A.B. Paterson College

Annual Commonwealth & State Reporting Document 2012

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 2012, the total enrolment was 1389 students. This enrolment comprised 702 boys (50.54%) and 687 girls (49.46%). 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 2012 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; Advanced Mathematics, English and Science classes in the Senior School and Extension English and Music classes

- Ongoing development of, and selection of, students for the Year 10 Honours Programme occurred in 2012 in preparation for them joining the programme in 2013. 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 2012, 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 2012 included participation in the University of Queensland Brain Institute Brain Bee competition.

- Teams from Years 7-10 competed in the Global Issues Competitive Booklet division of Future Problem Solving and one team in the Junior Division competed in the National Competition. This team placed fourth overall.

- As the State Chapter School, the College hosted the Years 5, 6, 9 and 10 State Da Vinci Decathlon events. The Da Vinci Decathlon aims to provide a wide range of challenges to students. The Year 6 team won their division and the Year 9 team placed second in their event. The Year 8 Da Vinci Decathlon team won the State competition and went on to compete in the National Event at Knox Grammar School in Sydney, where they won three of their ten tasks: Science, Creative Producers and Games of Strategy.
A.B. Paterson College hosted the National Philosothon and entered nine students, with one being judged to be the “Most Promising Female Philosopher”. College students also participated in Tournament of the Minds and some participated in the State Finals at Griffith University.

Our College also participated in the CSIRO Scientists Schools programme. This programme provided Honours students the opportunity to work with mentors from Bond and Griffith Universities.

Nine 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 Griffbio and Griffchem Programmes.

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 Student Reflective Practice During a Mathematical Modelling Challenge” being presented at MERGA (Mathematics Education Research Group of Australasia); staff and students of A.B. Paterson College undertook collaboration and joint units of work with Ngee Ann Secondary School and Raffles Girls’ School of Singapore; and staff of A.B. Paterson College co-authored a paper with Dr Vincent Geiger from Australian Catholic University entitled, “Designing Mathematical Modelling Tasks in a Technology Rich Secondary School Context”, which will be presented at ICMI22 at Oxford University in 2013.

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: Science Innovators’ Challenge held in partnership with Griffith University saw students investigating diseases; the A.B. Paterson College Mathematical Modelling Forum, Teachers’ Conference and Modelling Challenge 2012 which also involved teachers and students from Singapore and our own students interacting with inspirational experts for the theme, The Colonisation of Mars, and with academics from a number of universities in modelling tasks.
In 2012, the College had approximately 400 students from Years 3-12 compete in the Australian Mathematics Competition. One student topped the competition for the fourth year in a row, which is a remarkable achievement. This student will attend a special ceremony in Brisbane, to be presented with a Medal from the Australian Mathematics Trust. In summary, College students achieved one Prize, one Prudence Award, 11 High Distinctions and 71 Distinctions.

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.

Entry in the UNSW Economics competition saw four students achieve High Distinctions and ten students achieve Distinctions; in addition, six students achieved High Distinctions and fifteen students achieved Distinctions in the UQ Economics Competition.

Students from Years 7-12 competed in the ASX Schools Sharemarket Game in Semester One.

In the Queensland Youth Art Awards for 2012, 15 College students were selected and three College students were awarded Gold Medallions, the highest award possible.

Four students’ works were also exhibited in the Creative Generation Awards for Art Excellence at Griffith University’s White Box Gallery, with one winning the Award. This student’s work will be exhibited in GOMA in 2013.

Five students’ work was given the prestigious opportunity of being exhibited in the regional Energies Art Exhibition (non-competitive).

A number of students successfully entered works in the Gold Coast Show Art Competition, winning prizes for their works.

Entry in the Griffith University Languages Speech Contest saw students of Japanese and Spanish achieving 14 medals including 3 gold, 3 silver and 8 bronze medals, and 24 highly commended certificates.

The Languages Faculty holds an annual Languages Public Speaking Competition for students studying Japanese and Spanish in Years 4-12. The College students consistently competes at a very high standard.

Entry in the ICAS ICT competition saw 35 students enter the competition attaining three High Distinctions and 11 Distinctions.

College students from Years 4-7 enjoyed the Young ICT Explorers’ Competition at the University of Queensland, winning first and third places and merit awards in their categories.

