A.B. PATERSON COLLEGE

Developing young men and women of character – leaders now and for the future.

ANNUAL REPORT 2017
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Foreword

The following Report is compiled to comply with State and Federal Government Reporting requirements. The College disseminates information to the community through the Annual Report, which is available on the College website each year, various publications and other documentation provided by the College from time to time.

Vision Splendid

_Vision Splendid_ is the College’s quarterly magazine. This publication aims to highlight current programs within the College and to inform the community of the many achievements of staff and students, as well as exciting new initiatives. The publication maintains a strong connection to our parents, grandparents, past students, and other friends and community members.

Illalong News

The _Illalong_ is the College’s weekly Newsletter that is published on our web page. Parents of the College are notified of the latest additions each week by way of a push notification on their mobile phone and by email. The Newsletter conveys important information about College programs, opportunities for students, reminders on administrative matters and student activities.

College Noticeboard and Community Event Flyers

The College maintains both a Noticeboard and section for Community information on its webpage. These aim to improve connectivity with our community and provide a link to important community events, both local and further afield, to keep our College community informed of such events.

College Portal

The College Portal enables remote access for staff, students and parents. The College Portal enables parents to maintain a closer oversight of their child’s education. The Portal can be accessed at [www.abpat.qld.edu.au](http://www.abpat.qld.edu.au) and is protected via a secure log-in.

College Web Page

The College operates a detailed and informative web page that can be found at [www.abpat.qld.edu.au](http://www.abpat.qld.edu.au). This web page provides information pertaining to the A.B. Paterson College community, the distinctive curriculum offerings, pastoral care initiatives and structures, co-curricular programs and activities, key policies, staff details, information pertaining to student life and details on enrolment procedures.
Introduction

At A.B. Paterson College, we strongly believe that it is the quality of the human relationships that exist within a school that define its character, its feel and the essential teaching and learning relationships that are formed.

Schools of substance are often defined by the quality of relationships that exist between students, parents and staff. At A.B. Paterson College, we value these essential partnerships in the education of each and every child. Students take educational risks, dare to challenge themselves, and aim to succeed, when they feel supported in a caring and nurturing environment with dedicated and highly experienced teachers. This is of the utmost importance at A.B. Paterson College, as we continue our tradition of being one of Australia’s leading Colleges.

International research indicates that it is the quality of teaching within the classroom that has the greatest impact on student achievement. At A.B. Paterson College, we base our teaching and learning strategies on leading international research and the Teaching for Understanding framework, as conceptualised in Project Zero from the Harvard Graduate School of Education. This framework helps students from Prep to Year 12 think creatively, and learn to apply their skills and knowledge to new and real life-related situations. This leading approach to teaching and learning focuses on the individual student, thereby better providing for their individual needs.

Whilst proud of the very strong academic record that A.B. Paterson College has always maintained, our aim is to develop young men and women of character. The College strives to achieve this by challenging 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.

The College caters for students with a diverse range of talents, interests, needs and academic abilities, through its rigorous and comprehensive academic program, diverse co-curricular activities, and strong pastoral care system. Our College boasts leading educators, committed to on-going professional development, and highly dedicated non-teaching staff committed to the achievement of the College’s mission.

Choosing a school is one of the most important decisions that a parent will ever make. Every child and young adult deserves the highest standard of education to support and encourage them to the achievement of their personal best; to develop the essential qualities that enable them to act with purpose and character; and to possess those much needed values to operate within the moral framework of an ethical community.

I would like to take this opportunity to commend our College to you as a thriving and dynamic environment, and a place of outstanding educational opportunities and offerings.
Mission

To challenge the individual to achieve, and to act with purpose and character.

Central to the very heart and core of A.B. Paterson College is the aim of developing young men and women of character – leaders now and for the future. Our Mission underpins all that we do at A.B. Paterson College. Whether it be in our challenging and dynamic academic program, the sporting arena, or within the Arts, our students develop the intellectual character to become passionate about the ongoing pursuit of learning; they develop the skills and confidence to succeed in an increasingly complex world; and become committed to a positive future for the good of all, through leadership development, service and active participation in their communities.

Values
The College’s Core Values are underpinned by the finest values evident within Australian society and are supported by the Australian Government’s National Framework for Values Education in Australian Schools (2005).

Our Values give meaning and purpose to our lives, define the way in which we engage with each other, and guide us as we strive to achieve our Mission.

We Value:

Learning
We encourage and develop a lifelong passion for learning, leading to genuine understanding.

Excellence
We strive for excellence in all we do.

Care
We encourage active care and advocacy for all people of the world.

Creativity
We promote creativity in thought and innovation.

Leadership
We take responsibility for our own actions and have the courage and conviction to guide others.

Integrity
We act with courage, conviction, and with the highest moral standards.

Community
We contribute enthusiastically, responsibly, and with pastoral concern to all in our community; engendering respect and trust within all people.

Respect
We appreciate and value the cultural and individual differences in the people of the world, and treat all with dignity.
Aims and Attributes

The company’s object is solely to pursue the charitable purpose of advancing education including, but not limited to, the following educational activities to:

• Establish, develop and maintain a Pre-school to Year 12 co-educational college of education;

• Provide education which is:
  o committed to the development of the qualities of each individual student;
  o characterised by the pursuit of individual excellence in academic areas by each student;
  o provided in a caring environment with a system of pastoral care involving all students;
  o characterised by a strong co-curricular program, providing activities for all students to develop cultural skills and interests, sporting skills and interests, and community service involvement;
  o characterised by an appreciation and understanding of Christian morality;
  o characterised by a high correlation between home and school values; and
  o committed to the development of curriculum and pedagogy using the Teaching For Understanding approach, as developed by Project Zero, Harvard Graduate School of Education, or an alternative framework approved by the College Board, which supports the educational objectives of the College;

• Raise money to further the aims of the College and to secure sufficient funds for the object and purposes of the College;

• Receive funds and distribute them in a manner that best attains the object and purposes of the company;

• Do such other things as are incidental or conducive to the attainment of the object and purposes of the company.

