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. The College hopes to host a second Australian Teaching for Understanding Conference in 2011.

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 2009 the total enrolment was 1339 students. This enrolment comprised 671 boys (50%) and 668 girls (50%). The proportion of Indigenous students in the student population was 0.3%. 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 caters for children from 15 months to school age.

A.B. Paterson College Vision

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

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

Mission

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

Our curriculum is designed on a Prep to Year 12 basis so that students can follow a clear and well planned pathway from their first day of school to graduation. Our Early Childhood Centre for children from 15 months to school age 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. Some of these activities are listed below:

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

- Development of and selection of students for the Year 10 Honours Programme occurred in 2009 in preparation for them joining the programme in 2010. The Year 10 Honours Programme which commenced in 2008, was extended to Year 11 in 2009. 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 2009, this occurred through such experiences as attendance at workshops on the Gold Coast run by visiting academics who challenged our students to engage in higher order thinking, participation in the Future Problem Solving Program, and the completion of personal research projects under the guidance of mentors who are specialists in their fields.

- In 2009 the College hosted the National Finals of the Future Problem Solving Australia Program, with one of our four competing teams being selected to represent Australia at the International Finals to be held at the University of Wisconsin La Crosse, USA in June 2010.

- Links with universities, with our students being mentored by academics in fields of particular talent or interest including Science.

- 12 subjects completed by Years 11 and 12 students through the Griffith Connect and Bond University Partnership Programmes.

- The opportunity for students to study a subject at Griffith University through the Griff Chem and Griff Phys Programmes – in 2009, each programme was completed at Year 12 level by three College students and nine Year 11 College students qualified to enter the second stage of each programme.

- The opportunity for Years 11 and 12 students to study a subject at Bond University through the Student for a Semester Programme.

- Research projects with universities which allow us to contribute to the latest research in best practice. These have included research on the thinking routine ‘Collective Argumentation’ with Griffith University resulting in a paper being presented at MERGA (Mathematical Educational Research Group of Austral-Asia); research with the Australian Catholic University investigating the use of Calculator Algebra Systems (CAS), their implementation and use to create understanding.
Learning Support 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 use of a phonics based approach and focused teaching strategies such as THRASS for teaching reading, spelling skills and handwriting; ongoing training of staff in pedagogical practices such as the use of ability data to inform planning for individual student’s learning and, differentiation of learning to cater for the learning needs of all students.

Appointment 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, a science exploration programme in conjunction with Bond University; the A.B. Paterson College Mathematical Modelling Challenge and Forum: a focus on mathematical modelling with a two day challenge at the end of the week, with the Australian Catholic University, the University of Queensland, Griffith University, and the University of Melbourne; in 2009 students and teachers from Singaporean schools participated for the first time to view what is done so as to be able to implement the ideas and processes in the inaugural Singapore Mathematical Challenge in June 2010; and, Starry, Starry Night, a night for budding astronomers supported by the Southern Astronomical 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 2009 167 students registered and a Year 8 student attained first place in Queensland and second place nationally.

Entry in various Visual Art competitions such as the International Digital Design Challenge in which two Year 12 students were runners-up in the Web Design section and two Year 9 students were runners-up in the Graphic Design section; the Secondary Schools painting category of the 2009 Gold Coast Show was won by a College student as was the open section – which included works by professional artists; Students’ work was exhibited in the regional Energies show (non-competitive) and selected to hang in an exclusive showcase exhibition at the National Art Teachers’ Conference. Student work is also showcased on the Saatchi Gallery website and a Year 12 student won an international poster competition for Visy Recycling.

Entry of languages students who performed admirably in the Griffith University Languages Speech Contest, receiving seven gold, eight silver, seven bronze and two fifth place medals and 23 highly commended certificates.

Japanese Language students from Years 7-12 achieved remarkable success in the ACER Assessment of Language Competence Certificate Program with 13 students attaining High Distinctions and 36 students attaining Distinctions.