A Year 12 student won first prize in SE Queensland in the Griffith Garrets Creative Writing Competition and also was the Queensland Winner of the Somerset Literature Award; this student is also the National winner of the Somerset Novella, an outstanding achievement.
• A Year 12 Hospitality student was runner up in the Cooking Section of the Salute to Excellence Competition of the Queensland Tourism Industry Council. One of our 2011 Year 12s had his Australian Student Vocation Prize confirmed in 2012.

• A Year 11 Hospitality student won a Silver Medal in the Secondary Schools Barista Competition and two Year 10 students received a Bronze Medal in the Junior Secondary School Culinary Competition at the Ashmore TAFE.

• Year 10 Physics students entered the QUT Science and Engineering Challenge for Year 10 Physics students, achieving second overall.

• A Year 12 student was selected to attend the National Youth Science Forum.

• The National Chemistry competition saw students from Years 7-12 challenge their understanding of a variety of chemical concepts and six 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 14 High Distinctions and 58 Distinctions.

• Seven teams of students entered the Griffith University Science Trivia Competition with the Year 7 team winning its division.

• In 2012, more than 400 College students from Years 3-12 entered the Australasian Schools English Competition. Overall, students received a total of 12 High Distinctions, 89 Distinctions and 158 Credits.

• Students are provided with stimulating opportunities to engage with literature through visiting authors, literature festivals, guest speakers and guest performers, and as student reporters for TXT4U (Gold Coast Bulletin).

• 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 2012, 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, and in House Assemblies, Tutor Groups and classes.
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 2012 are provided below:

- Debating through the Gold Coast Debating Union Competition saw the College field 24 teams with a total of 125 students participating from Years 8-12. The Intermediate B team won the Grand Final.

- Our students continued to participate at a very high level in Public Speaking competitions such as the Lions Youth of the Year, Plain English Speaking Award and Rostrum. A Year 12 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, is supported by skilled public speaking adjudicators, and has 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 won the Years 8-12 Aggregate Award.

- Junior School Poetry Recital Evening.

- Our College Creative Writing Club provides Junior School students with creative, positive forums in which they are able to develop their literacy skills and share samples of their writing. In 2012, students took part in “Write a Book in a Day”, raising more than $1,200 for the Royal Children’s Hospital.

- 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 2012 the School musical was Oklahoma.

- Opportunities abound for performance including: musical evenings for parents and eisteddfods (such as Gold Coast Eisteddfod). In 2012, A.B. Paterson College choirs, bands and ensembles enjoyed success, including first, second and third places and “Very Highly Commended” and “Honours” in their performance categories.
In 2012, the College Vocal Ensemble entered the World Choir Games held in Cincinnati, USA, winning a silver medal — a wonderful achievement given the number of choirs entered and the extremely high standards.

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

The College’s Annual ‘Splendid Visions’ Art Exhibition showcases the talents of our students through exhibiting their works in different genres.

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 – for the first time, in 2012, the College had a student achieve the Gold Award, and 11 students completed their Bronze Award.

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), with one being awarded a special Judges’ award for leadership; attendance at the State and National Youth Summits; attendance of students from Years 10 and 11 at the World Vision Leadership Convention, and Year 6 students at the Young Leaders’ Day.

Year 6 class participation in the World Vision Survivor Ethiopia

Our World Vision Co-ordinator received the World Vision Outstanding Group Leader Award

Participation in the Model United Nations Assembly, run by Rotary District 9640. In 2012, three College teams participated, representing selected countries.

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
- Smith Family Reader2Reader
- Queensland RSL
- World Vision 40 Hour Famine
- Premier’s Reading Challenge (Prep-Yr 6)
- 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 Well-Being and 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 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 2012 such programmes included, “You Can Do It” (“Programme Achieve”) which has modules covering getting along, confidence and resilience and which addresses bullying. We use the Be S.M.A.R.T process which gives students another tool to help them deal with bullying issues and incorporate our Virtues Programme.
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 gained 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.

Support for parents was also provided in 2012 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.

As one of the pilot schools participating in the national Pilot of the Alannah and Madeline Foundation’s e-Smart initiative, we achieved e-Smart status and we continued to maintain current practices and amend and improve those practices where necessary. 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 2012, 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. As a result of this participation, the College was invited to attend the Cybersafety Summit in Melbourne and was represented by two students, two parents and our Careers and Guidance Counsellor.