The Attributes of the College for the purposes of accreditation (under the Education [Accreditation of Non-State Schools] Act 2001 and the Education [Accreditation of Non-State Schools] Regulation 2001), and generally, are that the College:

• Is co-educational;

• Has student entry from Pre-school to Year 12;

• Seeks to encourage links between home and College life;

• Is fee paying; and

• Provides, from time to time, in the absolute discretion of the College Board, or its duly authorised delegate, bursaries and/or scholarships to offset the fees, partly or wholly (of certain students identified by the Board’s duly authorised delegate, and who meet criteria set by the duly authorised delegate and agreed to by the Board from time to time).
College Structure

The College’s website provides a comprehensive representation of the distinctive nature of A.B. Paterson College, its rich history, its diverse academic, pastoral and co-curricular programs, its service focus and its links with its community – local to global. We proudly invite you to explore our website.

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 programs, which reflect this framework for teaching and learning. The College was delighted to host the first Australian Teaching for Understanding Conference in 2006. Our staff continue to undertake specialised training with Harvard University and with our Director of Teaching and Learning, who is an International Coach for Harvard University in this pedagogical training.

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. In December 2016, the total enrolment was 1411 students. This enrolment comprised 706 boys (50.04%) and 705 girls (49.96%). The proportion of Indigenous students in the student population was 0.21%. 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 2016, catered for children from two years to school age.

The College comprises a Junior School (P-6), which is led by the Head of Junior School, and a Senior School (7-12), which is led by the Head of Senior School. Each of these sub-schools comprises approximately 700 students.

Who We Are – Our 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.
Distinctive Curriculum Offerings and Value Adding at A.B. Paterson College

The College’s Mission, ‘to challenge the individual to achieve, and to act with purpose and character’ is embodied in every engagement, interaction and opportunity within the College. This Mission is encapsulated within the College’s academic program, thereby providing many opportunities for all students of the College.

In 2016, A.B. Paterson College continued to be recognised internationally as a leading school in implementing the *Teaching for Understanding* framework (TFU) as developed by Project Zero at Harvard Graduate School of Education.

A.B. Paterson College adopted the framework across all year levels in 1999. The College continues to use it to assist teachers in taking their students beyond the simple mastery of facts, to being able to apply knowledge flexibly in unfamiliar contexts.

The framework assists teachers at the College with the engagement of our students via challenging learning experiences that help to build and demonstrate understanding, and with developing assessment practices that deepen a student’s understanding. At A.B. Paterson College, our students are encouraged to share and demonstrate their understanding in innovative and effective ways. Paramount in our development of the curriculum and the pedagogical approach to deliver it is the desire to cater for the needs of each individual student. Staff training in 2016 reflected this focus - as it has done for a number of years. Effective differentiation and individualised programs ensure that each student reaches their full potential and follows a learning journey that best enables this to occur.

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 two years to school age (in 2010), is linked to the College curriculum.

The contemporary (or 21st Century) skills that are becoming increasingly essential to be successful in a career - summarised as the four ‘Cs’ – collaboration, communication, creativity and critical thinking, which sit alongside problem-solving and innovation, are a vital part of any educational curriculum, and are included as a key component of lessons across all age groups. To facilitate this, our teaching has moved away from the more traditional learning, to be technology-rich and thus maximises our delivery of these contemporary learning skills. Within the *Teaching for Understanding* framework is a push for real world authentic learning via their generative topics, and these link with the need for students to apply their knowledge, by participating in increasingly sophisticated learning performances, coupled with utilisation of the contemporary skills.

The Phases of Learning

The College has identified the following fundamental phases of learning, which guide the development of our curriculum.

Prep-3 is about ‘Fun, friendship, and learning with creativity,’ whilst Years 4-6 is named ‘On-the-go with friendships and learning.’ Years 7-9 is all about ‘Creating a haven to experiment, explore, succeed, attempt and learn’, with Years 10-12 titled, ‘A safe path to self-discovery’ shaping a child’s capacity to succeed as a confident, capable and contributing citizen, along whichever path they choose to travel in the world beyond.

Challenging Learning Opportunities

**Junior School**

In the Junior School, we have continued three exciting programs introduced in 2015 to support the teaching of Literacy: *Words Their Way*, *Literacy Planet* and *Bug Club*.

At A.B. Paterson College, we find that when we weave together all the aspects of literacy – reading, oral language and writing, we are giving our students the best chance to become successful learners.

*Words Their Way* is the program that we engage in to teach spelling. It is a developmental program that is completely differentiated for our students. It is taught in a systematic and explicit manner, where students are encouraged to make connections from previously learned materials. As the students learn more about word study, patterns and sorts, they move through the pre-literary stage of spelling right through to the derivational stage. With *Words Their Way* being taught as part of the everyday literacy block, the repeated exposure ensures students are given the time and depth to develop their skills.
Literacy Planet is an online program that works together with the explicitly taught aspects of English, to give students an opportunity to consolidate their understanding in a completely interactive and fun environment. It appeals to students because, whilst they are working on their decoding comprehension, spelling and grammar skills, they are also engaging in interactive technology. This program is now being used in our classes from Year 1 through to Year 6. The teachers can set work associated with the class focus, but the children can also work through the quest component gaining points. Literacy Planet activities are also available for students to use at home, complementing their school program. Each week at assembly, we are rewarding the class, who is gathering the most points from their work, with a certificate of achievement.

Bug Club is a print and digital literacy program for reading in our Prep to Year 3 classes. Bug Club includes hard copy readers (levelled for children), which allow teachers to choose tasks and books that are uniquely suited to each child in their class. There is also an interactive online component, which is being used in classes as part of the Guided Reading programs. This program is a fantastic addition to our resources and targets student interest, as well as specific literacy goals.

English

Our literary traditions are continually developed through the provision of enriching curriculum and enhanced by external providers. In 2016, a group of our Year 8 students were treated to a guest poetry performer as a reward for their excellence. The presentation was followed by a poetry competition with two gifted performers making it through to compete at the State level.

Once again, Shake and Stir Theatre Co brought the classics of Shakespeare to life and engendered passion and relevance in the famous works such as Macbeth, and Romeo and Juliet. Student and staff enthusiasm for this talented troupe of performers ensures that they are a regular feature of the English program. Great success was once again enjoyed by our many skilled debaters and public speakers. With four of our teams in the Gold Coast Debating Grand Finals, we knew this was a very special year as three of those teams won their final debates. Their presentations are the culmination of confident and careful preparation and practice nurtured by their patient and supportive coaches, whose passion and generosity enables these activities to continue to grow and strengthen.

The International Competitions and Assessments for Schools (ICAS) also confirmed the strengths our students continually display in their literacy work. This year we had three High Distinction awards and an outstanding fourteen students receiving Distinction awards. These are very impressive outcomes in a challenging external assessment.