Under the patronage of the Spanish Embassy (Canberra), the Languages Faculty holds an annual Languages Public Speaking Competition for students studying Japanese and Spanish in Years 4 to 12. The students consistently compete at a very high standard College teams participated in the Queensland Junior Robo Cup competition, and the QUT Queensland First Lego League competition.
Entry in the Rio Tinto Big Science Competition with one Year 10 student attaining 100% in the competition and travelling to Canberra to receive his award; and, entry in the QUT Science and Engineering Challenge for Year 10 Physics students with the College achieving second place.

Two College students, (Year 9 and Year 10), were members of the Australian team which completed successfully at the International Junior Science Olympiad in Azerbaijan in December.

Extensive opportunities to participate in additional enrichment activities including competitions and initiatives such as:

- Visiting Artists/Writers Workshops
- RACI Chemistry Quiz
- A.B. Paterson College Languages Public Speaking Competition
- APS Towards Excellence Day
- Hosting State Da Vinci Decathlon
- Australasian Problem Solving Mathematical Olympiads High School Challenge
- Australian Mathematics Competition
- National Future Problem Solving Program
- ICAS Computing Competition
- ICAS Science Competition
- International Youth Physics Tournament

A.B. Paterson College students have achieved outstanding levels of success, including first places, in these competitions and initiatives. Results of individual competitions are published in the weekly newsletter, Illalong, and students’ achievements are recognised and celebrated at 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 shows 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.

At A.B. Paterson College our offerings include:

Debating through the Gold Coast Debating Union Competition with College individual students and teams achieving very high levels of success. College teams competed in four of the five Grand Finals with College teams winning the Years 10 and 12 competitions, and Years 8 and 9 teams being named as Runners-Up in their respective competitions. The College secured the ‘Most Successful School on the Gold Coast’ trophy for the fifth successive year.
Public speaking through competitions: our students continue to participate at a very high level in competitions such as Lions Youth of the Year, Legacy, Junior Public Speaking Award, Plain English Speaking Award and Rostrum.

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 1,000 entries from the region and is supported by skilled public speaking adjudicators with a generous 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 four years.

Junior School Poetry Recital Evening and Oratory Competition.

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 2009 the Senior School musical was Anything Goes, and the Junior School musical was Suessical, The Musical. In 2009 senior drama students performed Away.

Additional opportunities for performance: musical evenings for parents, eisteddfods (such as Gold Coast Eisteddfod). In 2009 A.B. Paterson College choirs, bands and ensembles enjoyed success, including first and second placements and, for the first time, won the Aggregate Choir Trophy for Primary Schools in the nationally recognised Gold Coast Eisteddfod.

The College's ‘Splendid Visions’ Art Exhibition.

For the first time the College ran the Year 10 Shakespeare Festival, which provided a forum for local students to present excerpts from Shakespearean plays to their peers as well as professionals, for feedback and experience. Five schools participated in the programme.

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

Excellent sporting facilities including a 25 metre heated pool, three ovals and tennis and ball courts. In 2009 construction of the Multi-Purpose Sports Centre commenced with funding from the Federal Government’s Building the Education Revolution programme. The College and College parents have also contributed to the fitting out of this building.

Support for the many A.B. Paterson College students who compete at regional, district, state and national levels.

Participation in the Duke of Edinburgh’s Award Scheme.

Leadership development experiences through College camps, programmed leadership experiences and special opportunities such as the International Women’s Day Breakfast and Forum; six students were finalists in the International Women’s Day Youth Leadership Award (Gold Coast); attendance at the State and National Youth Summits; attendance of students from Years 6 to 11 at the World Vision Leadership Convention.

Entry in the Rostrum Public Speaking Competition with a number of students qualifying for the Zone Finals and one student advancing to the Junior Division of the South Queensland Final.

Cultural Clubs such as Origami Club (Prep to Year 3 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 2009 one of the College teams won the Best Team Shield.

Participation in the Rotary Club of Coomera Valley’s Ethical Dilemmas Competition. In 2009, the College won the competition for the third year in a row.

