About A.B. Paterson College

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, its service focus and its links with its community – local to global. We 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 programmes which reflect this framework for teaching and learning. The College was delighted to host the first Australian Teaching for Understanding Conference in 2006.

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

A.B. Paterson College is a Prep to Year 12 School. In December 2013, the total enrolment was 1394 students. This enrolment comprised 696 boys (49.92%) and 698 girls (50.07%). The proportion of Indigenous students in the student population was 0.43%. 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.

A.B. Paterson College Early Childhood Centre, a 74 place centre, is linked to the College and in 2013 catered for children from 2 years to school age.

Who We Are

A.B. Paterson College Vision

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

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

Mission

To challenge the individual to achieve and to act with purpose and character.
Distinctive curriculum offerings and value adding at A.B. Paterson College

At A.B. Paterson College, curriculum and teaching and learning practice focus on the individual student. The College bases teaching and learning strategies on the Teaching for Understanding framework (from Project Zero at the Harvard Graduate School of Education, USA). The framework helps students from Prep to Year 12 to think deeply and learn to apply skills and knowledge creatively to new and real life related situations. This, coupled with the College’s eLearning focus, creates a rigorous and challenging learning environment designed to equip our students with 21st Century learning experiences and prepare them for an exciting future.

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 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. The following provides a taste of some of these initiatives, opportunities and activities.

Challenging Learning Opportunities

- Academically able students had the opportunity to join Advanced Mathematics, English and Science classes in the Senior School. Extension Music was also available to selected senior students. In the Junior School, Advanced Mathematics and English classes were available to Year 6 students.

- Ongoing development of the Year 10 Honours Programme occurred in 2013 in preparation for a more rigorous programme in 2014. The programme aims to identify highly able students and provide further opportunities for increasing their engagement in challenging intellectual pursuits on topics of interest.

- Students involved in the 2013 Honours programme attended workshops run by visiting academics, including a neurosurgeon and a psychologist. They participated in the Future Problem Solving Programme, and the University of Queensland Brain Institute Brain Bee Competition. Each student completed a personal research project on a topic of interest, some having the opportunity to work under the guidance of mentors who are specialists in their fields.

- Teams from Years 7-10 competed in the Global Issues Competitive Booklet division of Future Problem Solving. One team in the Middle Division competed in the Community Problem Solving division and were invited to attend the National Competition in Perth.

- As the State Chapter School, the College hosted the Year 8 State Da Vinci Decathlon events. The Da Vinci Decathlon aims to provide a wide range of challenges to students. The Year 8 Da Vinci Decathlon team went on to compete in the National Event at Knox Grammar School in Sydney.

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

- The opportunity for students to study a subject at Griffith University through the Griffbio, Griffchem and Griffengineering Programmes.

- Learning Enhancement provided by our highly qualified staff, including an educational psychologist, trained Special Education and Gifted and Talented teachers, and specialist learning assistants was available to assist in developing appropriate and challenging learning experiences for students and to link with additional outside specialists where necessary.

- The use of a phonics-based approach in Prep and Year 1 (Jolly Phonics) for teaching literacy, and focused teaching strategies such as THRASS in Years 2-6, for teaching reading, spelling skills and handwriting; the use of PM Benchmarks and Developmental Reading Assessment (DRA) tools to assess reading and comprehension; ongoing training of staff in pedagogical practices such as the use of data to inform the planning and teaching of differentiated instruction to cater for the learning needs of all students.
• Organising educational events for our own and other students from South East Queensland which allow them to work with academics from universities. In 2013 the College ran the A.B. Paterson College and Griffith University STEM Forum and Challenge held in partnership with Griffith University, and combining Science, Mathematics, Technology and Engineering. In Science, this saw students acting as forensic scientists to solve a crime related to a car accident. In Mathematics, students worked on problems ranging from building the strongest spaghetti bridge possible (Years 4 and 5) to Years 10 and 11 students designing and testing a lighting system for an Australian Football stadium.

Mathematics and Science
• In 2013, the College had more than 300 students from Years 3-12 compete in the Australian Mathematics Competition. In summary, College students achieved one Prudence Award, 9 High Distinctions and 39 Distinctions.
• Year 10 Physics students entered the QUT Science and Engineering Challenge for Year 10 Physics students.
• The National Chemistry competition saw students from Years 7-12 challenge their understanding of a variety of chemical concepts. 18 students achieved High Distinctions and 16 students were awarded Distinctions.
• The ICAS Science competition saw 207 students from Years 3-12 compete, achieving 15 High Distinctions and 42 Distinctions.
• Four teams of students entered the Griffith University Science Trivia Competition.

English
• College students took up the opportunity to enter the Griffith Garrets Creative Writing Competition.
• In 2013, 375 College students from Years 3-12 entered the ICAS English Competition. Overall, students received a total of 19 High Distinctions, 82 Distinctions and 135 Credits.
• Students are provided with stimulating opportunities to engage with literature through literature festivals, guest speakers and guest performers, and as student reporters for TXT4U (Gold Coast Bulletin). In 2013 a student won TXT4U Young Journalist of the Year.
• In 2013 collaborative Poetry Workshops were held for Year 8 students, in the Collaborative Learning Centre.