Mathematics

Mathematics at A.B. Paterson College allows students to see the connections between theoretical and real-life mathematics, through an approach to modelling and problem solving in both learning and assessment. Our staff motivate their students to develop their understanding and skills to then apply and use their knowledge. The use of different technologies gives staff new ways to present and teach, and gives students the ability to import data and images from experiments, in order to create models, draw graphs using sliders to explore functions, and analyse data finding summary statistics. Students enjoy the opportunity to take real-life situations and see how they can be modelled and interacted with.
In 2016, the College entered 178 students from Years 3-12 in the ICAS Mathematics competition, achieving 6 High Distinctions, 24 Distinctions and 62 Credits.

A.B. Paterson College had 49 students, from Year 3 through to Year 9, compete in the Challenge Stage of the Mathematics Challenge for Young Australians, conducted by the Australian Mathematics Trust. Our students achieved 1 High Distinction, 18 Distinctions and 23 Credits. The Challenge Stage is held during a consecutive 3-week period and comprises four problems for those in the primary schools and six problems for the secondary school versions. Problems are discussed in groups of two or three students before individual submission of solutions. There are separate problem sets for Middle Primary (Years 3-4), Upper Primary (Years 5-6), Junior (Years 7-8) and Intermediate (Years 9-10) students.

Sixteen students from Years 7-10 were invited to represent A.B. Paterson College in the Mathematical Olympiad, also conducted by the Australian Mathematics Trust. This program involved regular, enrichment, and extension training under the guidance of staff. A further student from Year 10 was invited to participate in the Senior Australian Mathematics Olympiad competition.

The National Chemistry Competition saw 74 students from Years 7-12 challenge their understanding of a variety of chemical concepts. One student achieved a High Distinction Excellence Award, 27 students were awarded High Distinctions, 21 received Distinctions and 11 received Credits.

The Big Science Competition was also open to students in Years 7-12. The competition challenges students to think critically, and solve scientific problems using everyday examples. Fifty students took part, 10 students achieved High Distinctions, eight achieved Distinctions and 11 received Credits. Due to the high number of students achieving High Distinctions, the science department was awarded five free entries to the Science Olympiads. One student achieved a Participation Award in Biology, one student achieved a Credit in both Chemistry and Physics and another a Distinction in Physics.

High-achieving students were also given the opportunity to get a head start on their university studies, by completing one university subject during their senior years at the College.

2016 saw a number of students studying Griffphys and Griffbio in preparation for a Science Degree from Griffith University and, eventually, a career in Science.

The Science Faculty offered both an Innovators of the Future day for Junior School, and a two-day STEM program at Griffith University for students in the Senior School. These programs allowed students to completely immerse themselves in scientific problem-solving for an extended period of time. Participants were able to work collaboratively in teams, while competing against other teams from the College and South East Queensland, to solve high-level problems and suggest proposals for the future. These days culminated in an exciting science show and a ceremony to award prizes to the winning teams.
Humanities and Social Science

Students studying Humanities and Social Sciences at A.B. Paterson College are provided with a range of opportunities, both within the curriculum and as extra-curricular activities. Several opportunities are also provided for our students to develop links with universities.

The Humanities and Social Sciences curriculum provided students with a range of opportunities. Year 8 students attended a medieval history performance, which related to their History studies. This interactive presentation allowed our students to don replicas of medieval clothing and view replicas of the weapons used during this period, which was of great interest to them. Year 9 students conducted fieldwork at a range of locations on the Gold Coast, to investigate human impact on ecosystems and strategies used to manage such impacts. Year 11 Geography students undertook fieldwork to investigate coastal erosion and evaluate management strategies.

As part of Activities Week during Term 1, our Year 11 students were involved in 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 assumed various roles within the company, including managerial roles. College staff and community business professionals mentored our students in this project.

Students can participate in a range of competitions throughout the year. Years 7-9 students had the opportunity to participate in the Australian Geography and History Competitions during Term 2. Year 11 and 12 Economics students participated in the University of New South Wales Economics Competition in Term 1.

The ASX Schools Sharemarket Game, run twice a year, is also popular with our students. Students from Years 7-12 can participate and develop an understanding of how the sharemarket works.

Years 10-12 students are provided with opportunities to explore future career options and university courses by attending the Bond University Business Experience Days, or participating in the Griffith University Ambassadors Program. Two Year 12 students participated in the Year 12 Business Program at Griffith University, and nine Years 10 and 11 students participated in the Griffith Business Ambassadors Program. Four students attended the Bond University Business Experience Days.

Health and Physical Education

A.B. Paterson College students achieved outstanding levels of success in 2016. The College motto, Excellence, Care and Commitment, is embraced at every opportunity, and this combines effectively with a strong culture of striving to achieve one’s personal best. Results of individual competitions were published and celebrated in the weekly online Illalong News, and our students’ achievements were recognised and celebrated at assemblies and other public functions.

Prep to Year 6 students experienced learning environments that align with leading global trends, and also linked with 21st Century Learning in relation to physical activities that challenged them to achieve their personal best. The College offered Dance, Gymnastics and a very comprehensive Learn to Swim Program as part of the curriculum, to further develop spatial awareness and fundamental motor skills.
With the addition of literacy and numeracy-enriched activities in Health, the Faculty aimed to foster greater development and improved academic and cognitive outcomes, as supported by the field of Neuroscience and Neuroplasticity.

Year 7 leadership was developed through the ‘Aussie Sports Leaders Program,’ which is in its 19th year. This provided our students with the opportunity to run and co-ordinate events, including the Prep to Year 3 Cross-Country, Mini Olympics and the Aquatics Carnival. A comprehensive annual CPR workshop for students in Prep to Year 11 was also offered.

In addition, curriculum offerings extended to arguably Australia’s greatest health issue at present, that being mental health. In Years 7, 8 and 9, students learnt about mental health and wellbeing with a particular focus on anxiety and depression.

There is significant credible research that identifies innovations and strategies for delivering new content (http://marzano-institute.com.au/about-the-art-science-of-teaching/). Students learn in a myriad of ways and we have implemented flipped and blended learning environments to enable student-focused and individualised work programs that focus on differentiated learning.

Senior students in Years 11 and 12 had the opportunity to study Griffith Exercise Science, as well as Griffith Health, which provided direct entry to a multitude of courses provided by Griffith University.