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 and Speech Night 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, 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 and Parent Helper Course (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, 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.

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/](http://www.myschool.edu.au/)
Staff of A.B. Paterson College

A list of staff in 2012 is included in the A.B. Paterson College Year Book and on the College website. This list includes the qualifications of staff.

In 2012 there were 130 full-time staff and 32 part-time staff. Of these, 108 were teaching staff and 54 were non-teaching staff. 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>
<td>0.9</td>
</tr>
<tr>
<td>Masters</td>
<td>16.1</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>72.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>9.8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0.9</td>
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</tbody>
</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 2012, the College was proud to recognise the commitment and dedication of long serving staff members at the annual Founders’ Day ceremony. Eight staff members had served for ten years and two staff members for fifteen 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 2012.

Diverse fields of professional learning 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 and peer observations
- Pastoral Care
- Performing and Creative Arts
- Workplace Health and Safety
- First Aid
- Sports Coaching
- Behaviour Management
- Debating
- Information Technology use in the classroom and College for 21st Century learning
- Learning Management System
- Student Protection including Cybersafety, bullying and duty of care
- Career Advisors Information Sessions
- Networking Meetings
- Education Law Issues
- NAPLAN

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 2012 included: presentation of workshops in Singapore at the Singapore Mathematical Modelling Forum and Challenge on mathematical modelling; teachers from A.B. Paterson College supported the Singapore Mathematical Modelling Challenge and presentation at the ACHPER Conference in Brisbane.

In 2012, the College altered the format of some staff professional learning time through showcasing the expertise of staff as they presented workshops in areas of interest, conference style. This format was well-received. Staff produced the first edition of the College staff professional learning newsletter, The Overland, which will be published at least twice per year. A small group of staff met as a professional learning community, and it is intended this become a group providing the opportunity for staff from all areas of the College to meet and discuss education-related issues.
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 at least, with a pedagogical focus or pastoral care focus. The College provided professional development of staff in *Teaching for Understanding (TfU)*, for all teachers new to the College. Specially trained staff ran these sessions, and an additional trained teacher acted as a classroom mentor for Junior School teachers, in Mathematics.

The College organises links with researchers from Project Zero at Harvard. Staff had such an opportunity at the beginning of the 2012 academic year. These sessions introduce staff to the latest research and practice and the implications for our teaching and learning.

Some teachers also completed online learning through Wide World (Project Zero at Harvard University) in their own time and some staff are coaches for Wide World.

Staff members also train parents in a Support-a-Reader and Parent Helper Course, 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
- Workplace Health and Safety
- Learning Management System
- Sports coaching
- Nursing updates and training
- Business Managers’ conference
- NeTols – the compliance register

For 2012 at A.B. Paterson College, the total funds expended on teacher professional development were as follows:

- $87,217.00 (professional learning)
- $283,358.23 (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:** 97.0% of teaching staff (permanent and temporary) and school leaders were in attendance each day in 2012.

**Retention of Teaching Staff:** 92.66% of teaching staff were retained as from the end of 2011. 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 2012 was 94.76%.

Average attendance rate for each year level as a percentage in 2012:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average attendance rate for each year level as a percentage in 2012</th>
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<tbody>
<tr>
<td>Prep</td>
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<td>12</td>
<td>94.7</td>
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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 2012

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></th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 (2012)</td>
<td>502</td>
<td>420</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2012)</td>
<td>536</td>
<td>494</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2012)</td>
<td>585</td>
<td>542</td>
<td>98.3</td>
</tr>
<tr>
<td>Year 9 (2012)</td>
<td>612</td>
<td>575</td>
<td>99.3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 (2012)</td>
<td>458</td>
<td>416</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2012)</td>
<td>529</td>
<td>477</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2012)</td>
<td>565</td>
<td>518</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2012)</td>
<td>606</td>
<td>554</td>
<td>95.6</td>
</tr>
</tbody>
</table>

Two of the students, who did not meet National Minimum standards in Writing in Year 9, are ESL students (English as Second Language).

