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 2011 the total enrolment was 1383 students. This enrolment comprised 695 boys (50.25%) and 688 girls (49.75%). The proportion of Indigenous students in the student population was 0.29%. 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 2011 catered for children from 2 years 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.
Distinctive curriculum offerings and value adding at A.B. Paterson College

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 2 years to school age 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 year levels, 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 2011 in preparation for them joining the programme in 2012. 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 2011, 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. As well, Honours students participated in Guest On-Line University courses conducted by Griffith University. Additional opportunities for Honours Programme students in 2011 included: attendance at the Gifted and Talented Academy Conference, hosting a Gifted and Talented conference for senior students from local schools and attending a seminar with a philosopher.

- Three teams of students were invited to participate in the National Future Problem Solving Competition which was hosted by A.B. Paterson College for the second time, in 2011. One Honours student also qualified to present his Scenario Writing performance.

- In 2011 a team of Year 8 gifted students was invited to participate in the National Da Vinci Decathlon at Knox Grammar School in Sydney. The Da Vinci Decathlon aims to provide a wide range of challenges to students at a higher academic level. The Year 8 team placed third in the Decoding challenge. A.B. Paterson College also agreed to be the Queensland State chapter school, meaning the State Da Vinci Decathlon will be hosted by the College for the next five years.
A.B. Paterson students participated in the second Queensland State Philosothon, hosted by the College. This was complemented by attendance at the inaugural National Philosothon held at Cranbrook College in Sydney in July. In 2011, a Junior and Senior Philosophy Club was established as a co-curricular opportunity for students from Years 1-12 in the College.

Our College also participated in the CSIRO Scientists and Mathematicians in Schools program. This program provided an Honours student the opportunity to conduct research with a medical scientist at Griffith University. A mathematician from Bond University took a Year 6 Advanced Maths class and mentored a young, highly gifted student who had been “radically” accelerated, as well as an Honours student researching other dimensions of Mathematics.

9 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, Griff Phys and Griff Eng Programmes – in 2011, programmes were completed at Year 11 level by 17 College students.

Research projects with universities which allow us to contribute to the latest research in best practice. Research with Griffith University resulted in a paper “Reflecting on Participation in Research Communities of Practice: Situating Change in the Development of Mathematics Teaching” being presented at MERGA (Mathematics Education Research Group of Australasia); research with Ngee Ann Secondary School Singapore, resulted in a conference paper, “Harnessing the power of Cloud Computing for Mathematical Modelling in Ngee Ann secondary School (Singapore) and A.B. Paterson College (Australia)”, presented at the ACEL (Australian College of Educational Leadership) Conference.

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, PM Benchmarks and Developmental Reading Assessment (DRA) tool; 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 three day Modelling Forum and Teachers Conference involving students and teachers from Singapore; this is followed by a two day challenge at the end of the week involving students and teachers from Singapore and schools in South East Queensland, along with academics from the Australian Catholic University, the University of Queensland, and Griffith University; in 2011, 105 students and 30 teachers from six Singaporean schools joined in the programme.
In 2011, the College had approximately 300 students from Years 3 – 12 compete in the Australian Mathematics Competition. One student topped the competition for the third year in a row, which is a remarkable achievement. This student has been asked to attend a special ceremony in Hobart, where he will be presented with a Medal from the Australian Mathematics Trust, by His Excellency, The Hon Peter Underwood AC, Governor of Tasmania. Another student achieved outstanding results and will be presented with a prize at a special ceremony in Brisbane. In summary, College students achieved two Prizes, one Prudence Award, 17 High Distinctions and 73 Distinctions.

The College hosts an Astronomy evening which sees a guest lecturer who works with NASA, and other experts work with our students and staff to explore the evening sky. We appreciate our collaboration with the Southern Astronomic Society.

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 2011, 220 students registered and a Year 10 student attained second place in Queensland in game one. Thus, for three consecutive years, College students have been “money” prize winners in this competition.

