A.B. Paterson College
Annual Commonwealth & State Reporting Document
2010

The A.B. Paterson College website provides a comprehensive representation of the distinctive nature of A.B. Paterson College, its rich history, its diverse academic, pastoral and co-curricular programmes and its links with its community – local to global.

In striving to offer students an education for the 21st century, the Board of A.B. Paterson College has embedded in its constitution that A.B. Paterson College is a Teaching for Understanding school with special links to Project Zero at the Harvard Graduate School of Education, USA. To this end, the College continues to invest significant resources in the professional learning of its staff and the development of work programmes which reflect this framework for teaching and learning. The College was delighted to host the first Australian Teaching for Understanding Conference in 2006.

A.B. Paterson College is an independent co-educational school located at 10 A.B. Paterson Drive, Arundel 4214. Located at the northern end of the Gold Coast, the College was founded in 1991.

A.B. Paterson College is a Prep to Year 12 School and in December 2010 the total enrolment was 1351 students. This enrolment comprised 686 boys (50.8%) and 665 girls (49.2%). The proportion of Indigenous students in the student population was 0.37%. The Gold Coast has a relatively high itinerant population and consequently numbers of students enrolling and departing are higher than is the case in capital cities. Interstate and international immigration and emigration, as well as local people moving to Brisbane contribute to the enrolment pattern of the College.

The A.B. Paterson College Early Childhood Centre, a 74 place centre, is linked to the College and in 2010 catered for children from 15 months to school age.

A.B. Paterson College Vision

A.B. Paterson College aims to be a school developing young men and women of character – leaders now and for the future.

The College strives to achieve this through challenging and supporting students to develop the intellectual character necessary to become passionate about the ongoing pursuit of learning; to have the skills and confidence to succeed in an increasingly complex world; and to become committed to creating positive futures for the good of all through leadership and active participation in their communities.

Mission

To challenge the individual to achieve and to act with purpose and character.
At A.B. Paterson College, curriculum and teaching and learning practice, focus on the individual student. The College bases teaching and learning strategies on the Teaching for Understanding framework (from Project Zero at the Harvard Graduate School of Education, USA). The framework helps students from Prep to Year 12 to think deeply and learn to apply skills and knowledge creatively to new and real life related situations.

Our curriculum is designed on a Prep to Year 12 basis so that students can follow a clear and well planned pathway from their first day of school to graduation. Our Early Childhood Centre for children from 15 months to school age (in 2010) is linked to the College curriculum.

In seeking to cater for the individual student’s talents and needs we offer a wide range of academic, vocational and co-curricular activities from beginner to highly advanced levels. This is achieved through appointing specialist staff, engaging in on-going research projects and frequently reviewing curriculum. Only some of these initiatives, opportunities and activities are highlighted below:

Gifted and Talented programmes based on students’ needs and in consultation with parents: within class extension; acceleration through Advanced English and Mathematics classes in the Junior School, Advanced Mathematics, English and Science classes in the Senior School and through acceleration above the year level in particular courses.

Ongoing development of, and selection of students for the Year 10 Honours Programme occurred in 2010 in preparation for them joining the programme in 2011. The Year 10 Honours Programme which commenced in 2008, was extended to Year 11 in 2009 and to Year 12 in 2010. The programme aims to identify highly gifted students and provide further opportunities for them to accelerate in their subjects and increase their engagement in challenging intellectual pursuits. In 2010, this occurred through such experiences as attendance at workshops on the Gold Coast run by visiting academics who challenged our students to engage in higher order thinking, participation in the Future Problem Solving Program, and the completion of personal research projects under the guidance of mentors who are specialists in their fields.

In June 2010 a team of four Year 11 students represented Australia at the International Finals of the Future Problem Solving Competition held at the University of Wisconsin La Crosse in the USA. This team placed 10th in the Middle Division Global Issues Booklet competition.

Four Honours Programme students from Year 11 were invited to attend the 2010 National Future Problem Solving Competition held at the University of Melbourne.

In 2010 teams comprising Year 9 and Year 8 students competed in the Da Vinci Decathlon. The Da Vinci Decathlon aims to provide a wide range of challenges to students at a higher academic level. The Year 9 team placed first in five of the 10 categories and second in another three categories. The Year 8 team, competing for the first time, performed strongly.

A team of Year 10 Honours students was placed runner-up Champion school in the inaugural Queensland State Philosothon with one of the students being awarded “Best Contributor to philosophical discussion”.

Additional opportunities for Honours Programme students in 2010 included: attendance at the Gifted and Talented Academy Conference, hosting a Gifted and Talented conference for senior students from surrounding schools and attending a seminar with a philosopher.

Links with universities, with our students being mentored by academics in fields of particular talent or interest, including Science.
14 subjects completed by Years 11 and 12 students through the Griffith Connect and Bond University Partnership Programmes.

The opportunity for students to study a subject at Griffith University through the Griff Chem and Griff Phys Programmes – in 2010, programmes were completed at Year 12 level by six College students and at Year 11 level by 26 College students.

In 2010 eight students in Years 11 and 12 studied a subject at Bond University through the Student for a Semester Programme.

Research projects with universities which allow us to contribute to the latest research in best practice. Research with Griffith University resulted in a paper “Exploring the Relationship between Mathematical Modelling and Classroom Discourse” being presented at MERGA (Mathematics Education Research Group of Australasia); research with the Australian Catholic University investigating the use of Calculator Algebra Systems (CAS), their implementation and use to create understanding, continues.

Learning Enhancement provided by our highly qualified staff, including an educational psychologist, trained Special Education and Gifted and Talented teachers, and specialist learning assistants to assist students and their teachers in developing appropriate and challenging learning experiences, and to link with additional outside specialists where necessary. The learning of all College students is supported by this faculty through testing of each student, database recording and teacher access to this data in order to plan the learning of each student.