For the first time, the College had a team of 12 students undertake a World Challenge Expedition to Malaysia in December 2009. Students, staff and parents worked tirelessly to raise the second highest amount of money raised by World Challenge groups in Australia to support the expedition and the community projects which are an integral part of the programme. Students were challenged physically and mentally and learnt the importance of team work as well as being exposed to the richness of other cultures. They returned with a more broad appreciation of life and difference and a maturity that might be expected to take years to develop.

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 activities
- Clean Up Australia
- Smith Family

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 30 hours of community service undertaken by all students in Year 11

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**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. In 2009, such programmes have included the Well-Being Initiative, Cybersafety and support of the Alannah and Madeleine Foundation. All staff and students are required to adhere to these policies and programmes.

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

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

A.B. Paterson College is proud of the twenty year history it will recognise in 2010. Various events are planned to celebrate the achievements and honour the commitment and hard work of all members of the College community, since the founding of the College. A.B. Paterson College has much of which to be proud.

**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 teachers 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 make contact with the parent/guardian by SMS messaging requesting that the parent contacts the College.

Class room teachers, 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 done.

**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 other classroom activities, Library duties, Lost Property, Sports Carnivals, Cultural and Performing Arts events, the College canteen, Uniform Shop.

Attendance at Information Evenings which keeps parents informed of current educational trends and social issues, 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.
A list of staff in 2009 is included in the A.B. Paterson College Year Book and on the College website. This list includes the qualifications of staff.

In 2009 there were 125 full-time staff and 26 part-time staff. Of these, 102 were teaching staff and 24 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. Two staff members are recognised internationally through their work with Wide World training offered through Harvard University. One staff member has lectured and presented papers at international venues as part of her coaching role and the other staff member is an online coach, delivering staff professional development for Wide World on Teaching for Understanding. 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 2009 the College was proud to recognise the commitment and dedication of long serving staff members at the annual Founders’ Day ceremony. Two staff members had served for ten years and two staff members for fifteen years.

A.B. Paterson College is committed to the ongoing professional learning and development of all staff and this is required under our Industrial Agreements. Our staff fully support this approach and engage positively in professional learning.

Thus all teachers (and learning assistants and faculty assistants) (100%) participated in professional learning activities run by the College within the College, and/or by external bodies in 2009.

Diverse fields included:
Teaching for Understanding and related domains
Specific subject development
Queensland Studies Authority: curriculum, assessment and reporting
Membership of Queensland Studies Authority Panels
Use of Queensland Essential Learnings
National Curriculum
Learning Support
Gifted and Talented Education
THRASS
Assessment strategies
Pedagogy
Differentiation of curriculum
Use of student ability data to inform planning for individual student outcomes
Grammar and English Usage
Professional Standards
Pastoral Care
Performing and Creative Arts
Workplace Health and Safety
As in previous years, a number of College staff presented addresses and workshops at conferences – international, national, state and regional. 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 2009 included: presentation of workshops at the Queensland Association of Mathematics Teachers on the use of the Ti-Nspire CAS Graphing Calculator Technology to enhance the teaching of mathematics and a presentation and discussion of tasks and student work featuring mathematical modelling and the incorporation of technology at the ICTMA Conference (International Community of Teachers of Mathematical Modelling and Applications) held at the University of Hamburg.

In addition to four days prior to the start of each year and one day at the start of Terms 2-4, all teaching staff meet weekly for 1.5 hours with a pedagogical focus or pastoral care focus. The College provides ongoing professional development of staff in Teaching for Understanding (TfU), and builds professional learning on TfU into the timetables of all teachers new to the College. Specially trained staff run these sessions, and an additional trained teacher acts as a classroom mentor for Junior School teachers.

The College organises regular visits by researchers from Project Zero at Harvard. These visits occur during the Professional Development 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 on line learning through Wide World (Project Zero at Harvard University) in their own time.

