of enrolled students maintains high. Our school is catering for this turn over of students by ensuring quick assessment and relevant support intervention is required.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	11	9	12
Year 4 – Year 10	20	17	23
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		1	19
Long Suspensions - 6 to 20 days		0	0
Exclusions		0	0
Cancellations of Enrolment		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 of English and Maths
- Differentiated programs
- Teaching Life skills essential for developing good citizens
- Implementing the Australian National Curriculum supported by Curriculum in to the Classroom (C2C) documentation from 2012.

### Extra curricula activities

- Choir
- Readers Cup Challenge
- Premiers Reading Challenge
- Fire Education Program
- Vegetable Garden Program
- Book Week
- NAIDOC Week
- Science Week
- Literacy and Numeracy Week
- UNSW English and Mathematics Testing
- Interschool sport gala days (Netball, soccer, volleyball, T-ball)
- Leukaemia World's Greatest Shave for a Cure

### How Information and Communication Technologies are used to assist learning

ICTs are used in every aspect of school life. Every classroom has an interactive Smartboard, digital video camera, digital camera, 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, Pro Bots (teaches kids to use direction whilst introducing basic programming application), Virtual classroom (a classroom for students and parents to access 24/7).

The teachers at the school prioritise the integration of ICT's 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.

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.

## Social climate

Patrick Estate State School enrolments rely heavily on the 'good nature' and reputation around the Lowood

## Our school at a glance

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 program 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 2012 School Opinion Survey the school continues to be satisfied with the school.

We have reviewed the school's responsible Behaviour Plan for students and code of school conduct during 2012 and will continue to review it during 2013.

### Parent, student and staff satisfaction with the school

Even with rapidly growing numbers of students in 2012 and the challenges that this brings about, the satisfaction levels of Parents, Staff and Students continue to be relatively high. 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.

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	83.3%
this is a good school	100.0%
their child likes being at this school*	94.4%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	83.3%
their child is making good progress at this school*	94.4%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	88.9%
teachers at this school motivate their child to learn*	83.3%
teachers at this school treat students fairly*	72.2%
they can talk to their child's teachers about their concerns*	94.4%
this school works with them to support their child's learning*	88.9%
this school takes parents' opinions seriously*	82.4%
student behaviour is well managed at this school*	64.7%
this school looks for ways to improve*	94.4%
this school is well maintained*	100.0%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	88.9%
they feel safe at their school*	94.4%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	94.4%
teachers treat students fairly at their school*	88.9%
they can talk to their teachers about their concerns*	88.2%
their school takes students' opinions seriously*	77.8%

## Our school at a glance

student behaviour is well managed at their school*	77.8%
their school looks for ways to improve*	100.0%
their school is well maintained*	82.4%
their school gives them opportunities to do interesting things*	88.9%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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) organisation 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 2012 calendar year and this is a result of the increase in the number of students that were enrolled and the part-time usage of a third classroom. 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 wherever possible.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	17,893	0
2010-2011	14,210	0
2011-2012	15,450	0



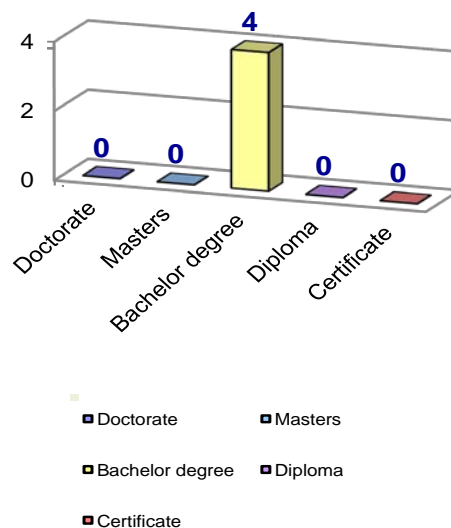
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	2.7	2.2	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	4
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$8884.50.

The major professional development initiatives are as follows:

Mentoring and Coaching

Professional Observation of Best Practice (Fleming Effective Teaching Model – Victoria)

Research Based Professional Development relating to Pedagogy

Whole School Grammar Program Training

Professional Development relating to the area of Special Needs Education

Play is the Way (Behaviour Management)

## Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	92.1%	94.8%	92.4%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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.

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.

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	94%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

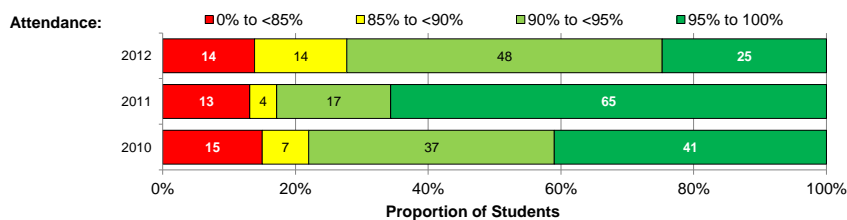
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	96%	DW	92%	92%	86%	96%	96%
2011	96%	97%	94%	98%	90%	95%	98%
2012	91%	84%	92%	96%	93%	93%	93%

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 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/>.

# Performance of our students

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.

## Achievement – Closing the Gap

Our Aboriginal students perform close to or our non-indigenous students. Attendance data at schools 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.