The use of a phonics-based approach, and focused teaching strategies such as THRASS for teaching reading, spelling skills and handwriting; ongoing training of staff in pedagogical practices such as the use of ability data to inform planning for individual student’s learning and, differentiation of learning to cater for the learning needs of all students.

Ongoing employment of a specialist staff member to head and co-ordinate the College’s Vocational Education and Training Faculty to individualise learning pathways.

Organising educational events for our own and other students from South East Queensland which allow them to work with academics from universities: Innovators of the Future, is a science exploration programme; the A.B. Paterson College Mathematical Modelling Challenge and Forum has a focus on mathematical modelling with a two day challenge at the end of the week, with the Australian Catholic University, the University of Queensland, Griffith University and the University of Melbourne; in 2010 64 students and 16 teachers from four Singaporean schools joined in this programme.

In 2010, eight students and two teachers travelled to Singapore for the inaugural mathematical Modelling Outreach Programme. Three of our students were asked to present their work at the Lee Peng Yee Symposium, hosted by the National Institute of Education (NIE) Singapore.

In 2010, the College had 387 students from Years 4 – 12 compete in the Australian Mathematics Competition. As a result, College students achieved three prizes, one Prudence Award, 14 High Distinctions, 70 Distinctions and 165 Credits.

Annual participation by all Year 11 students in Gold Coast City Australian Business Week (ABW), an intense one week learning experience that involves students (in groups of 10) forming a company, developing a product and marketing that product. Students assume various roles within the company, including managerial roles. College staff and community business professionals mentor students in this project.

Students from Years 7-12 compete in the ASX Schools Sharemarket Game twice a year for a period of 10 weeks. Students are each given an “amount” of $50,000 to invest in the stockmarket with the aim of achieving the greatest increase. Students participate in this game either through their Year 10 - 12 Business classes or through the ASX Club. In 2010, 190 students registered and a Year 10
student attained first place in Queensland in game one and another Year 10 student attained ninth place in Queensland in game two.

Two teams of students from Years 10 and 11 competed in the Bond University Mock Trial Competition. One team won the Grand Final Trophy and Best Team Award for 2010. In this event, students are required to perform a case in front of a judge, with witnesses being examined and cross examined, and Legal Counsel opening and closing their cases. Teams consist of a Senior and Junior Counsel, two witnesses / defendants and an Instructing Solicitor. The teams were coached with the assistance of legal mentors, and provided an intense experience in the legal profession.

A Year 11 student was given the opportunity to participate in the “Junior Observer Programme” offered by the Biggera Waters Community Bank. The student is able to gain an insight into the running of a local public company by attending monthly board meetings and learning about the roles of various public officers.

Of the more than 10,000 students from across Australia who participated in the University of NSW PricewaterhouseCoopers Economics Competition, a Year 12 student was one of four in the State to be awarded a $100 prize; a Year 11 student was one of four in the State to be awarded a $75 prize and a Year 12 student was one of four in the State to be awarded a $50 prize. These three students all achieved at the very high end of the High Distinctions awarded.

In the Queensland Youth Art Awards for 2010 two Year 12 students were awarded Certificates of Excellence (the penultimate award level) and a Year 11 student was awarded the Gold Medallion, the highest award possible.

A Year 9 student was awarded 2nd place for his traditional and modern painting at the Gold Coast Show.

Five students’ work was given the prestigious opportunity of being exhibited in the regional Energies Art Exhibition (non-competitive). Student work is also showcased on the Saatchi Gallery website.

Entry in the 30th Griffith University Languages Speech Contest saw students of Japanese and Spanish achieving 24 medals including 11 gold, 6 silver and 7 bronze medals, and 26 highly commended certificates.

Entry in the 40th Annual Queensland MLTAQ Japanese Speech Contest led to a Year 9 student being awarded 3rd prize.

Japanese Language students from Years 7-12 achieved remarkable success in the ACER Assessment of Language Competence Certificate Program with 15 students attaining High Distinctions and 36 students attaining Distinctions.

Under the patronage of the Spanish Embassy (Canberra), the Languages Faculty holds an annual Languages Public Speaking Competition for students studying Japanese and Spanish in Years 4 to 12. The College students consistently compete at a very high standard.

College teams participated in the Queensland Junior Robo Cup competition and the ICT Young Explorers competition in 2010, and a Year 5 team won 1st place in their age category.

Entry in the ICAS ICT competition saw a Year 8 student win a gold medal for 100% accuracy.

A Year 11 Graphics student was awarded 1st place for his stamp design in the Secondary School National Digital Art Design Contest.

A Year 11 Hospitality student was awarded a gold medal in the Food and Beverage section of the Queensland “Salute to Excellence” schools competition conducted by the Queensland Tourism Industry Council.
Year 10 Physics students entered the QUT Science and Engineering Challenge for Year 10 Physics students. The College achieved first place at the regional finals and then became overall winner at the State Super Challenge. The team then competed in the National Grand Challenge Silver division final and was placed fourth overall.

A team of three Year 10 students was invited to enter the inaugural Junior Youth Physics Tournament in Sydney, where we placed sixth overall. Teams came from schools in Australia, New Zealand, Korea and Singapore.

A senior College student attended the ANZAAS Conference at the University of Sydney. This conference was open to 50 students from Australia and New Zealand.

A Year 10 student was selected to attend the University of Queensland Junior Physics Olympiad in 2010.

Two teams of Year 12 students competed in the International Youth Physics tournament attaining fifth and sixth places overall.

The RACI Chemistry competition saw 150 students from Years 7 – 12 compete and achieve 37 high distinctions, 25 distinctions and 25 credits.

The ICAS Science competition saw 119 students from Years 3 – 12 compete, achieving 10 high distinctions and 44 distinctions.