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

• Entry in the ASB Australian Economics competition saw our students perform extremely well, with two students achieving monetary prizes.
• Year 12 students participated in the QETA UQ Students Economics Competition. Four students were awarded High Distinctions and five students achieved Distinctions.
• Students from Years 7-12 competed in the ASX Schools Sharemarket Game.
• Students in Years 7-9 elected to enter the Australian Geography Competition with four achieving High Distinctions.
The Arts
- A student’s work was short-listed in the Creative Generation Awards for Art Excellence at Griffith University’s White Box Gallery. This student also won a prize in the Basil Sellar’s Art Prize.
- A number of students successfully entered works in the Gold Coast Show Art Competition.
- The Year 11 Arts Tour to Melbourne gave students an opportunity to visit Art Galleries, attend live theatre performances and attend workshops, thus enhancing their work in the academic arts and exposing the students to the works of professionals in their fields.

Languages
- Entry in the MLTAQ - Griffith University Languages Speech Contest saw students of Japanese and Spanish achieving ten medals including four gold, three silver and three bronze medals, and 23 highly commended certificates.
- The Languages Faculty holds an annual Languages Public Speaking Competition for students studying Japanese and Spanish in Years 4-12. The College students consistently compete at a very high standard, with four First Places, three Second Places, three Third Places and 23 Highly Commended results.

Technology
- Entry in the ICAS ICT competition saw 128 students enter the competition attaining eight High Distinctions and 31 Distinctions.
- College students from Years 4-7 enjoyed the Young ICT Explorers’ Competition at the University of Queensland, winning second and third places and merit awards in their categories.
- The College hosted a Game Making conference with more than fifty students from Years 6-12 developing their knowledge of gaming software.
- Four Year 10 students participated in the Junior Secondary School Culinary Competition at the Ashmore TAFE and all won Bronze Medals.

Health and Physical Education
- Year 7 leadership was developed through the Aussie Sports Leaders programme with successful students running and co-ordinating events including Prep-Year 3 Cross-Country, Mini-Olympics, Aquatics Carnival and lunchtime activities.
- The inclusion of Dance and Gymnastics in the curriculum from Prep to Year 9 to develop skills of spatial awareness and fundamental motor skills.

Thus, A.B. Paterson College students achieved outstanding levels of success in 2013, including first places, in competitions and initiatives. They have embraced the College Motto, Excellence, Care and Commitment with commendable endeavour. There is a strong culture of striving to achieve one’s personal best. Results of individual competitions are published and celebrated in the weekly newsletter, Illalong, and students’ achievements are recognised and celebrated at College assemblies, and in House Assemblies, Tutor Groups and classes.
Co-curricular activities and value adding at A.B. Paterson College

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

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

Some of the highlights of co-curricular offerings for A.B. Paterson College students in 2013 are provided below.

Debating and Public Speaking
- Debating through the Gold Coast Debating Union Competition saw the College field 25 teams with students from Years 8-12. Fifteen teams made the finals of the competition with the Intermediate B team winning their Grand Final and the Junior A Team being runners up in their Grand Final.

- Our students continued to participate at a very high level in Public Speaking competitions such as the Lions Youth of the Year, Plain English Speaking Award and Rostrum. A Year 12 student competed in the Regional Final of the Lions Youth of the Year Quest.

- In the Rostrum Public Speaking Competition one student advanced to the Junior Division of the South Queensland Final.

- The A.B. Paterson College Public Speaking Competition, which is open to students in Years 4-12 from our own and other schools, attracts approximately 950 entries from the region, is supported by skilled public speaking adjudicators, and has a generous half scholarship to Bond University as the prize for the best Year 12 speaker. A.B. Paterson College students consistently perform at a high level, regularly winning their sections. A.B. Paterson College won the Years 8-12 Aggregate Award, with a Year 12 winning the Year 12 section of the competition and another Year 12 taking third place.

Creative Writing and Poetry
- Junior School Poetry Recital Evening.

- Our College Creative Writing Club provides Junior School students with creative, positive forums in which they are able to develop their literacy skills and share samples of their writing.

The Arts
- Extensive opportunities which cater for students interested in singing, instrumental work and band work through choirs, bands and ensembles. A whole school musical for students in Years 4-12 was undertaken by the College. In 2013 the School musical was The Wiz, which was nominated for Best Youth Musical at the Gold Coast Theatre Awards. Four of the cast members were nominated for individual awards.

- Opportunities abound for performance including: musical evenings for parents and eisteddfods (such as Gold Coast Eisteddfod). In 2013, A.B. Paterson College choirs, bands and ensembles enjoyed success in the Gold Coast Eisteddfod, and the Junior School won the Overall Aggregate Award for a Junior School in the choral section.

- In 2013, the College hosted the A.B. Paterson College Vocal Festival - a solo vocal competition for students Prep-Year 12.

- The College’s Annual ‘Splendid Visions’ Art Exhibition showcases the talents of our students through exhibiting their works in different genres.
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 and tennis and ball courts and the Sir Edward “Weary” Dunlop Multi-Purpose Centre.