The Arts

Junior School students displayed their vocal skills with performances at the Gold Coast Eisteddfod, Sea World and several year level performance afternoons. All students performed at the Annual Grandparents’ Day concerts, and ensembles were enhanced with the development of Junior Strings, Rock Band and Jazz Ensemble.

Students participated in Year 6 Winton performances, Year 4 Instrumental Music Program, Arcare Performances, Christmas Concerts, College Dance Evening, Junior School Performance Evening, Honjo Higashi High School assembly and farewell celebrations, Speech Night, and the Splendid Visions Art Exhibition. Arts from Prep to Year 6 developed, to allow for flexible assessments and a deeper understanding of the relationship between Arts genres.

Years 7-9 Arts courses once again expanded in connection with ACARA guidelines, this year with a focus on differentiation of process and the development of critical and creative thinking. Senior Dance was incorporated into the Senior school subject offerings, and students within our academic Arts program attained Certificates in Dance, as well as Performance Diplomas from Trinity College, London and the Australian Music Examinations Board. Students attended a variety of workshops and performances in Brisbane, Melbourne and the Gold Coast including Zen Zen Zo Physical Theatre, Chunky Move Dance, Matilda the Musical, Voices in Paradise and Peddling. Students in the Visual Arts achieved excellent results at the Gold Coast Show and an exhibition at Riot Art, in which over 40 works were displayed. Our visual artists achieved outstanding results in the Creative Generations Art Awards, with one student selected as a finalist. Senior students participated in workshops and excursions as part of their annual Art camp, with the Years 10-12 students travelling to Tweed Art Gallery to view the Archibald Prize finalists, as well as the Gallery of Modern Art to analyse the Asia Pacific Triennial artworks on display.

Artists, including Stuart Mattress, Susan Gourley, Manuela Pilz and Larissa Warren, provided oil painting, mixed-media, figure drawing and porcelain ceramic workshops to our Senior visual artists, whose talent was highlighted at the Splendid Vision Art Show.
Our Senior dancers, instrumentalists, actors and vocalists achieved success at eisteddfods, workshops, tutor evenings, courtyard concerts, musical assemblies, choral excellence weekend and performance evenings. Big Band represented the College at events at Bond University, Queen Street Mall and the Brisbane Jazz Club, whilst our production of Disney’s High School Musical gave many students a platform to apply skills taught in the classroom to practical performance opportunities, through brainstorming, auditioning, rehearsing, costuming, choreographing, set building and designing.

**Technology**

The Technology program within the College seeks to develop a diverse range of skills in order to cultivate understanding in a variety of areas. Students in Years 7, 8 and 9 have had the opportunity to explore concepts within Digital Technology, Design Technology and Food Technology as they moved between these areas. In Digital Technology, students utilised analytical and problem-solving skills as they created coding using an ‘App’ development program. In Senior years, to extend knowledge and understanding further, students experienced complex coding problems. The programming language, Java, enabled them to develop relevant knowledge that would relate to university courses utilising this programming language. ICAS is the most comprehensive skills-based educational assessment program available to schools throughout Australia. Students have the opportunity to test their knowledge and skills by entering the ICAS Digital Technologies category.

Graphics students created solutions to real world situations using a range of relevant design factors. They were encouraged to utilise analytical and creative thought processes and higher order thinking skills, in order to develop innovative designs that met specific criteria. Film, Television and New Media students were able to take part in a variety of creative experiences, with students having the opportunity to enter the Bond University Film and Television Awards. Hospitality students catered for a variety of school based functions, including Grandparents’ Day. They assisted at the Business Industry Dinner and had the opportunity to undertake work experience at Royal Pines Resort.

**Languages**

In 2016, the College offered Japanese from Prep - Year 12, and Spanish from Years 4-12. The Languages Faculty facilitated a range of exciting opportunities for students to integrate their language skills with cultural activities such as Latin American and Japanese cooking classes, Tea Ceremony, Reiki Meditation, Origami, Hispanic film appreciation, and Latin and Japanese dance classes. One of the highlights of the year was our biennial Japan Tour, which proved to be another amazing experience for our Japanese students to test their language and cultural knowledge first-hand during their two-week tour of Japan. This tour was part of our reciprocal visit to our sister school, Honjo Higashi in Saitama Prefecture, with whom we have had a long-standing exchange program.

A.B. Paterson College students from Years 4-12 participated in the Annual MLTAQ Speech Competition held at Griffith University in August 2016. This event is the largest competition of its kind held in Australia, and attracts well over 1200 participants from South East Queensland, from both the public and private school sector. Once again, A.B. Paterson College was well represented by the 60 students, who achieved outstanding results in both the Spanish and Japanese Divisions from Years 4-12, including three students in the Japanese Background Speaker division.

In the Spanish Division, our students achieved 3 Silver, 2 Bronze, and 11 High Distinctions; in the Japanese Division our students achieved 3 Gold, 4 Silver, 1 Bronze and 10 High Distinctions.
All students in Years 4-12 use Japanese and Spanish keyboard input when working on their slates. This allows students to create multi-lingual documents, especially in the Years 4-7 courses when they learn both languages. Students enjoy the opportunity to practise their language both in the classroom and at home through the use of interactive software and online apps, such as Languages Online, Bablezone, and Boardworks.

**Academic Talent Development (ATD) faculty**

The Academic Talent Development (ATD) Faculty has a core strategic goal of ensuring that it continuously supports the needs of Academically Gifted and High Ability learners. The ATD Framework is founded on evidence-based learning theories of gifted education and uses Gagne’s Four D’s: Greater depth of curriculum expectations and coverage, more density, greater diversity or range of curriculum, and a higher level of difficulty, including increasing complexity and abstract thinking.

The ATD Faculty strives to:

1. Establish a shared and agreed philosophy towards ATD teaching and learning.
2. Develop rigorous identification and tracking processes for ATD students.
3. Build teacher capacity and capabilities in the area of ATD, and support differentiation in teaching and learning programs.
4. Match talent with additional opportunities.

In 2016, the Academic Talent Development introduced *The Honours Society* to Years 10 and 11. *The Honours Society* was an invitational program. The core of this enrichment and extension program was to develop research, communication, creative and critical thinking skills; encourage self-directed and student-centred learning, and provide individually tailored and negotiated programs for students to further engage in their area of passion and expertise.