Students in Year 12 Extension English attended a number of workshops presented by a Griffith University lecturer. They were also able to attend the University and immerse themselves with first year undergraduates in a university lecture.

In 2010, 255 College students from Years 3 – 11 entered the Australasian Schools English Competition. Overall, students received a total of 20 High Distinctions, 60 Distinctions and more than 100 Credits.

The Year 11 Arts Tour to Melbourne and the Year 12 Arts Tour to Sydney gave students an opportunity to visit Art Galleries, attend live theatre performances and attend NIDA workshops, thus enhancing their work in the academic arts and exposing the students to the works of professionals in their fields.

The College’s first European Cultural Tour saw 46 students and 5 staff travel to France, Italy and/or Spain and experience the art, music, history and social culture of these European countries which are so vastly different from the Gold Coast. Students of Spanish were able to develop their language skills during their travels in Spain. A highlight of the tour for the group was attending the Dawn Service at Villers-Bretonneux and reflecting on the experiences of Australian and other troops at the site, so many years ago. Proudly, two College students read the psalm during the service.

Thus, A.B. Paterson College students achieved outstanding levels of success in 2010, including first places, competitions and initiatives. They have embraced the College Motto, Excellence, Care and Commitment with commendable endeavour. Results of individual competitions are published in the weekly newsletter, Illalong, and students’ achievements are recognised and celebrated at College assemblies.
Extra-curricular activities and value adding at A.B. Paterson College

In addition to the Value Adding in academic curriculum (refer to Distinctive Curriculum Offerings and Value Adding at A.B. Paterson College), we believe that a balanced education involves sport and cultural activities to develop a range of skills, attitudes and interests and a broader perspective on life. Students often come to the College knowing they have particular talents, but taking on new activities often reveals surprising ‘hidden’ skills and gifts.

All students from Years 4-12 participate in competitive sport and are also encouraged to participate in at least one cultural activity. Specialist teachers in Prep to Year 3 help children develop gross motor skills, ball skills and co-ordination in physical education, and learn music and movement.

Some of the highlights of co-curricular offerings for A.B. Paterson College students in 2010 are provided below:

- Debating through the Gold Coast Debating Union Competition saw the College field 22 teams with a total of 115 students participating from Years 8 – 12. Two College teams in Year 11 competed against each other in the Grand Final with a Year 10 team also winning their Grand Final.

- The Junior Debating team won the 2010 APS competition.

- Our students continued to participate at a very high level in Public Speaking competitions such as the Lions Youth of the Year, Junior Public Speaking Award, Plain English Speaking Award and Rostrum. A senior student won the Queensland Final of the Lions Youth of the Year Quest with another student qualifying at the Regional Final level.

- In the Rostrum Public Speaking Competition a number of students qualified for the Zone Finals with one student advancing to the Senior Division of the South Queensland Final.

- A College student was regional representative in the Zonta International “Young Women in Public Affairs” Award.

- The A.B. Paterson College Public Speaking Competition which is open to students in Years 4-12 from our own and other schools attracts approximately 900 entries from the region and is supported by skilled public speaking adjudicators with a generous half scholarship to Bond University as the prize for the best Year 12 speaker. A.B. Paterson College students consistently perform at a high level, regularly winning their sections. A.B. Paterson College has won the Overall Award in this competition for the last five years.

- Junior School Poetry Recital Evening and Oratory Competition.

- For the first time, students from the College competed in the Junior State Chess Championships, held on the Gold Coast, with strong results.

- Extensive opportunities which cater for students interested in singing, instrumental work and band work through choirs, bands and ensembles. Every second year a whole school musical for students in Years 4-12 is undertaken by the College and in every alternate year a Junior School and a Senior School musical are performed. In 2010 the whole school musical was The Pirates of Penzance. The Musical was nominated in four categories at the 2010 Gold Coast Area Theatre Awards and a College student received the award for Best Actor in a School / Youth Musical.

- Additional opportunities for performance including: musical evenings for parents and eisteddfods (such as Gold Coast Eisteddfod). In 2010 A.B. Paterson College choirs, bands and
ensembles enjoyed success, including first, second and third places in their performance categories and, for the second consecutive time, won the Aggregate Choir Trophy for Primary Schools in the nationally recognised Gold Coast Eisteddfod.

The combined talents of two of the College’s Choirs won the School Star Search competition and therefore they led the singing of the National Anthem at the GC 600. The performance was televised to an international audience and the choral performance was widely acclaimed.

College students attained a number of first, second and third placements in the Somerset Festival for Young Performers for their vocal and speech and drama performances.

The College’s Annual Junior and Senior ‘Splendid Visions’ Art Exhibitions showcase the talents of our students through exhibiting their works in different genres.

For the second time the College ran the Year 10 Shakespeare Festival in 2010. This festival provided a forum for local students to present excerpts from Shakespearean plays to their peers as well as professionals in order to gain feedback and dramatic experience. Three schools other than the College participated in the programme.

College students participate in weekly, seasonal competitive sport through the Associated Private Schools (APS) Competition for students in Years 4 – 12, and inter-house and inter-school carnivals in swimming, athletics and cross country which all allow access to district, regional, state and national selection. Team sports played are: soccer, rugby, tennis, hockey, netball, softball, cricket, handball, touch football, volleyball, Australian Rules, water polo and basketball.

The College has excellent sporting facilities including a 25 metre heated pool, three ovals and tennis and ball courts. In 2010 construction of the Sir Edward “Weary” Dunlop Multi-Purpose Centre was completed with funding from the Federal Government’s Building the Education Revolution programme; the College and College parents also contributed to the fitting out of this building.

Participation in the Duke of Edinburgh’s Award Scheme – two students completed their Bronze Award in 2010.