<table>
<thead>
<tr>
<th></th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPELLING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 (2012)</td>
<td>476</td>
<td>414</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2012)</td>
<td>544</td>
<td>495</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2012)</td>
<td>578</td>
<td>543</td>
<td>98.3</td>
</tr>
<tr>
<td>Year 9 (2012)</td>
<td>614</td>
<td>577</td>
<td>98.5</td>
</tr>
</tbody>
</table>

The two students who did not meet National Minimum standards in Spelling in Year 7 have identified learning difficulties and are receiving support.
### 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 (2012)</td>
<td>501</td>
<td>424</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2012)</td>
<td>549</td>
<td>491</td>
<td>98</td>
</tr>
<tr>
<td>Year 7 (2012)</td>
<td>597</td>
<td>546</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2012)</td>
<td>614</td>
<td>573</td>
<td>98.5</td>
</tr>
</tbody>
</table>

One student, who did not meet National Minimum standards in Grammar and Punctuation in Year 5, has identified learning difficulties and is receiving support. Three students, who did not meet National Minimum standard in the Literacy components in Year 9, have identified learning difficulties and are receiving support.

### 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 (2012)</td>
<td>469</td>
<td>396</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2012)</td>
<td>540</td>
<td>489</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2012)</td>
<td>581</td>
<td>538</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2012)</td>
<td>635</td>
<td>584</td>
<td>100</td>
</tr>
</tbody>
</table>

As reported in the Gold Coast Bulletin, A.B. Paterson College Year 3 students had the best result on the Coast for a Year 3 cohort.

# Sources of all State and National data:
Year 12 2012 Outcomes

A.B. Paterson College was extremely proud of the achievements of its Year 12, 2012, 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 2012, 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 2012</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 2012:

- Four students received Scholarships to Bond University
- One student received a Scholarship to Griffith University with Guaranteed Entry
- Eleven students received Direct Entry to Griffith University
- Two students received Academic Scholarships to Griffith University (Gold Coast)
- Two students received Early Entry to Southern Cross University

Apparent Retention Rate:
The Year 12 student enrolment as a percentage of the Year 10 (2010) cohort is 94.78%.
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. Through its curriculum and through the use of technology to support teaching and understanding, the College aims to provide a 21st Century learning environment for 21st Century learning, recognising its role in preparing our students for life and work in their futures.

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”.

[Image of a campus view]
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. The College will consider issues raised and work with parents, aiming to achieve a mutually acceptable outcome. It is important for both parties to work together in trust, to achieve the best possible outcomes for students.

In 2012 the College conducted a review in which parents, staff and students were provided with a survey to gain their opinions and suggestions on various aspects of school life. The analysis of this survey is available for viewing on the College website.
Technology at A.B. Paterson College

During 2012, A.B. Paterson College reviewed 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 2012, the College maintained its computer to student ratio of better than 1:1 in Years 9 to 12.

Mindful of the need to provide access to up to date technology, in 2012 the College completed the migration of Microsoft Windows 7 64 bit operating system, Microsoft Office 2010 package and Adobe CS5. A new wireless network embracing the latest industry standards of a controller-less wireless environment was rolled out.

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 the campus-wide wireless network.

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

At the end of 2012, the College was pleased to announce the establishment of a partnership with Samsung Electronics Australia to develop the Collaborative Learning Centre and the introduction of Samsung Slates for teaching staff and students in Years 4-6. The College also decided to adopt Desire2Learn as its Learning Management System and has worked with HeuLab Pty Ltd in the introduction of heumi tables for multi-touch, multi-user technology to support collaborative learning.

In 2012 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 2012, 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.
Year 12 2012 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 2012. The Office of the Government Statistician conducted the survey between March and June 2013, approximately six months after the students left school. Responses were predominantly collected via computer-assisted telephone interview and an online survey.

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>109</td>
<td>95.4</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

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 2012 cohort.

In 2013, 88.5 percent of students who completed their Year 12 at A.B. Paterson College in 2012 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 (76.9 percent). In addition, a further 7.7 percent of respondents from the College deferred a tertiary offer in 2013. (They are shown in the chart below in their current destinations.) The combined VET study destinations accounted for 11.5 percent of respondents, including 7.7 percent in campus-based VET programs, at Certificate IV level or higher.

3.8 per cent of the respondents commenced employment-based training, all as apprentices.

11.5 per cent of respondents did not enter post-school education or training, and were either employed (10.6 per cent) or seeking work (1.0 per cent).

Chart showing Main Destinations of Year 12 Completers:
College Progress 2012

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.

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 Communications, on 07 5594 7947.