

Patrick Estate State School

Queensland State School Reporting

2015 School Annual Report



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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.
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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 2015 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 2015 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 2015

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. 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'. • Principal continued professional development to consolidate teacher coaching.
3. Using data to inform teaching practice.	<ul style="list-style-type: none"> • Staff meetings incorporated aspects of case management • Principal analysed data to inform teaching practice
4. Develop Instructional Leadership with	<ul style="list-style-type: none"> • Principal continued to worked collegially with school principals in the region to implement actions to further develop staff capacity.

a focus on workforce performance.	
5. 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'
6. 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 2016, 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 2016

- 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 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	35	18	17	2	79%
2014	41	19	22	8	79%
2015	32	12	20	6	69%

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 2015, 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:

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 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	11	20	14
Year 4 – Year 7 Primary	13	11	

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	22	8	3
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.

Curriculum delivery

Our distinctive curriculum offerings

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

Extra curricula 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
- Field Trips – German Ice Skating Trip
- German Tipp Kick Competition
- 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 improve 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

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	87%	91%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	93%	100%	100%
their child feels safe at this school (S2002)	93%	100%	100%
their child's learning needs are being met at this school (S2003)	93%	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)	100%	91%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	91%	100%
teachers at this school motivate their child to learn (S2007)	87%	91%	100%
teachers at this school treat students fairly (S2008)	87%	73%	100%
they can talk to their child's teachers about their concerns (S2009)	93%	91%	100%
this school works with them to support their child's learning (S2010)	100%	91%	100%
this school takes parents' opinions seriously (S2011)	100%	73%	100%
student behaviour is well managed at this school (S2012)	93%	73%	100%
this school looks for ways to improve (S2013)	93%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	92%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	85%	100%	100%
teachers treat students fairly at their school (S2041)	85%	100%	100%
they can talk to their teachers about their concerns (S2042)	75%	100%	100%
their school takes students' opinions seriously (S2043)	67%	82%	100%
student behaviour is well managed at their school (S2044)	77%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	92%	100%	100%
their school gives them opportunities to do interesting things (S2047)	83%	91%	86%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	100%	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%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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

We believe that parents are an integral part of their child's education. We involve parents by:

- Conducting school parades and classroom open days to celebrate learning
- Teachers are accessible at the front of the school and collection area for end of day teacher parent consultation
- Parent Teacher Interviews twice a year
- Parent Teacher meeting to review individual student planning
- Fortnightly Newsletter
- Facebook page for the school to communicate reminders to school community
- P&C Meetings
- Regular meetings between the Principal and P&C President
- Prep transition mornings held each November to prepare future parents and students for starting school

Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	19,330	0
2013-2014	21,059	0
2014-2015	15,057	

*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.

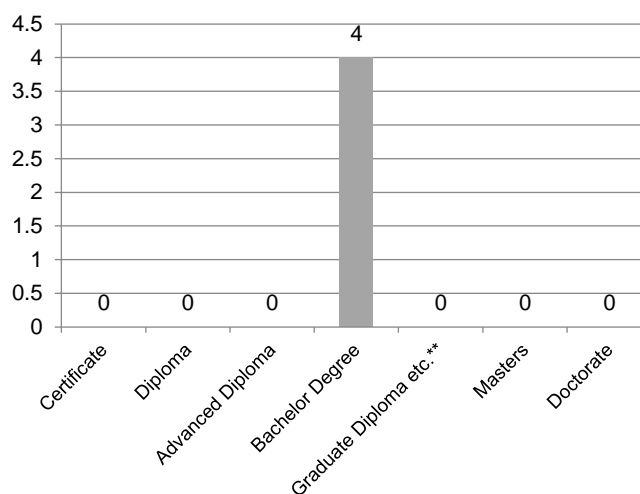
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	<5
Full-time equivalents	3	3	<5

Qualification 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.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$5,314.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	87%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	83%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

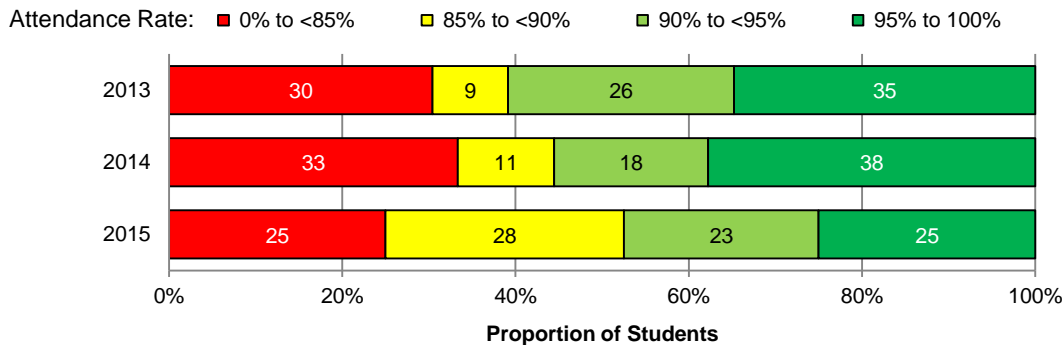
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	83%	83%	83%	88%	92%	DW	90%	91%
2014	85%	85%	74%	88%	82%	95%	99%	87%
2015	91%	89%	92%	86%	88%	84%	90%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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

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Government

Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.