Leadership development experiences through College camps, programmed leadership experiences and special opportunities such as the International Women’s Day Breakfast and Forum; six students were finalists in the International Women’s Day Youth Leadership Award (Gold Coast); attendance at the State and National Youth Summits; attendance of students from Years 7 to 11 at the World Vision Leadership Convention.

Cultural Clubs such as Origami Club (Prep to Year 12 students) which assists in the development of fine motor skills through learning the art of paper folding, and the Japanese Culture Club which treats students to professional demonstrations of Japanese arts and skills.

Participation in the Model United Nations Assembly, run by Rotary District 9640. In 2010 one of the College teams won the Best Team Shield for the second time and one student was selected to represent the Rotary District at the MUNA event in Canberra.

The Senior School (Years 7 – 12) Creative Writing Club provides students with the opportunity to further develop their skills and abilities and in 2010, to share their work with their peers at the Open MIC Night. The Club also published the College’s literary magazine, Evoke.

The College also provides numerous opportunities to forge links with the wider community through clubs or events such as:

Interact Club (Junior Rotary)
Zenith Public Speaking Club
Business/Industry Dinner (Year 12)
Door Knock appeals and other community service activities
Clean Up Australia
Smith Family Reader2Reader
Queensland RSL
World Vision 40 Hour Famine
Premier’s Reading Challenge (Prep – 6)
Smart Arts Workshops
30 hours of community service undertaken by all students in Year 11

Links with our sister school, Honjo Higashi High School in Japan through which College families host Japanese students annually, and our students visit Japan every two years.
At A.B. Paterson College we believe that ‘who’ a child becomes is the most important outcome of education. A well-rounded, caring, confident young person with a positive attitude can be successful in personal relationships, in a career and in the community. Our pastoral care network is designed to support the personal journeys of our students and to build a culture of positive encouragement and support for each other by students.

The College is not linked to any faith or religion and leaves faith development to parents. Building strength of character is the focus of our approach to personal development and our practice reflects the values which are integral to our community. At A.B. Paterson College we encourage respect for self and others, offer leadership challenges and undertake formal and informal programmes of personal growth. The Virtues programme provides the foundation for character development in both the Junior and Senior Schools.

A.B. Paterson College recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. Accordingly, A.B. Paterson College is committed to the well-being and safety of its students as reflected in the College’s policies and programmes. All staff and students are required to adhere to these policies and programmes.

Whilst pastoral care occurs in each and every interaction, the College also has in place a formal pastoral care structure. In Years 7 to 12 students belong to one of four Houses with the Houses further structured into eight Tutor Groups with 22 or so students from Year 7 through to Year 12.

In Years Prep to 6 the class teacher and Head of Junior School monitor children’s daily and overall progress and maintain close contact with families. This approach reflects the different ages and developmental needs of children in these year levels. Students are members of one of four Houses for participation in House carnivals and competitions.

The College has both preventative, pro-active and where required, reactive strategies to deal with bullying should it occur. Whilst we recognise that bullying occurs in communities, it is not to be tolerated. Therefore, the College undertakes an annual review of all its policies related to bullying and whilst this report is based on the 2010 academic year, it should be noted that additional reviews of these policies were conducted early in 2011, to ensure the area of cyberbullying was rigorously addressed in our policies and procedures.

The prevention of bullying, including cyberbullying is a focus for all staff who insist on adherence to the College Code of Behaviour, the College Motto and the virtues of the Virtues Programme. It is through these guidelines that staff aim to instil a community of respect.

In the Junior School, specific programmes are included in the Personal Development Programme to support the College’s guidelines. In 2010 such programmes included, “You Can Do It” ("Programme Achieve") which has modules covering getting along, confidence and resilience. Students were also exposed to a unit of work called “What is Bullying?” from “Bullying: A Whole School Approach” which helps students recognise and identify different types of bullying behaviour and presents the role of the bystander as an important aspect in the prevention of bullying. Students were also introduced to the Be S.M.A.R.T process which gives them another tool to help them deal with bullying issues.

In the Senior School, the first approach is the prevention and avoidance of any behaviours which are unacceptable. Students, in their vertical tutor groups and/or in horizontal (year level) groups are taken through activities which allow them to become fully informed of, and familiar with, the College’s policies and procedures and the students’ understanding is assessed through these activities. Other approaches have included the engagement of guest speakers on cyberbullying and safe online behaviours and the provision of sessions which provide information on strategies for dealing with bullying and developing resilience. Surveys are also conducted to ascertain if students perceive bullying is occurring and the results are analysed and used to inform any follow up action.
Support for parents was also provided in 2010 by the College through information evenings on cyberbullying and safe behaviours. The College Careers and Guidance Counsellor publishes articles in the College newsletter which inform and support parents in their roles as parents.

The College was one of the schools selected to participate in the national Pilot of the Alannah and Madeline Foundation’s Cybersafety and Wellbeing Initiative. Students were involved in this as were parents who learnt how to monitor their child’s use of technology.

If any instances of bullying do occur, the College has policies and procedures in place which outline the appropriate course of action. In the Junior School we find that any inappropriate behaviours are usually the result of the developmental stages of the students. The class teacher deals with any occurrences in the first instance and if deemed necessary, parents are contacted. Any continual or more serious instances are dealt with by the Head of Junior School who also contacts the parents of the targeted student, aggressor and bystander(s). Staff work with students in whatever ways are required in order to resolve the situation and prevent re-occurrence.

In the Senior School, students are encouraged to report an incident to a member of staff. This is then followed up by the Head of House and/or Head of Senior School. Depending on the circumstances which come to light during the investigations, the skills of the students (targeted student, aggressor and bystander(s)) involved are worked on and parents are involved and advised of these actions. Should any further action be required, College policies and procedures are followed. Follow up with the students occurs to monitor and to ascertain that the situation has been resolved.