Academic Learning Assistants attended in-service in areas related to their work, for example, in Autistic Spectrum Disorder, and training in THRASS and Support-a-Writer as well as in assisting individual students in the classroom in both numeracy and literacy. Additional training was undertaken by these staff in grammar and also in behaviour management so as to enhance their work in supporting teachers in the classroom. Some staff members also train parents in Support-a-Reader and Support-a-Writer 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

For 2009 at A.B. Paterson College the total funds expended on teacher professional development were $392,783.16. The figure does not include the cost of employing relief staff to cover the classes of teachers engaged in professional learning.

Teaching Staff Attendance: 97.26 % of teaching staff (permanent and temporary) and school leaders were in attendance each day in 2009.

Retention of Teaching Staff: 91.4% of teaching staff were retained as from the end of 2008.
The average attendance rate for A.B. Paterson College students for 2009 was 96.6%.

Average attendance rate for each year level as a percentage in 2009:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average attendance rate for each year level as a percentage in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>97</td>
</tr>
<tr>
<td>1</td>
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<td>10</td>
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<td>11</td>
<td>96</td>
</tr>
<tr>
<td>12</td>
<td>95</td>
</tr>
</tbody>
</table>

**Student Attendance**

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

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. HOJS and HoH would also make contact. Should a student be absent of a period of time, and it is appropriate to provide work for the student, this is provided wherever possible.
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.

### READING 2008

<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 (2008)</td>
<td>441</td>
<td>400</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2008)</td>
<td>530</td>
<td>484</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2008)</td>
<td>562</td>
<td>536</td>
<td>99.1</td>
</tr>
<tr>
<td>Year 9 (2008)</td>
<td>619</td>
<td>578</td>
<td>99.2</td>
</tr>
</tbody>
</table>

In Year 7 2008:
- The 1 student who did not meet the national minimum standard in Reading has identified learning difficulties.

In Year 9 2008:
- The 1 student who did not meet the national minimum standard in Reading has English as a second language.

### READING 2009

<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 (2009)</td>
<td>452</td>
<td>411</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2009)</td>
<td>534</td>
<td>494</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2009)</td>
<td>576</td>
<td>541</td>
<td>99.2</td>
</tr>
<tr>
<td>Year 9 (2008)</td>
<td>619</td>
<td>578</td>
<td>99.2</td>
</tr>
</tbody>
</table>

In Year 7 2009:
- The 1 student who did not meet the national minimum standard in Reading has diagnosed learning difficulties and is receiving support.

### WRITING 2008

<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 (2008)</td>
<td>448</td>
<td>414</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2008)</td>
<td>537</td>
<td>486</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2008)</td>
<td>570</td>
<td>534</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2008)</td>
<td>629</td>
<td>569</td>
<td>97.5</td>
</tr>
</tbody>
</table>

In Year 9 2008:
- Of the 3 students who did not meet the National Minimum Standard in Writing, one has identified learning difficulties.
### WRITING 2009

<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 (2009)</td>
<td>451</td>
<td>414</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2009)</td>
<td>496</td>
<td>485</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2009)</td>
<td>574</td>
<td>532</td>
<td>99.2</td>
</tr>
<tr>
<td>Year 9 (2009)</td>
<td>626</td>
<td>569</td>
<td>100</td>
</tr>
</tbody>
</table>

In Year 7 2009:
The 1 student who did not meet the National Minimum Standard in Writing has diagnosed learning difficulties and is receiving support.

### SPELLING 2008

<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 (2008)</td>
<td>429</td>
<td>400</td>
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<tr>
<td>Year 5 (2008)</td>
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<tr>
<td>Year 7 (2008)</td>
<td>573</td>
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<td>98.2</td>
</tr>
<tr>
<td>Year 9 (2008)</td>
<td>618</td>
<td>577</td>
<td>99.2</td>
</tr>
</tbody>
</table>

In Year 5 2008:
the 1 student who did not meet the National Minimum Standard in Language Conventions Spelling has identified learning difficulties.

In Year 7 2008:
the 2 students who did not meet the National Minimum Standard in Language Conventions Spelling have identified learning difficulties.