*The Honours Society* was founded on evidence-based learning theories of gifted education. The inaugural Honours Society Gala evening was held at the end of the year to celebrate and showcase personalised Honours Society projects. At the Gala, 2017 members were also welcomed into this program, which has been expanded to include Years 7 to 9. *The Honours Society* is becoming a flagship College program.

Other additional evidence-based opportunities or programs provided to the students included:

- Additional staff or team teaching for extension
- Reading/Writing/Numeracy extension (in class or withdrawn)
- Subject and year level acceleration
- da Vinci Decathlon
- Kids’ Lit Quiz and Literature Club
- Australian Mathematics Trust enrichment and extension programs
- Innovators of the Future
- ‘Unbelievable’ Spellers Competition
- CSIRO Crest – Science and Technology program
- The Write Stuff Competition
- Future Problem Solving
- Philosophy Club and Philosothon
- Bond University Mooting
- Cognitive and other OARS Testing
- Maths Masters
- Maths Olympiad Training Team
Co-Curricular Activities and Value Adding at A.B. Paterson College

In addition to the Value Adding in our 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 to 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 they learn music and movement.

Some of the highlights of co-curricular offerings for A.B. Paterson College students in 2016 are provided below.

Debating and Public Speaking

- Of the 25 teams entered In the Gold Coast Debating Competition, 12 progressed to the round of 16, seven making it through to the quarter finals and four going on to compete in the grand final. The College won three of these grand finals and also the Champion School.
- Our students continued to participate at a very high level in Public Speaking competitions, such as the Lions Youth of the Year, UN Youth Queensland, Rostrum Voice of Youth and the Plain English Competition. One Year 12 student competed in the South East Queensland final of the Lions Youth of the Year Quest, and another Year 12 student won the state final of the Rostrum Voice of Youth and placed third at the National final.
- The A.B. Paterson College Public Speaking Competition, which is open to students in Years 4 to 12, attracts approximately 900 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 7-12 Aggregate Award, with a Year 12 student winning the Year 12 section of the competition and another Year 12 taking second place. More than 30 students advanced to their respective finals, with a Year 10 student achieving 2nd place, a Year 6 student placing 2nd and another 11 students competing in the grand final.

Creative Writing and Poetry

- Junior School Poetry Recital Evening.
- Our College Creative Writing Club provides Years 3-6 students with creative, positive forums in which they are able to develop their literacy skills and share samples of their writing, whilst supported by staff.

The Arts

- Through the continual development of choirs, bands and dance troupes, extensive opportunities have been provided for students interested in singing, dancing, acting and instrumental music.
- A whole school musical for students in Years 4-12 was undertaken by the College. In 2016, the School musical was High School Musical. Current students made up the cast, band and crew of over 200 participants. The performance provided a platform to showcase the talent of current students in the vocal, instrumental, drama and dance programs.
- Opportunities for performance included music and dance evenings for parents across the Junior and Senior Schools, as well as tutor evenings, to showcase the students of Performing Arts tutors in...
instrumental and vocal Music, Dance and Speech and Drama. Students performed on assemblies, at eisteddfods, vocal and dance festivals and courtyard concerts. The College once again hosted the A.B. Paterson College Vocal Festival in September - a solo vocal competition for students from Prep to Year 12. In 2016, numbers reached over 200 across the two-day festival.

- Students were selected to participate in the State Honours Ensemble program at the Queensland Conservatorium - Griffith University.
- Students successfully auditioned for a range of community, Conservatorium, State and National ensembles.
- Gold Coast Eisteddfod successes were achieved in choral, instrumental and dance sections, including the Primary aggregate trophy.
- Our instrumental music program continued to grow, with further development of the Big Band and Senior Strings ensembles, the expansion of the Junior Band, the continuation of a third dance troupe, and the College Saxophone Ensemble. The drum and bass guitar tuition continued to grow throughout 2016.
- The College Dance evening held in November, was once again an opportunity to showcase the varied talents of many of our solo dancers and College ensembles, including those undertaking private tuition at the College.
- Our A Cappella program continued to expand, with the further refinement of both the A Cappella Girls’ and Boys’ Programs. Many of the students from the two ensembles also participated in the *Voices in Paradise* workshop and concert weekend.

**Sport and Outdoor Activities**

- 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, touch football, volleyball, Australian Rules, water polo and basketball.
- The College has excellent sporting facilities, including a 25 metre heated pool, three ovals, tennis and ball courts and the Sir Edward “Weary” Dunlop Multi-Purpose Centre.
- Participation in the Duke of Edinburgh’s Award Scheme – in 2016, the College had two students achieve the Gold Award, four students achieved the Silver Award, and 21 students completed their Bronze Award.

**Leadership Development and Clubs**

- Leadership development experiences: College camps, programmed leadership activities and special opportunities, such as the A.B. Paterson College and Bond University Leadership Experience, where five students participated in a day of Leadership activities with six other APS Schools.
- Year 6 Leaders participated in the Halogen Foundation’s National Young Leaders’ Day, and a leadership skills’ development workshop with *Character Builders*.
- Participation in the Model United Nations Assembly, run by Rotary District 9640. In 2016, the College entered one team of Year 11 students for a wonderful event of debating and learning to understand global issues.
- 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

At A.B. Paterson College, our vision is to develop young men and women of character. This drives our pastoral care programs and underpins our pastoral care initiatives and activities. Each student is encouraged to run their own race and to be the best version of themselves. 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 programs of personal growth. The College is not linked to any faith or religion and leaves faith development to parents.

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 programs. All staff and students are required to adhere to these policies and programs, with annual updates occurring at the commencement of each academic year to keep staff abreast of policy updates and protocol.

The College has preventative, pro-active and, where required, reactive strategies to deal with bullying and cyberbullying should they occur. Whilst we recognise that bullying occurs in communities, it is not to be tolerated. The College undertakes an annual review of all policies related to bullying and works with all students involved in bullying incidents (aggressor, target, and bystander) to resolve the situation and prevent recurrence. Where there are ongoing concerns, students are referred to the College Psychologist for counselling, skill development and/or follow-up monitoring.

In 2016, the College began exploring the science of Positive Psychology, with a view to further enhance wellbeing in the College community. Our long-term aim is to weave the science of Positive Psychology with that of our Teaching for Understanding framework to furnish our students with the skills required to achieve academically and to keep ourselves well. With a number of young people in society experiencing moderate levels of distress, it is imperative that we make way for evidence-based programs and interventions to further assist our students. It is these evidenced-based programs and interventions that will allow us to further refine our current pastoral care offerings.