The College values the contribution of all its students and their families. Family functions such as Founders’ Day and Open Day, Grandparents’ and Special Friends’ Day, Speech Night and the Annual Carol Service are but a few of the opportunities for the College community to join together to celebrate life in this community. Past students are invited as Guest Speakers to Speech Night and a number of past students have joined the staff of the College as teaching and non-teaching and coaching staff.

In October 2010 the College celebrated the 20th Anniversary of the Foundation of the College. A number of events were held which linked former members of the College community with the current community. On this weekend, a Friday evening concert with current and past students performing, including excerpts from past College musicals became the “soft” opening of the Sir Edward “Weary” Dunlop Multi-Purpose Centre. This function was enjoyed by all who attended. On the Saturday, tours of the College were conducted and games between current and past students, organised. The weekend was concluded with a Ball on the Saturday evening, which allowed the College community to complete its weekend of celebrations. The 20th Anniversary weekend was enormously successful in recognising the journey of the College through its 20 year history.

A.B. Paterson College is proud of its twenty year history. Its achievements, possible through the commitment and hard work of all members of the College community, since the founding of the College are a source of great pride for the A.B. Paterson College community.
Parental involvement at A.B. Paterson College

The home, family and school partnership is essential to best outcomes for our students. A. B. Paterson College actively encourages and welcomes parental involvement in the life of the College. Some avenues include:

The A.B. Paterson College Parents’ & Friends’ Association which focuses on ‘friend raising’ but also provides valuable support by providing important materials and resources for use by the students.

Election to the Board of A.B. Paterson College.

Volunteer activities: Support-a-Reader, Support-a-Writer, Support-a-Number (for which all volunteers undergo in-house training provided by College teaching staff) and other classroom activities, Library duties, Lost Property, Sports Carnivals, Cultural and Performing Arts events, School Banking, Uniform Shop, presenting at lunchtime seminars, ABW and careers sessions.

Attendance at Information Evenings which keeps parents informed of current educational trends and social issues such as cyberbullying, the College’s approach to education, and requirements of educational bodies such as the Queensland Studies Authority, and at Parent Teacher evenings to discuss their student’s progress.
Staff of A.B. Paterson College

A list of staff in 2010 is included in the A.B. Paterson College Year Book and on the College website. This list includes the qualifications of staff.

In 2010 there were 130 full-time staff and 34 part-time staff. Of these, 106 were teaching staff and 22 were non-teaching staff. In addition the College employed staff (teaching and non-teaching) in contract positions replacing staff on maternity or long service leave or working with students through funding provided by special grants. Casual staff are employed in areas of the College to enhance outcomes for students, for example sports coaches and before school playground supervisors. A small number of staff has identified as indigenous.

All academic staff at A.B. Paterson College are well qualified, with many appreciated as specialists within their fields. One staff member is recognised internationally through her work with Wide World training offered through Harvard University. She has lectured and presented papers at international venues as part of her coaching role. Another staff member is an expert in the field of mathematical modelling and presents at national and international conferences and models practice for pre-service teachers. The College also employs an educational psychologist, gifted & talented specialist as well as special needs personnel within the Learning Enhancement team. Subject specialist teachers work in both the Junior & Senior Schools.

In 2010 a Junior School staff member was awarded a Supervising Teacher Award by Griffith University for her work with pre-service teachers from Griffith University.

In 2010 the College was proud to recognise the commitment and dedication of long serving staff members at the annual Founders’ Day ceremony. Six staff members had served for ten years and three staff members for fifteen years and four staff members for twenty years.
A.B. Paterson College is committed to the ongoing professional learning and development of all staff and this is required under our Industrial Agreements. Our staff fully support this approach and engage positively in professional learning.

Thus all teachers (and learning assistants and faculty assistants) (100%) participated in professional learning activities run by the College within the College, and/or by external bodies in 2010.

Diverse fields included, but were not limited to:
- Teaching for Understanding and related domains
- Specific subject development
- Queensland Studies Authority: curriculum, assessment and reporting
- Membership of Queensland Studies Authority Panels
- Australian Curriculum
- Learning Support
- Gifted and Talented Education
- Assessment strategies
- Pedagogy
- Differentiation of curriculum
- Use of student ability data to inform planning for individual student outcomes
- Professional Standards
- Pastoral Care
- Performing and Creative Arts
- Workplace Health and Safety
- First Aid
- Sports Coaching
- Behaviour Management
- Debating
- Information Technology use in the classroom
- Student Protection including Cybersafety and bullying
- Career Advisors Information Sessions
- Networking Meetings
- Education Law Issues
- NAPLAN
- Orientation to Duke of Edinburgh’s Award Scheme
- Timetabling
- Boys’ Education

As in previous years, a number of College staff presented addresses and workshops at conferences and had papers published at international, national, state and regional levels. This work was based on the experiences of their professional learning and the implementation of the **Teaching for Understanding** framework at the College and, innovative curriculum and special projects, including research projects. Such work in 2010 included: presentation of workshops at the Queensland Association of Mathematics Teachers on the use of the Ti-Nspire CAS Graphing Calculator and Navigator Technology; at the Queensland Studies Authority Conference; Lee Peng Yee Symposium; Australian Council for Education Leaders; International Mathematical Modelling Conferences.

In addition to four days prior to the start of each year and one day at the start of Terms 2-4, all teaching staff meet weekly for 1.5 hours with a pedagogical focus or pastoral care focus. The College provides ongoing professional development of staff in **Teaching for Understanding (TfU)**, and builds professional learning on **TfU** into the timetables of all teachers new to the College. Specially trained staff run these sessions, and an additional trained teacher acts as a classroom mentor for Junior School teachers.
The College organises regular visits or webinars by researchers from Project Zero at Harvard. When these opportunities occur, it is during the Professional Learning Days at the beginning of each academic year and all teaching staff attend. The sessions conducted by the researchers introduce staff to the latest research and practice and the implications for our teaching and learning.