In Year 9 2008:
the 1 student who did not meet the National Minimum Standard in Language Conventions Spelling has identified learning difficulties.

### SPELLING 2009

<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 (2009)</td>
<td>440</td>
<td>405</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2009)</td>
<td>511</td>
<td>487</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2009)</td>
<td>584</td>
<td>540</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2009)</td>
<td>615</td>
<td>576</td>
<td>97.4</td>
</tr>
</tbody>
</table>

### GRAMMAR AND PUNCTUATION 2008

<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 (2008)</td>
<td>447</td>
<td>403</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2008)</td>
<td>543</td>
<td>496</td>
<td>98.9</td>
</tr>
<tr>
<td>Year 7 (2008)</td>
<td>569</td>
<td>529</td>
<td>98.2</td>
</tr>
<tr>
<td>Year 9 (2008)</td>
<td>613</td>
<td>569</td>
<td>98.3</td>
</tr>
</tbody>
</table>

In Year 5 2008:
the 1 student who did not meet the National Minimum Standard in Language Conventions Grammar and Punctuation has identified learning difficulties.

In Year 7 2008:
of the 2 students who did not meet the National Minimum Standard in Language Conventions Grammar and Punctuation, 1 has identified learning difficulties.

In Year 9 2008:
2 students did not meet the National Minimum Standard in Language Conventions Grammar and Punctuation.

### GRAMMAR AND PUNCTUATION 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score</th>
<th>Average Score</th>
<th>% above National</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Year 3 2009:
The 3 students who did not meet the National Minimum Standard in Language Conventions Grammar and Punctuation all have diagnosed learning difficulties and are receiving support.

In Year 7 2009:
The 1 student who did not meet the National Minimum Standard in Language Conventions Grammar and Punctuation has diagnosed 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</td>
<td>428</td>
<td>397</td>
<td>98.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>531</td>
<td>476</td>
<td>100</td>
</tr>
<tr>
<td>Year 7</td>
<td>588</td>
<td>545</td>
<td>100</td>
</tr>
<tr>
<td>Year 9</td>
<td>619</td>
<td>582</td>
<td>100</td>
</tr>
</tbody>
</table>

In Year 3 2009:
1 student did not meet the national minimum standard in 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</td>
<td>437</td>
<td>394</td>
<td>100</td>
</tr>
<tr>
<td>Year 5</td>
<td>523</td>
<td>487</td>
<td>98.9</td>
</tr>
<tr>
<td>Year 7</td>
<td>590</td>
<td>544</td>
<td>100</td>
</tr>
<tr>
<td>Year 9</td>
<td>624</td>
<td>589</td>
<td>100</td>
</tr>
</tbody>
</table>

In Year 5 2009:
The 1 student who did not met the national minimum standard in numeracy has English as a second language and had arrived in Australia and been present in the school for 2 terms prior to testing.

Sources of all State and National data:
2008 and 2009 NAPLAN summary reports sourced from [www.naplan.edu.au](http://www.naplan.edu.au) and [www.myschool.edu.au](http://www.myschool.edu.au)
A.B. Paterson College was extremely proud of the achievements of its Year 12 2009 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, 99% of A.B. Paterson College students achieve an offer of a tertiary place. In 2009, the Year 12 students performed particularly well with 98% receiving a tertiary offer.

<table>
<thead>
<tr>
<th>Outcomes for A.B. Paterson College Year 12 cohort 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Statement</td>
<td>113</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP) (all who were OP eligible)</td>
<td>78</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>11</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
<td>40</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>108</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
<td>n/a</td>
</tr>
<tr>
<td>Percentage of Year 12 students who received an OP 1-15 or an IBD 2009</td>
<td>93.4%</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>
<td>98%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
<td>98%</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 2009:
Two students received the highest entrance honour for Griffith University, the Sir Samuel Griffith Academic Excellence Scholarship
Four students received part scholarships to Bond University
Two students received entry to the Griffith University Honours College
Four students received Vice Chancellor’s Scholarships to Queensland University of Technology.
There are only 190 of these scholarships awarded across Australia.
One student received an Academic Scholarship to the University of Queensland

Apparent Retention Rate:

The Year 12 student enrolment as a percentage of the Year 10 (2007) cohort is 98.3%.
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 listed.