Pastoral Care

At A.B. Paterson College, we believe that every interaction is an opportunity for growth, with staff constantly on the lookout for that teachable moment. Pastoral Care occurs in each and every interaction; to further enhance these interactions, the College has in place a Pastoral Care program specific to each phase of learning.

Phases of Learning:

Prep-Year 3: Focus Area – Fun, friendship, and learning with creativity

During the Prep-Year 3 phase of learning, our pastoral care program focuses on developing positive relationships and harnessing natural curiosity. Specific concepts explored include: co-operation, kindness and friendliness.

Years 4-6: Focus Area – Friendship and learning

Students’ developing identity is explored through choice and opportunity to foster a sense of independence and responsibility. Students are encouraged to think, to feel, and to apply their learning to the world around them through pastoral care topics such as positive communication, responsible choices and leadership at the College and beyond.
Years 7-9: Focus Area – To create opportunities to experiment, explore, succeed and learn

Students are encouraged to strive to be their best in a supportive yet challenging environment within this phase of learning. Lessons are designed to assist students to explore their sense of self, whilst being challenged to take a leap into the unknown. A major emphasis of this phase of learning is to acknowledge that this is a time of great physical and emotional change for our students; our programs are specifically targeted to raise awareness around these changes.

Years 10-12: Focus Area – Self-discovery

Pastoral care initiatives in this phase of learning are designed to provide students with information on how to succeed as confident, capable and contributing leaders within the College and wider community. Staff mentor students as young adults, walking beside them as they make important decisions about their future. Students participate in various activities and understand the value of giving back to their wider communities.

Holistically, students in Years 7-12, belong to one of four Houses, with each House further structured into nine Tutor Groups, with approximately 22 students from Year 7 through to Year 12. In Prep to Year 6, the class teacher, the Deputy Head of Junior School, the Director of Teaching and Learning – Junior School and the 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 the four Houses for participation in House carnivals and competitions.

In order to further enhance our Pastoral Care programs and initiatives, from time to time support for parents is provided by the College through parent information evenings. In 2016, the College was fortunate to welcome Dr Judith Locke back to the College to work with our staff and parent body on a range of topics, focusing on: building resilience, highlighting the skills to be confident and capable members of our College and wider community, along with tips and practical suggestions to facilitate improved communication. In addition to the information evenings, articles are published on the College website, which inform and support parents in their roles as parents.

College Community

The College values the contribution of all of our students and their families. 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. A number of past students have joined the staff of the College as teaching, non-teaching and coaching staff.

In line with the College’s commitment to community service, involvement in service included: our students supporting Youngcare; the Red Shield Appeal; World Vision; local Anzac Day services; the Pyjama Foundation and Gold Coast Youth Services.

Service-learning

2016 saw the College further develop and refine its Service-learning programme, through enhancing a number of its existing projects and identifying new opportunities to combine rigorous learning with meaningful service. Already enjoying a strong community service ethic, the College sees the pedagogy of Service-learning as the next step for the development of our community.

In 2016, we again partnered with WMB Youngcare Apartments Coomera for a Senior School Project, which involved interested and committed Years 10 and 11 students and staff regularly visiting apartment residents and undertaking activities together.
Students in this special partnership are developing important 21st century skills, as well as learning about the healthcare industry and the challenges faced and overcome by the residents.

Students in Prep and Year 3 embarked on Service-learning projects linked to their pastoral curriculum, working on Helping Others and Friendships, respectively. They produced songs, posters and stories to convey positive messages and strategies to their peers. Preps also served by connecting with the residents of Arcare to meet their need for social interaction.

Students in Years 7 and 8 selected from a range of Service-learning projects depending on their areas of interest. The Service-learning projects ranged from developing a towel drive to support The Animal Welfare League, to making ‘Joey Pouches’ for Wild Care, or continuing the card making tradition for children in foster care to aid the work of the Pyjama Foundation. New Service-learning initiatives in 2016 included the, Enhancing Physical Fitness Project at the College and the Beach Care Clean-up Project at Paradise Point.

Students in Years 10 and 12 embraced the additional Service-learning projects offered in 2016, working with The Gold Coast Project for Homeless Youth and Seachange Arundel.

Service-learning has linked our students’ hearts, heads and hands as they come to understand that they have a role to play in their communities and are able to contribute, taking responsibility as community members for their actions and for addressing issues and need.

Parental involvement

In order for our students to be as successful as possible, it is imperative that we work in collaboration with students and their parents. Parental involvement is actively encouraged at the College in order to further enhance this collaboration. There are a number of avenues open to parents to foster this relationship:

- The A.B. Paterson College Parents & Friends Association, which focuses on ‘friend raising,’ also provides valuable support by providing important materials and resources for use by the students, and assists at various functions held at the College. In 2017, the P & F will again run the College Fun Fair. This contributes enormously to community spirit, as well as raising funds, which support the learning of our students. The P & F also organised a number of annual events such as Trivia Night, Fashion Parade, Mother’s Day Breakfast and Father’s Day BBQ.

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

- Volunteer activities: For example, assisting in classroom activities, Sports Carnivals, Cultural and Performing Arts events, School Banking, Uniform Shop, ABW, and careers sessions.

- Attendance at Information Evenings keeps parents informed of current educational trends and social issues, such as the College’s approach to education, and requirements of educational bodies such as the Queensland Curriculum and Assessment Authority, and at Parent Teacher evenings to discuss student progress.

- Regular contact between home and school via the College diary, email or phone to keep parents informed of student progress and College events.

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/
OUR STAFF

Staff Qualifications

Senior Leadership Team

Principal

Assistant Principal

Director of Business and Finance
Mr Ian Lambden M.Prof Acctg., B.Bus(Mgmt.), Grad.Cert.TQM., CPA.

Head of Junior School
Mrs Karen Roman B.Ed., M.Ed.

Head of Senior School
Ms Joanne Sheehy B.Ed.(Hons), M.Ed.

Director of Teaching and Learning
Mr Richard Worsen B.Sc.(Hons), M.Sc., Post Grad. Cert.Ed.

Director of Teaching and Learning – Junior School
Mrs Meagan King B.Ed., M.Ed.

Director of Activities
Mr Ian Taylor Dip.T., B.App.Sc.

Director of Positive Education & Leadership

Director of ICT Services

A list of staff in 2016 is included in the A.B. Paterson College Year Book. This list includes the qualifications of staff.