Many teachers also completed online learning through Wide World (Project Zero at Harvard University) in their own time and some were invited by Wide World to take the course for coaches and become coaches for Wide World.

Academic Learning Assistants attended in-service in areas related to their work, as well as in assisting individual students in the classroom in both numeracy and literacy. Some staff members also train parents in Support-a-Reader, Support-a-Writer and Support-a-Number in order to work in the classroom supporting our students.

Non-teaching staff of the College attended in service in relevant fields such as:

- Information Technology and software programmes
- Use of machinery
- College culture
- Workplace Health and Safety and Fire Safety
- Writing Skills for Business
- Payroll and taxation law
- Sports coaching
- Nursing updates and training
- Business Managers’ conference
- NeTols – the compliance register

For 2010 at A.B. Paterson College the total funds expended on teacher professional development were $396,157.77. The figure does not include the cost of employing relief staff to cover the classes of teachers engaged in professional learning.

**Teaching Staff Attendance:** 97.13% of teaching staff (permanent and temporary) and school leaders were in attendance each day in 2010.

**Retention of Teaching Staff:** 92.73% of teaching staff were retained as from the end of 2009.
The average attendance rate for A.B. Paterson College students for 2010 was 96.9%.

Average attendance rate for each year level as a percentage in 2010:

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<th>Year Level</th>
<th>Average attendance rate for each year level as a percentage in 2010</th>
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<tr>
<td>10</td>
<td>96.6</td>
</tr>
<tr>
<td>11</td>
<td>94.9</td>
</tr>
<tr>
<td>12</td>
<td>95.9</td>
</tr>
</tbody>
</table>

**Student Attendance**

Student attendance is closely monitored by a number of members of College staff. Rolls are taken electronically at the beginning and end of the school day and teaching staff take rolls at each lesson.

If a student is absent, parents/guardians are required to notify the College by letter or telephone call. All student absences are recorded in the College TASS system. If a student is absent without explanation, Student Services administration staff endeavour to make contact with the parent/guardian by SMS messaging or telephone.

Class room teachers and tutor group teachers and the Head of Junior School and Heads of House monitor student absences and are in contact with the student’s home should any concerns arise. Should a student be absent for a period of time, and it is appropriate to provide work for the student, this is provided wherever possible.
# National Literacy and Numeracy Assessments May 2010

## NAPLAN Reporting Scales

The NAPLAN results are reported using five scales, one for each of the following: Reading, Writing, Numeracy, Spelling and Grammar & Punctuation. These reporting scales each span Years 3, 5, 7 and 9. Each of the NAPLAN reporting scales describes the development of student achievement from Year 3 through to Year 9 along a scale with scores that range from 0 to 1000.

The 0 to 1000 scale is divided into 10 bands to cover the full range of student achievement observed in the tests. For each year level a national minimum standard is defined and located on the common underlying scale. For Year 3, Band 2 is the national minimum standard, for Year 5, Band 4 is the national minimum standard, for Year 7, Band 5 is the national minimum standard and for Year 9, Band 6 is the national minimum standard. These standards represent increasingly challenging skills and so require increasingly higher scores on the NAPLAN scale.

A.B. Paterson College was named in the top ten Queensland schools in 2010 NAPLAN results, according to a report in the Sunday Mail (12 September 2010).

In the area of Highest Average Scores for all Queensland schools, A.B. Paterson College achieved ninth place in the Primary 3, 5 and 7 results. In the Highest Percentage of Students above the National Average, Secondary students (Year 9) A.B. Paterson College achieved eighth place.

### Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2010)</td>
<td>454</td>
<td>414</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2010)</td>
<td>522</td>
<td>487</td>
<td>97.1</td>
</tr>
<tr>
<td>Year 7 (2010)</td>
<td>592</td>
<td>546</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2010)</td>
<td>607</td>
<td>574</td>
<td>100</td>
</tr>
</tbody>
</table>

The three students in Year 5 who did not meet the National Minimum Standard in Reading have identified learning difficulties.

### Writing

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2010)</td>
<td>465</td>
<td>419</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2010)</td>
<td>518</td>
<td>485</td>
<td>97.1</td>
</tr>
<tr>
<td>Year 7 (2010)</td>
<td>585</td>
<td>533</td>
<td>99.2</td>
</tr>
<tr>
<td>Year 9 (2010)</td>
<td>630</td>
<td>568</td>
<td>100</td>
</tr>
</tbody>
</table>

One of the three students in Year 5 who did not meet the National Minimum Standard in Writing, has identified learning difficulties.

### Spelling

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2010)</td>
<td>451</td>
<td>399</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2010)</td>
<td>522</td>
<td>487</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2010)</td>
<td>582</td>
<td>545</td>
<td>98.4</td>
</tr>
<tr>
<td>Year 9 (2010)</td>
<td>617</td>
<td>579</td>
<td>98.2</td>
</tr>
</tbody>
</table>

The two students in Year 7 who did not meet the National Minimum Standard in Language Conventions - Spelling have identified learning difficulties.
In Year 9 one of the two students who did not meet the National Minimum Standard in Language Conventions Spelling has identified learning difficulties.

### GRAMMAR AND PUNCTUATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2010)</td>
<td>488</td>
<td>417</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2010)</td>
<td>543</td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2010)</td>
<td>587</td>
<td>535</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2010)</td>
<td>619</td>
<td>579</td>
<td>99.1</td>
</tr>
</tbody>
</table>

In Year 9, the one student who did not meet the National Minimum Standard in Language Conventions - Grammar and Punctuation has identified learning difficulties.