In the Queensland Youth Art Awards for 2011 four College students were awarded Certificates of Excellence (the penultimate award level) and four College students were awarded Gold Medallions, the highest award possible. Student works from this event were then exhibited in the Creative Generation Awards for Art Excellence at Griffith University’s White Box Gallery.

The College entered student art works under the theme of “Biodiversity”, in the Sanctuary Cove Art Festival. A Year 12 student won first prize in the Senior School Division.

Entry in the 31st Griffith University Languages Speech Contest saw students of Japanese and Spanish achieving 16 medals including 8 gold, 6 silver and 2 bronze medals, and 24 highly commended certificates. 2011 saw the event for the Queensland State competition in Japanese as part of the Gold Coast Branch competition, for the first time.

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.

Entry in the ICAS ICT competition saw students form Years 3 to 9 attain 6 High Distinctions and 29 Distinctions.
• A Year 12 Hospitality student was a finalist in the South East Region of the Queensland Training Awards. Subsequently, this student was also awarded equal first 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 third place at the State Super Challenge.

• A Year 10 student completed research into the effects of snake and scorpion venom on cells and tissues, working with a Research Scientist from the Griffith Health Institute.

• A Year 12 student was selected to attend the National Youth Science Forum in Pretoria and received a grant in the academic category of the RSL Youth Development Programme Awards.

• A Year 12 student won the Peter Doherty Award for Excellence in Science and Science Education.

• The RACI Chemistry competition saw 167 students from Years 7 – 12 challenge their understanding of a variety of chemical concepts and seven students were awarded plaques recognising their placement in the top 800 students in their divisions in Australia.

• The ICAS Science competition saw students from Years 3 – 12 compete, achieving 10 High Distinctions and 59 Distinctions.

• The Rio Tinto Science competition saw students from Years 7-12 achieve 13 High Distinctions and 14 Distinctions.

• In 2011, 300 College students from Years 3 – 11 entered the Australasian Schools English Competition. Overall, students received a total of 19 High Distinctions, 62 Distinctions and more than 150 Credits.

• Students are provided with stimulating opportunities to engage with literature through visiting authors, literature festivals, guest speakers and guest performers.

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

Thus, A.B. Paterson College students achieved outstanding levels of success in 2011, including first places, competitions and initiatives. They have embraced the College Motto, *Excellence, Care and Commitment* with commendable endeavour. There is a strong culture of striving to achieve one’s personal best. 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 2011 are provided below:

- Debating through the Gold Coast Debating Union Competition saw the College field 28 teams with a total of 145 students participating from Years 8 – 12. Two College teams were “Runners Up” in the Grand Finals.

- The Junior Debating team won the 2011 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 Year 11 student competed in the Queensland Final of the Lions Youth of the Year Quest.

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

- 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 950 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 six years.

- Junior School Poetry Recital Evening.

- Creative Writing Clubs provide Junior and Senior School students with creative, positive forums in which they are able to develop their literacy skills and share samples of their writing.

- Students from the College competed in the Junior and Secondary 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 2011 the Senior School musical was *Thoroughly Modern Millie* and the Junior School Musical was *Beauty and the Beast*. The Junior School Musical was nominated in two categories of the 2011 Gold Coast Area Theatre Awards and a Senior School student was nominated for, and received the Best Actor in a School Musical Award.

- Additional opportunities for performance including: musical evenings for parents and eisteddfods (such as Gold Coast Eisteddfod). In 2011 A.B. Paterson College choirs, bands and ensembles enjoyed success, including first, second and third places in their performance categories.
• 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 ‘Splendid Visions’ Art Exhibition showcases the talents of our students through exhibiting their works in different genres.

• For the third time the College ran the Year 10 Shakespeare Festival in 2011. 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.

• 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: football, 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 and the Sir Edward “Weary” Dunlop Multi-Purpose Centre.