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 following speech was made by the College Captain at our Founder’s Day Assembly on 22 May 2009. This speech provides a student’s reflection and perspective on life at A.B. Paterson College and all the College offers its students:

Good afternoon College Principal, Mrs Lang, Chairman of the Board, Mr Peter Sippel, The Honourable Peter Lawlor (Minister for Tourism and Fair Trading), Directors of the College Board, invited guests, staff, parents and students,

Today we celebrate the 19th year since our College was founded. Commemorating almost two decades of fine education, it is certainly a time to reflect upon and admire the extensive expansion of our facilities, and our traditions that have become embedded within the spirit of the College since its opening in 1991.

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

The fact that the College is inclusive of everyone, accepting pupils regardless of gender, denomination or culture, fosters the same open-minded ideals for us, as students. Everyone is valued and has the ability to reach for their personal best in such a positive environment, and it emulates the modern ideals of our society. The College also celebrates our great country and Australian history which allows us to maintain a strong connection with the core of our nation.

It is a commonly shared belief that the atmosphere, the tone of a school, is crucial to a student’s feeling of acceptance, support and motivation. Certainly, the first impressions I gained of A.B. Paterson were of this and have been confirmed countless times throughout my educational journey. The tutor group structure in the Senior School exemplifies this, enabling students from Years 7 to 12 to form invaluable bonds within this ‘family at school’.

As a member within the dynamic network of staff, students, parents and friends of the College, you come to realise that people here really do care about you and your development as an individual, and also as part of an ever-expanding community. As students are urged to look beyond themselves, A.B. Paterson College has established a legacy of generous community service. This continues to apply to a great majority of good causes where either time or money is donated to help those in need. Each year, the Grade 11’s commit to donating a minimum of 30 hours, and many are given a new perspective on life as a result.
As you can see, A.B. Paterson educates the person not just the academic mind. Indeed, an exceptionally strong emphasis is placed on individual character development. Across the Junior and Senior Schools, this is fostered especially in weekly personal development lessons based on the Virtues programme, and is exemplified in day-to-day courteous conduct towards others. As members of the student body, it is an expectation that we uphold the values and ethos of the College and strive for our personal best. This may present a challenge at first, however, by adhering to these we realise that they are not purely the expectations and standards of the College, rather the expectations and standards we should have of ourselves.

By the same token, we are all encouraged to exercise leadership; an overt demonstration of ‘excellence, care and commitment’. It is the College’s belief that everyone is capable of taking initiative and acting with integrity, possibly the defining characteristics of being a leader. The College offers a wide variety of opportunities for us to discover and develop our individual style of leadership, perhaps as a Year 7 Aussie Sports Leader, through Outward Bound and as captains of co-curricular areas. In Year 12, everyone is considered a leader from the beginning and strives to prove this throughout the year to achieve Leadership Honours, a recognition equivalent to that of a Prefect. It is evident that the College truly believes and nurtures the fact that ‘anyone can do anything’ and it is on this premise that students are able to soar to great heights.

One of the most unique and fundamental aspects of the College is its approach to education. Teaching for Understanding is a highly interactive learning approach as we actively seek and find meaning in our work. Teachers expertly guide us in these discoveries, as connections are made to real-world situations. We are, to an extent, taking initiative for our own learning and this mutual contribution between teacher and student allows us to reach conclusions effectively, as learning differences are taken into account. Because of this, a positive challenge for each student is guaranteed and everyone has the opportunity to express their ideas. We have found these open-minded methods can also be applied outside the classroom to an everyday context, where our broadened way of thinking allows us to, for example, evaluate a situation from different perspectives in order to make an informed decision. In other words, education here surpasses the mandatory requirements of simply ‘instruction’ and from a student’s perspective, can really be defined as ‘teaching for understanding, teaching for life’.