### NUMERACY

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2010)</td>
<td>445</td>
<td>395</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2010)</td>
<td>527</td>
<td>489</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2010)</td>
<td>607</td>
<td>548</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2010)</td>
<td>634</td>
<td>585</td>
<td>100</td>
</tr>
</tbody>
</table>

Sources of all State and National data: 2010 NAPLAN summary reports sourced from [www.naplan.edu.au](http://www.naplan.edu.au) and [www.myschool.edu.au](http://www.myschool.edu.au)/
A.B. Paterson College was extremely proud of the achievements of its Year 12 2010 students. These students achieved the high standards for which A.B. Paterson College has been known since the first students graduated in 1994. On average, since our first Year 12 graduates in 1994, 96 - 99% of A.B. Paterson College students achieve an offer of a tertiary place. In 2010, the Year 12 students performed particularly well with 99% receiving a tertiary offer.

<table>
<thead>
<tr>
<th>Outcomes for A.B. Paterson College Year 12 cohort 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Statement</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP) (all who were OP eligible)</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
</tr>
<tr>
<td>Percentage of Year 12 students who received an OP 1-15 or an IBD 2010</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
</tr>
</tbody>
</table>

A number of students won tertiary scholarships or other recognition:

The following scholarships were awarded to students in Year 12 at the end of 2010:

One student received a Vice Chancellor’s Scholarship to Bond University
Two students received a full academic Scholarship to the University of Queensland
Two students received part scholarships to Bond University
One student received entry to the Griffith University Honours College
One student received an academic Scholarship to Griffith University (Gold Coast).

Apparent Retention Rate:
The Year 12 student enrolment as a percentage of the Year 10 (2008) cohort is 99.2%.
**Value Added**

The College offers significant opportunities for its students across academic, co-curricular and personal growth dimensions. Please note the sections, *Distinctive curriculum offerings and value added at A.B Paterson College* and *Extra-curricular activities and value added at A.B. Paterson College* of this report to see where specific examples of these opportunities have been highlighted.

All children who enter the College are tested to create individual benchmarks for ability data which is used by teachers to assess the progress of students, along with ongoing assessment, to identify and validate the child’s progress.

Our entire pedagogical approach is based on internationally sound research and continues to be refined and extended through ongoing research with local universities and in collaboration with professional colleagues at Project Zero at the Harvard Graduate School of Education, USA.

In 2010 the College had its five year Accreditation renewed by the NSSAB. The process associated with gaining accreditation is rigorous and required the College to report on its: Governance and administration, financial viability, philosophy and aims, educational programme, students with a disability, flexible arrangements, workplace health and safety, student welfare, staffing, land and buildings, facilities and materials and improvement processes. A Review Committee prepared and reviewed a comprehensive report which was presented to the College Board and then to the NSSAB.

Students often provide powerful insights into life in their schools and A. B. Paterson College students are no exception. The following insight has been provided:

“When we think of the factors that ‘make a school’, it is apparent that the term implies so much more than just the dictionary definition of, ‘an institution’. It’s the feeling of acceptance and self-worth, the longing to be challenged, the knowledge that you can see your teacher outside of class time if you have a question……the fulfilment of all of these desires depends on the people in that school, the people who create and maintain a culture. This is undoubtedly at the heart of A.B. Paterson College, where an entire community is devoted to its vision of an holistic education for its students.

The fact that the College is inclusive of everyone, accepting pupils regardless of gender, denomination or culture, fosters the same open-minded ideals for us, as students. Everyone is valued and has the ability to reach for their personal best in such a positive environment.

A.B. Paterson educates the *person* not just the academic mind. Indeed, an exceptionally strong emphasis is placed on individual character development. Across the Junior and Senior Schools, this is fostered especially in weekly personal development lessons based on the *Virtues* programme, and is exemplified in day-to-day courteous conduct towards others. As members of the student body, it is an expectation that we uphold the values and ethos of the College and strive for our personal best.

We are all encouraged to exercise leadership; an overt demonstration of ‘excellence, care and commitment’. It is the College’s belief that everyone is capable of taking initiative and acting with integrity, possibly the defining characteristics of being a leader.

One of the most unique and fundamental aspects of the College is its approach to education. *Teaching for Understanding* is a highly interactive learning approach as we actively seek and find meaning in our work. Teachers expertly guide us in these discoveries, as connections are made to real-world situations. We are, to an extent, taking initiative for our own learning and this mutual contribution between teacher and student allows us to reach conclusions effectively, as learning differences are taken into account. Because of this, a positive challenge for each student is guaranteed and everyone has the opportunity to express their ideas.”
Satisfaction

Ongoing judgements related to parent, student and teacher satisfaction are based on the College’s enrolment waiting lists, retention rates and direct feedback via letters and interviews. Entry and exit interviews are conducted with families to gain a deeper understanding of aims or any concerns. A number of avenues exist for parents to communicate with the College and similarly, students have a number of avenues for communication.

The College enjoys a reputation for excellence in education not only at regional, state and national levels, but at an international level. Ninety percent of the College’s new enrolments come from recommendations of current and past College families. Parents seeking to enrol their children at the College cite the College’s high academic outcomes, high expectations of its students, the achievements of its students and the College’s values as what they are looking for in their student’s education.

Parents are encouraged to raise any issues with staff at formal parent-teacher events and on an ad hoc basis by appointment, through email or through the student’s diary.

In 2008 as part of the College Board’s strategic review to inform the next five year plan, parents were sent a survey to gain their opinions and suggestions on various aspects of school life: academic, co-curricular activities and pastoral care; College facilities and grounds, and leadership of Board and Senior Staff. Thirty per cent of parents responded and while care must be taken in analysis because of small samples in some areas, there were very pleasing results in each section. Care of students, strong academic outcomes, provision of extension work for high achievers, a wide variety of opportunities in co-curricular areas, and the high reputation of the College were very strongly supported.