• Participation in the Duke of Edinburgh’s Award Scheme – three students completed their Bronze Award and three completed their Silver Award in 2011.

• Leadership development experiences through College camps, programmed leadership experiences and special opportunities such as the International Women’s Day Breakfast and Forum; five 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 2011 one of the College teams won the Best Team Shield for the third time and two students were selected to represent the Rotary District at the MUNA event in Canberra, where they achieved third place.

• 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
  - Surfing for the Disabled
  - 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.
Social Climate of A.B. Paterson College

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 nine 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. The College undertakes an annual review of all its policies related to bullying.

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 2011 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. We use the Be S.M.A.R.T process which gives students 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. In fact, as part of our collaborative partnerships with our extended community, some College students completed Griffith University research surveys about their exposure to incidents of bullying and their perceptions of how these matters were addressed.

Support for parents was also provided in 2011 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 pilot schools selected in 2011 to participate in the national Pilot of the Alannah and Madeline Foundation’s e-Smart initiative. We also continued our partnership with the Alannah and Madeline Foundation’s Cybersafety and Well-Being Initiative.

The College participated in initiatives facilitated by the Australian Communications and Media Authority (ACMA) to promote cybersafety amongst our student body. In addition, in 2011, our students participated in a survey conducted by the Youth Advisory Group (YAG), another federal government initiative seeking to obtain young people’s perspectives when analysing current usage of technology and whether that use is safe and responsible.

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 line with the College’s commitment to community service, involvement in service included students supporting Guide Dogs Queensland, the Red Shield Appeal, World Vision and Pacific Pines Youth Week activities and local Anzac Day services and marches.
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. In 2011, the College was recognised as the “top” school in Australia in the Commonwealth Band School Banking programme.

- 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.

School Income broken down by funding source

Information regarding school income broken down by funding source can be found at the My School website: http://www.myschool.edu.au/
Staff of A.B. Paterson College

A list of staff in 2011 is included in the A.B. Paterson College Year Book and on the College website. This list includes the qualifications of staff.

In 2011 there were 131 full-time staff and 32 part-time staff. Of these, 109 were teaching staff and 54 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:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of classroom teachers and school leaders at the school who hold this qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate or higher</td>
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</tr>
<tr>
<td>Masters</td>
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<tr>
<td>Bachelor Degree</td>
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<td>Diploma</td>
<td>10.43</td>
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<td>Certificate</td>
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</table>

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 2011 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 six staff members for fifteen years and one staff member for twenty years.
Staff professional learning and development

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, including research run by the College within the College, and/or by external bodies in 2011.

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
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 2011 included: presentation of workshops in Singapore at the Singapore Mathematical Modelling Forum and Challenge on the use of the Ti-Nspire CAS Graphing Calculator and Navigator Technology and mathematical modelling; at Australian Council for Education Leaders; and at the International Community of Mathematical Modelling and Applications (ICTMA) Conference held in Melbourne. Teachers from A.B. Paterson College supported the implementation of the Singapore Mathematical modelling Challenge and the ICTMA Modelling Challenge held as part of the ICTMA Conference.
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 provided ongoing professional development of staff in *Teaching for Understanding (TfU)*, and built professional learning on TfU into the timetables of all teachers new to the College. Specially trained staff ran 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 2011 at A.B. Paterson College the total funds expended on teacher professional development were as follows:

- $73,913.40 (professional learning)
- $309,641.97 (equivalent spending on timetabled In-House professional learning and mentor teacher time).

These figures do not include the cost of employing relief staff to cover the classes of teachers engaged in professional learning.

**Teaching Staff Attendance:** 97.27% of teaching staff (permanent and temporary) and school leaders were in attendance each day in 2011.