In 2016, there were 138 full-time staff and 39 part-time staff. Of these, 115 were teaching staff and 62 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 have 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>2.6</td>
</tr>
<tr>
<td>Masters</td>
<td>25.2</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>93.9</td>
</tr>
<tr>
<td>Diploma</td>
<td>1.7</td>
</tr>
<tr>
<td>Certificate</td>
<td>4.3</td>
</tr>
</tbody>
</table>

The College also employs an educational psychologist, and a gifted and talented specialist, as well as special needs personnel within the Academic Talent Development and Learning Enhancement teams. Subject specialist teachers work in both the Junior and Senior Schools.
In 2016, the College was proud to recognise the commitment and dedication of long-serving staff members at the annual Founders’ Day ceremony: four staff members for 10 years of service, six staff members for 15 years of service and two staff members for 20 years of service.

**Staff Professional Learning**

A.B. Paterson College is committed to the ongoing professional learning and development of all staff and this is required under our Industrial Agreement. 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 2016.

Diverse fields of professional learning included, but were not limited to:

- Teaching for Understanding
- Specific subject development
- Queensland Curriculum and Assessment Authority: Curriculum, assessment and reporting
- Membership of Queensland Curriculum and Assessment Authority Panels
- Australian Curriculum
- Learning Support
- Academic Talent Development
- Assessment strategies
- Pedagogy
- Differentiation of curriculum
- Use of student ability data to inform planning for individual student outcomes
- Pastoral Care
- Performing and Creative Arts
- Workplace Health and Safety
- Discrimination and Harassment Legislation
- Well-Being
- 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
- Positive Education

As in previous years, a number of College staff presented addresses and workshops at conferences and had papers published. This work was based on the experiences of their professional learning and innovative curriculum and special projects, including research projects.

In 2016, there was a significant focus for professional learning in the College on the further development of the use of technology as a tool in teaching and learning. In addition, staff were taken through the use of data and also compliance obligations. Professional learning also focused on Culture development and positive education.

In addition to three days prior to the start of each year, one day at the start of Terms 2-4, and one at the end of Term 4, all teaching staff meet weekly for 1.5 hours at least, with a pedagogical or pastoral care focus.

The College provided professional development of staff in *Teaching for Understanding* (TfU), for all teachers new to the College.

Some teachers 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 a 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
- Human Resources/Industrial Relations
- Use of machinery
- Workplace Health and Safety
- Learning Management System
- Sports coaching
- Nursing updates and training
- Business Managers’ conference

For 2016, at A.B. Paterson College, the total funds expended on teacher professional development were as follows:

- $63,295.00 (professional learning)
- $234,522.00 (equivalent spending on timetabled In-House professional learning).

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

**Staff Attendance**

95.75% of teaching staff (permanent and temporary) and school leaders were in attendance each day in 2016.

**Staff Retention**

94.49% of teaching staff were retained as from the end of 2016.
**OUR STUDENTS**

**Student Outcomes**

The average attendance rate for A.B. Paterson College students for 2016 was 95.66%.

Average attendance rate for each year level as a percentage in 2016:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average attendance rate for each year level as a percentage in 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>95.81</td>
</tr>
<tr>
<td>1</td>
<td>96.66</td>
</tr>
<tr>
<td>2</td>
<td>97.85</td>
</tr>
<tr>
<td>3</td>
<td>95.85</td>
</tr>
<tr>
<td>4</td>
<td>97.16</td>
</tr>
<tr>
<td>5</td>
<td>96.53</td>
</tr>
<tr>
<td>6</td>
<td>96.22</td>
</tr>
<tr>
<td>7</td>
<td>96.31</td>
</tr>
<tr>
<td>8</td>
<td>94.35</td>
</tr>
<tr>
<td>9</td>
<td>96.31</td>
</tr>
<tr>
<td>10</td>
<td>95.32</td>
</tr>
<tr>
<td>11</td>
<td>92.97</td>
</tr>
<tr>
<td>12</td>
<td>92.27</td>
</tr>
</tbody>
</table>

**Student Attendance**

A number of members of College staff closely monitors student attendance. Rolls are taken electronically at the beginning of every 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 to ascertain the reason for the absence.

Class room teachers and tutor group teachers, and the Deputy 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 2016**

**NAPLAN Reporting Scales**

The NAPLAN results are reported using five scales, one for each of the following: Reading, Writing, Numeracy, Spelling and Grammar and Punctuation. These reporting scales each span Years 3, 5, 7 and 9.

For information on the National Assessment Program and its use of standards, scales and bands, please visit [http://www.nap.edu.au/results-and-reports/how-to-interpret](http://www.nap.edu.au/results-and-reports/how-to-interpret)

### Year 3

<table>
<thead>
<tr>
<th></th>
<th>Percentage of students at or above National Minimum Standard 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ABPC</td>
</tr>
<tr>
<td>Reading</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>99%</td>
</tr>
<tr>
<td>Language Conventions: Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Language Conventions: Grammar &amp; Punctuation</td>
<td>99%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Year 5

<table>
<thead>
<tr>
<th></th>
<th>Percentage of students at or above National Minimum Standard 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ABPC</td>
</tr>
<tr>
<td>Reading</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
</tr>
<tr>
<td>Language Conventions: Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Language Conventions: Grammar &amp; Punctuation</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>
Annual Commonwealth & State Reporting Document 2017

A.B. Paterson College

### Year 7

<table>
<thead>
<tr>
<th>Subject</th>
<th>ABPC 2016</th>
<th>State # 2016</th>
<th>National # 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>95.1%</td>
<td>94.7%</td>
</tr>
<tr>
<td>Writing</td>
<td>99%</td>
<td>87.8%</td>
<td>89.8%</td>
</tr>
<tr>
<td>Language Conventions: Spelling</td>
<td>100%</td>
<td>94.1%</td>
<td>93.2%</td>
</tr>
<tr>
<td>Language Conventions: Grammar &amp; Punctuation</td>
<td>99%</td>
<td>93.0%</td>
<td>92.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>96.2%</td>
<td>95.8%</td>
</tr>
</tbody>
</table>

### Year 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>ABPC 2016</th>
<th>State # 2016</th>
<th>National # 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>92.7%</td>
<td>92.9%</td>
</tr>
<tr>
<td>Writing</td>
<td>98%</td>
<td>78.9%</td>
<td>83%</td>
</tr>
<tr>
<td>Language Conventions: Spelling</td>
<td>99%</td>
<td>91.0%</td>
<td>90.5%</td>
</tr>
<tr>
<td>Language Conventions: Grammar &amp; Punctuation</td>
<td>100%</td>
<td>90.8%</td>
<td>90.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>95.7%</td>
<td>95.4%</td>
</tr>
</tbody>
</table>

The small number of students who did not meet National Minimum Standards have identified learning difficulties are in Learning Enhancement programs.