Suggestions for improvement included:

Development of an indoor sporting facility, which was completed in 2010 and which was officially opened on Founders’ Day 2011 as the Sir Edward “Weary” Dunlop Multi-Purpose Centre. This Centre and cover for the May Gibbs Courtyard (providing additional covered play and meeting area for the Junior School) were made possible through funds from the Federal Government’s “Building the Education Revolution” Program together with generous College community support.

An additional play ground facility for young children which was completed in 2009.

Continued provision of additional computer facilities which the College has sustained throughout 2010 so that our current ratio of students to computers is less than 2:1.
Technology at A.B. Paterson College

During 2010 A.B. Paterson College continued to develop, enhance and implement the use of its learning management platform, to give students, staff and parents 24/7 access to results, profiles, homework, and assignments and to the Virtual Classrooms developed by staff. This is an ongoing project.

The College recognises the need for its students and staff to have access to the best possible information technology and for students and staff to utilise information technology in the teaching and learning process.

In 2010 the overall College computer access to student ratio was lowered to better than one computer to every 2 students. DER (Digital Education Revolution Funding provided by the Commonwealth Government) assisted the College to provide a student to computer ratio of 1:1 in Years 9 to 12. Additional DER funding allowed the College to provide the infrastructure to support student use of the aforementioned computers.

A program for the installation of electronic whiteboards was commenced in 2006 and was continued through 2010. The vast majority of classrooms have now been equipped with data projectors and electronic whiteboards and many classrooms have visualisers and class sets of laptop computers.

All students in the College have access to computers via a user account and students in Year 4 and above are provided with a College email account. The College’s internet access was upgraded in 2009 to a high speed 100 Mbps fibre optic link to the University of Queensland. Students and staff are able to access network resources and the internet using their own or the College’s wireless devices via a campus-wide wireless network.

Teachers are supported in the use of hardware and software to help facilitate the learning of their students.

In 2010 the Mathematics Faculty continued its research project with Texas Instruments in Mathematics classes in the Senior School. This research project involves the trialing of the new handheld platform, TI N-Spire, (Graphics Calculator) and the provision of feedback to Texas Instruments on the technology and the building of activities to be used by Texas Instruments.

In 2010 Years 4-6 students continued their study of robotics as part of their Technology programme and also strived to achieve proficiency in the use of Microsoft Word, Excel and PowerPoint. Years 4 and 5 students use Scratch software to develop animations and games and Year 6 students work with Macromedia applications of Fireworks and Flash. Students enjoyed the annual House Robotics Competition which was held for Years 4-6 students.

Under the Collective Enterprise Agreement teachers are required to maintain professional competency in the use of Information Technology. To support learning and teaching, all teaching staff are supplied with their own laptop computer.
The information provided herein is based on the findings of the Queensland Government Next Step survey, which targets all students who completed Year 12 and gained a Senior Statement in 2010. The Office of the Government Statistician conducted the survey between 4 April and 16 May 2011, approximately six months after the students left school. Responses were predominantly collected via computer-assisted telephone interview with a paper-based survey collected from a small number of students for whom telephone details were not available.

Survey Response Rate:

<table>
<thead>
<tr>
<th>Number of respondents</th>
<th>Number of students who completed Year 12</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>104</td>
<td>122</td>
<td>85.2</td>
</tr>
</tbody>
</table>

Definitions of Main Destinations:

The pathways of Year 12 completers were categorized into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

Summary of Findings:

The information provided here is based on that provided by the respondents to the survey. In 2011, 89.4 percent of students who completed their Year 12 at A.B. Paterson College in 2010 continued in some recognized form of education and training in the year after they left school.

The most common study destination of respondents was university (76.0 percent). In addition, a further 6.7 percent of respondents from the College deferred a tertiary offer in 2011. (They are shown in the chart below in their current destinations.) The combined VET study destinations accounted for 13.5 percent of respondents, including 7.7 percent in campus-based VET programs, with 5.8 percent of Year 12 completers entering programmes at Certificate IV level or higher.

5.8 percent of the respondents commenced employment-based training, as an apprentice or trainee.

10.6 percent of respondents did not enter post-school education or training, and were either employed (8.7 percent), seeking work (1.0 percent) or neither studying nor in the labour force (1.0 percent).

Chart showing Main Destinations of Yr 12 Completers:

* included in VET total
VET total = 13.5%
College Progress 2010

An edited version of the Principal’s Speech Night address may be found in the A.B. Paterson College Year Book.

The Principal prepares an Annual Report to the Board in which the achievement of annualised operational plans and goals are measured against the overall Five Year Strategic Plan. In June each year, the Principal and Senior management team meet to review progress in working towards the achievement of these annual operational goals.

Regular information updates on the College’s progress in relation to aspects of the Strategic Plan and Building Programme are noted in the weekly newsletter, *Illalong*, in a timely manner.
A.B. Paterson College meets additional State and Commonwealth Government reporting requirements as detailed below. A.B. Paterson College:

Provides at least two hours of physical activity for students in the Junior School and lower Senior School.

Responds to requests for participation in data collection for the preparation of the *Annual National Report on Schooling in Australia*.

Provides students and parents with two semester written reports each year. These reports comply with State and Commonwealth Government reporting requirements.

Invites and encourages parents to attend at least two parent-teacher interviews per year. Additional opportunities are provided for parent-teacher discussion regarding student progress.

Further information about the College and its policies may be found on the College website: [www.abpat.qld.edu.au](http://www.abpat.qld.edu.au) or by contacting Mrs Merilyn O'Toole, Head of Admissions and Development, on 07 5594 7947.