**Retention of Teaching Staff:** 91.96% of teaching staff were retained as from the end of 2010. This figure includes the retirement of two long standing members of the College teaching staff.
Key A.B. Paterson College Student Outcomes

The average attendance rate for A.B. Paterson College students for 2011 was 96.25%

Average attendance rate for each year level as a percentage in 2011:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average attendance rate for each year level as a percentage in 2011</th>
</tr>
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<tbody>
<tr>
<td>Prep</td>
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<tr>
<td>12</td>
<td>94.3</td>
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</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 2011

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.

<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 (2011)</td>
<td>441</td>
<td>416</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2011)</td>
<td>526</td>
<td>488</td>
<td>99</td>
</tr>
<tr>
<td>Year 7 (2011)</td>
<td>581</td>
<td>540</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2011)</td>
<td>629</td>
<td>580</td>
<td>99.2</td>
</tr>
</tbody>
</table>

- The student in Year 5 who did not meet the National Minimum standards in Reading has identified learning difficulties and is receiving support

<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 (2011)</td>
<td>448</td>
<td>416</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2011)</td>
<td>557</td>
<td>483</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2011)</td>
<td>579</td>
<td>529</td>
<td>98.4</td>
</tr>
<tr>
<td>Year 9 (2011)</td>
<td>652</td>
<td>566</td>
<td>100</td>
</tr>
</tbody>
</table>

- The two students in Year 7 who did not meet the National Minimum standards in Writing have identified learning difficulties and are receiving support

<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 (2011)</td>
<td>448</td>
<td>406</td>
<td>97.8</td>
</tr>
<tr>
<td>Year 5 (2011)</td>
<td>522</td>
<td>484</td>
<td>99</td>
</tr>
<tr>
<td>Year 7 (2011)</td>
<td>564</td>
<td>538</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2011)</td>
<td>622</td>
<td>581</td>
<td>99.2</td>
</tr>
</tbody>
</table>

- The two students in Year 3 who did not meet the National Minimum standards in Spelling have identified learning difficulties and are receiving support
- The student in Year 5 who did not meet the National Minimum standards in Spelling has identified learning difficulties and is receiving support
- The student in Year 9 who did not meet the National Minimum standards in Spelling has identified learning difficulties and is receiving support
<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 (2011)</td>
<td>467</td>
<td>421</td>
<td>98.9</td>
</tr>
<tr>
<td>Year 5 (2011)</td>
<td>555</td>
<td>499</td>
<td>99</td>
</tr>
<tr>
<td>Year 7 (2011)</td>
<td>574</td>
<td>532</td>
<td>98.4</td>
</tr>
<tr>
<td>Year 9 (2011)</td>
<td>622</td>
<td>572</td>
<td>99.2</td>
</tr>
</tbody>
</table>

- The student in Year 3 who did not meet the National Minimum standards in Grammar and Punctuation has identified learning difficulties and is receiving support.
- The student in Year 5 who did not meet the National Minimum standards in Grammar and Punctuation has identified learning difficulties and is receiving support.
- The two students in Year 7 who did not meet the National Minimum standards in Grammar and Punctuation have identified learning difficulties and are receiving support.

<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 (2011)</td>
<td>438</td>
<td>398</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2011)</td>
<td>547</td>
<td>488</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2011)</td>
<td>597</td>
<td>545</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2011)</td>
<td>631</td>
<td>583</td>
<td>100</td>
</tr>
</tbody>
</table>

# Sources of all State and National data:
Year 12 2011 Outcomes

A.B. Paterson College was extremely proud of the achievements of its Year 12 2011 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 2011, the Year 12 students performed particularly well with 100% receiving a tertiary offer.

<table>
<thead>
<tr>
<th>Outcomes for A.B. Paterson College Year 12 cohort 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</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 2011</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 2011:

- Four students received Scholarships to Bond University
- Three students received Academic Scholarships to the University of Queensland
- Five students received entry to the Griffith University Honours College
- Two students received Academic Scholarships to Griffith University (Gold Coast).