Data is sourced from 2016 preliminary means and percentages provided to school by the Queensland Curriculum and Assessment Authority.

### Year 12 2016 Outcomes

A.B. Paterson College was extremely proud of the achievements of its Year 12, 2016 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 2016, the Year 12 students performed particularly well with 100% receiving a tertiary offer.

### Outcomes for A.B. Paterson College Year 12 cohort 2016

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</td>
<td>109</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP) (all who were OP eligible)</td>
<td>82</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>10</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
<td>31</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>107</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</td>
<td>95.5%</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>100%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
<td>100%</td>
</tr>
</tbody>
</table>
Scholarships and Awards

A number of students won tertiary scholarships or other recognition.

The following scholarships were offered to students in Year 12 at the end of 2016:

- One student was offered a Bond University Vice Chancellor’s Excellence Scholarship
- Two students were offered a Bond University Collegiate Scholarship
- One student was offered a Bond University A.B. Paterson College Public Speaking Competition Bursary
- One student was offered a Griffith University Academic Excellence Bursary
- One student was offered a Griffith University Queensland Conservatorium Scholarship
- One student was offered a Griffith University Sir Samuel Griffith Scholarship
- One student was offered a University of Sydney Chancellor’s Full Academic Award Scholarship and a Wesley College Residential Scholarship
- One student was offered a University of Queensland Academic Scholarship
- One student was offered Half Scholarships to Texas Christian University and Southern Methodist University, Dallas

Apparent Retention Rate:

The Year 12 student enrolment as a percentage of the Year 10 (2014) cohort is 93%.

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 Adding at A.B. Paterson College and Co-curricular Activities and Value Adding at A.B. Paterson College of this report to peruse specific examples of these opportunities.

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 and other universities.

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.”
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, particularly enrolment 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, our students have a number of avenues for communication.

The College Principal hosts a special breakfast for new parents to the College in Terms 2, 3 and 4 to gain valuable feedback.

The College enjoys a reputation for excellence in education, not only at regional, state and national levels, but at an international level. 90% 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 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.

Technology

In 2013, A.B. Paterson College changed its learning management platform to give students, staff and parents 24/7 access to results, profiles, homework, and assignments. The College adopted Desire2Learn as its Learning Management System and, through this platform, there is continuing development of Virtual Classrooms by staff. This system continues to be used in an ever-more sophisticated manner, as we explore the different aspects it offers.

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 2016, the College maintained its computer to student ratio of better than 1:1 in Years 4 to 12. Prep to Year 3 classrooms also have laptop trolleys, with a computer to student ratio of 1:4. As these trolleys are mobile, class sets of computers can be shared easily, between classes.

Interactive panels are available in the vast majority of classrooms and many classrooms also have visualisers. Alternative interactive audio/visual solutions have been investigated and implemented throughout the year to ensure the College can provide the best learning experience possible, for its students.

All students in the College have access to computers and students in Years 4, and above, are provided with their own account, home directory and email account and Learning Management System access, facilitated through College-wide use of Desire2Learn. 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.
Staff are also able to access network drive access from off-site with their College-issued computer.

After a review in 2016, it was decided to continue with the one-to-one devices for all students in Years 4-12, based upon the ongoing success of the program.

Teachers are supported in the use of hardware and software to help facilitate the learning of their students by both the ICT Services and eLearning departments.

All students in Years 8-12 use TI-Nspire CAS Calculators. These calculators give students access to many features that add to the rich tapestry of learning, which is supported by technology at A.B. Paterson College. Some of these features include the ability to import data and images from experiments, in order to create models, draw graphs using sliders to explore functions, and analyse data finding summary statistics. Students enjoy the opportunity to take real life situations and see how they can be modelled and interacted with, via the TI-Nspire CAS Calculators. Students in Year 7 have this software on their slate computer.

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 slate computer.

Destination Survey

Survey Response rate: A.B. Paterson College 2017

<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>97</td>
<td>113</td>
<td>85.8</td>
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Summary of findings

In 2017, 87.6% of young people who completed Year 12 at A. B. Paterson College in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (78.4%). The combined VET study destinations accounted for 9.3% of respondents, including 6.2% in campus-based VET programs, with 3.1% of Year 12 completers entering programs at Certificate IV level or higher.

3.1% commenced employment-based training, either as an apprentice (1.0%) or trainee (2.1%).

In addition to the above study destinations, a further 9.3% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

12.4% did not enter post-school education or training, and were either employed (8.2%), seeking work (3.1%) or not in the labour force, education or training (1.0%).

Main destination of Year 12 completers, A.B. Paterson College 2017
Old Collegians, the College Alumni Association

Each year, as our community of past students grows, the values that we nurture and espouse are strengthened by the traditions and legacy that each Year 12 cohort gifts to our College community. The importance of our Old Collegians is both significant and undeniable, as past students play a significant role in the life of any school. A.B. Paterson College past students have helped create the history of our school thus far, and they will help shape the future of our school through their connections, their forthcoming contributions to the life of the College and, for some, as parents themselves of students of the College.

2016 saw the formation of the Old Collegians’ Committee, which provided alumni with a forum to explore diverse opportunities to grow and maintain connections with past students, and to consider avenues to work with our current College community. The contributions of this committee saw an increase in numbers at our annual Sports and Social Function, which was held in May and, in October, we hosted our first Wine and Cheese Soiree to the delight of all that attended.

As we head towards our 30th anniversary in 2020, many ideas are circulating to celebrate this momentous occasion. In the lead-up to this anniversary, we are hoping to grow the Old Collegians’ Committee and our alumni family.

College Progress 2016

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

The Principal prepares an Annual Report to the Board, in which the achievement of annual operational plans and goals are measured against the overall Five Year Strategic Plan. The Principal and Senior Leadership Team 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 Program, are noted in the weekly newsletter, Illalong News, in a timely manner.

Further information about the College and its policies may be found on the College website: www.abpat.qld.edu.au.