Learning opportunities that extend beyond the College’s high academic standards include both sporting and cultural pursuits. We are able to participate in a range of activities that cater for our individual interests. Apart from the expected benefits of working towards unified and individual aspirations, such activities are important in creating friendships right across different age groups. Again, this is in line with the College’s well-balanced approach to education.

One of the aspects of the College we can appreciate is the development of state of the art facilities over these 19 years. The College’s elite Performing Arts Centre, 25 metre heated pool and science laboratories are now joined by the purpose designed Mathematics Learning and Research Centre and the Food Technology Facility. A.B. Paterson College has most definitely come a long way since its humble beginnings 19 years ago.

Over the years, I have found A.B. Paterson College to be a very supportive and open-minded community which does not merely ‘go through the motions’ in education, but prepares students in all respects for their future as an active participant in our global community. A.B. Paterson College is a school that you attend everyday not because you have to, but because you want to.”
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.

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 will be completed by October 2010 and will be known as the A.B. Paterson College Multi Purpose Sports Centre an additional playground facility for young children which was completed in 2009 and continued provision of additional computer facilities which continued through out 2009 so that our current ratio of students to computers is less than 2:1.

### Technology at A.B. Paterson College

During 2009 A.B. Paterson College continued to develop and implement the use of its learning management platform, to give students, staff and parents 24/7 access to results, profiles, homework, and assignments and to the Virtual Classrooms developed by staff. This is an ongoing project.

The College recognises the need for its students and staff to have access to the best possible information technology and for students and staff to utilise information technology in the teaching and learning process. In 2009 the College computer access to student ratio was lowered to better than one computer to every 2 students.

A program for the installation of electronic whiteboards was commenced in 2006 and was continued in 2007, 2008 and 2009. The vast majority of classrooms have now been equipped with data projectors and electronic whiteboards.

All students in the College have access to computers via a user account and students in Year 4 and above are provided with a College email account. The College’s internet access was upgraded in 2009 to a high speed 100 Mbps fibre optic link to Queensland University. 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 2009 the Mathematics Faculty continued its research project with Texas Instruments in Mathematics classes in the Senior School. This research project involves the trialing of the new handheld platform, TI N-Spire, (Graphics Calculator) and the provision of feedback to Texas Instruments on the technology and the building of activities to be used by Texas Instruments.

In 2009 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.

College Progress 2009

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.
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 2009. The Office of the Government Statistician conducted the survey between 30 March and 12 May 2010, 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>100</td>
<td>113</td>
<td>88.5</td>
</tr>
</tbody>
</table>

**Definitions of Main Destinations:**

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

**Summary of findings:**

The information provided here is based on that provided by the respondents to the survey. In 2010, 82.0 percent of students who completed their Year 12 at A. B. Paterson College in 2009 continued in some recognized form of education and training in the year after they left school.

The most common study destination of respondents was university (73.0 percent). In addition, a further 6.0 percent of respondents from the College deferred a tertiary offer in 2010. (They are shown in the chart below in their current destinations). The combined VET study destinations accounted for 9.0 per cent of respondents, including 7.0 percent in campus-based VET programs, with 6.0 percent of Year 12 completers entering programs at Certificate IV level or higher.

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

18.0 percent of respondents did not enter post-school education or training, and were either employed (11.0 percent), seeking work (5.0 percent) or neither studying nor in the labour force (2.0 percent).

**Chart showing Main Destinations of students:**

![Chart showing Main Destinations of students](chart.png)

- University (degree) (73.0%)
- VET Cert IV+ (6.0%) *
- VET Cert I-IIother (1.0%) *
- Apprentice (1.0%) *
- Trainee (1.0%) *
- Working FT (2.0%)
- Working PT (9.0%)
- Seeking work (5.0%)
- Not studying/NILF (2.0%)
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](http://www.abpat.qld.edu.au) or by contacting Mrs Merilyn O’Toole, Head of Admissions and Development, on 07 55947947.