Apparent Retention Rate:
The Year 12 student enrolment as a percentage of the Year 10 (2009) cohort is 91.74%.
**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.

The College understands the contribution of all opportunities afforded our students to their development as “Young men and women of character – leaders now and for the future”.

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 playground facility for young children which was completed in 2009.

- Continued provision of additional computer facilities which the College has sustained throughout 2011 so that our current ratio of students to computers is less than 2:1.

An extensive community (parent, staff and student) survey is to be conducted in 2012 in order to assist in formulating the strategic direction of the College into the future.
Technology at A.B. Paterson College

During 2011 A.B. Paterson College continued to enhance its learning management platform, to give students, staff and parents 24/7 access to results, profiles, homework, and assignments. There is continuing development of Virtual Classrooms, by staff. Parent access to information has also improved with enhancements to the Parent Lounge portal.

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

In 2011 with the procurement of 75 additional computers, the overall College computer to student ratio was reduced to better than 1:1 in Years 9 to 12.

Mindful of the need to provide access to up to date technology, in 2011 the College began rolling out the Microsoft Windows 7 64 bit operating system, Microsoft Office 2010 package and Adobe CS5 in anticipation of a complete migration for 2012.

Electronic whiteboards are available in the vast majority of classrooms along with data projectors and many classrooms have visualisers and class sets of laptop computers.

All students in the College have access to computers and students in Year 4 and above are provided with their own account, home directory and email account. 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 trialling 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 2011 Years 4-6 students continued their study of robotics as part of their Technology programme and also strive 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.
Year 12 2011 Student Destinations

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 2011. The Office of the Government Statistician conducted the survey between April and May 2012, 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>83</td>
<td>100</td>
<td>83</td>
</tr>
</tbody>
</table>

Definitions of Main Destinations:
The pathways of Year 12 graduating students were categorised 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 state wide report at www.education.qld.gov.au/nextstep

Summary of Findings:
It is important to note that the information provided here, is based on the responses of those students who responded to the Survey, and not the information pertaining to the entire Year 12 2011 cohort. In 2012, 86.7 per cent of students who completed their Year 12 at A.B. Paterson College in 2011 continued in some recognised form of education and training in the year after they left school. The most common study destination of respondents was university (75.9 per cent). In addition, a further 9.6 per cent of respondents from the College deferred a tertiary offer in 2012. (They are shown in the chart below in their current destinations.) The combined VET study destinations accounted for 10.8 per cent of respondents, including 8.4 per cent in campus-based VET programs, with 6.0 per cent of Year 12 completers entering programmes at Certificate IV level or higher. 2.4 per cent of the respondents commenced employment-based training, all as apprentices. 13.3 per cent of respondents did not enter post-school education or training, and were either employed (9.6 per cent), seeking work (2.4 per cent) or neither studying nor in the labour force (1.2 per cent).

Figure 1 Main Destinations of Year 12 Graduating Students
College Progress 2011

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.

December 2011 brought the retirement of the second Principal of A.B. Paterson College, Mrs Dawn Lang. Mrs Lang was appointed to the role of Principal in 1994 and was instrumental in developing the College into the school it is: recognised for excellence locally, nationally and internationally. She introduced the College’s Teaching for Understanding pedagogical framework based on her desire to develop in College students, the ability to think and understand deeply, and transfer their learning to varying contexts in the real world.

During her tenure, Mrs Lang undertook an extensive building programme to provide students and staff with facilities that support the best teaching and learning practices. She prioritised this building programme to reflect the developing needs of the student body and the College as it grew. One such facility, The Dawn Lang Performing Arts Centre was named in her honour.

Mrs Lang was a tireless worker at the forefront of education, serving on numerous educational committees and boards which assisted her to contribute to educational practice in Australia and to keep the College abreast of current trends and research in education.

Other Reporting Requirements

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 or by contacting Mrs Merilyn O'Toole, Head of Admissions and Development, on 07 5594 7947.