- Participation in the Duke of Edinburgh’s Award Scheme – in 2013, the College had two students achieve the Gold Award, five students achieve the Silver Award, and 25 students completed their Bronze Award.

Leadership Development and Clubs

- Leadership development experiences through College camps, programmed leadership activities and special opportunities such as the International Women’s Day Breakfast and Forum; eight students were finalsts in the International Women’s Day Youth Leadership Award (Gold Coast), with one student winning the overall Youth Leadership Award, and one receiving Runner Up in the Performing Arts Award; attendance of students from Years 8-12 at the World Vision Leadership Convention.

- Year 6 class participation in the World Vision Survivor Ethiopia.

- Participation in the Model United Nations Assembly, run by Rotary District 9640. In 2013, the College entered three teams, one winning the Best Team Award (First Place), and a second winning the Judges’ Encouragement Award (Second Place). Two College students were the two students selected to represent the District at National MUNA in Canberra.

- The College also provides numerous opportunities to forge links within the student body and with the wider community through clubs, organisations or events such as:
  - Interact Club (Junior Rotary)
  - Zenith Public Speaking Club
  - Business/Industry Dinner (Year 12)
  - Door Knock appeals and other community service activities
  - Smith Family Reader2Reader
  - World Vision 40 Hour Famine
  - Premier’s Reading Challenge (Prep-Year 6)
  - Surfing for the Disabled
  - Anzac Day Services and Marches
  - Village Community Services Inc.
  - 30 hours of community service undertaken by all students in Year 11

- Links with our sister school, Honjo Higashi High School in Japan, through which College families host Japanese students annually, and our students visit Japan every two years.
Social Climate of A.B. Paterson College

At A.B. Paterson College we believe that ‘who’ a child becomes is the most important outcome of education. A well-rounded, caring, confident young person with a positive attitude can be successful in personal relationships, in a career and in the community. Our pastoral care network is designed to support the personal journeys of our students, and to build a culture of positive encouragement and support for each other by students.

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

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

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

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

The College has preventative, pro-active and, where required, reactive strategies to deal with bullying should it occur. Whilst we recognise that bullying occurs in communities, it is not to be tolerated. The College undertakes an annual review of all its policies related to bullying.

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

In the Junior School, teachers utilised programmes such as “You Can Do It” (“Programme Achieve”) which has modules covering getting along, confidence and resilience and which addresses bullying, to support the College’s guidelines. In Prep – Year 3, “Bounce Back”, a resource to assist in developing resilience was available. Teachers also incorporated our Virtues Programme.
In the Senior School, the first approach is the prevention and avoidance of any behaviours which are unacceptable. Students, in their vertical tutor groups and/or in horizontal (Year level) groups are taken through activities which allow them to become fully informed of, and familiar with, the College’s policies and procedures, and the students’ understanding is gained through these activities. Other approaches have included the engagement of guest speakers on cyberbullying and safe online behaviours, and the provision of sessions which provide information on strategies for dealing with bullying and developing resilience.

From time to time, support for parents is provided by the College through information evenings on cyberbullying and safe behaviours. In 2013, the College Careers and Guidance Counsellor published articles in the College newsletter which informed and supported parents in their roles as parents and the Generation Next newsletter was circulated to staff as but one resource for teachers in their work with their students.

The College participated in online discussion forums on cybersafety to promote cybersafety. In 2013, this was in conjunction with the Youth Advisory Group (YAG), a federal government initiative.

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

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

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

In line with the College’s commitment to community service, involvement in service included students supporting Guide Dogs Queensland, the Red Shield Appeal, World Vision, local Anzac Day services, Village Community Services Inc., the Pyjama Foundation and Gold Coast Youth Services.
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. In 2013 the P & F ran a highly successful College Fun Fair, which contributed enormously to community spirit, as well as raising funds which support the learning of our students.

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

- Volunteer activities: Support-a-Reader and Parent Helper Course (for which all volunteers undergo in-house training provided by College teaching staff) and other classroom activities, Sports Carnivals, Cultural and Performing Arts events, School Banking, Uniform Shop, ABW, and careers sessions.

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

- Regular contact between home and school using the diary system, email or phone to build the home-school partnership and keep parents informed of their student’s progress.

School Income broken down by funding source

Information regarding school income broken down by funding source can be found at the My School website: [http://www.myschool.edu.au/](http://www.myschool.edu.au/)

Staff of A.B. Paterson College

A list of staff in 2013 is included in the A.B. Paterson College Year Book and on the College website. This list includes the qualifications of staff.

In 2013 there were 131 full-time staff and 32 part-time staff. Of these, 114 were teaching staff and 49 were non-teaching staff. The College employed staff (teaching and non-teaching) in contract positions replacing staff on maternity or long service leave or working with students through funding provided by special grants. Casual staff are employed in areas of the College to enhance outcomes for students, for example sports coaches and before school playground supervisors. A small number of staff has identified as indigenous.
All academic staff at A.B. Paterson College are well qualified, with many appreciated as specialists within their fields:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of classroom teachers and school leaders at the school who hold this qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate or higher</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Bachelor Degree</td>
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<tr>
<td>Diploma</td>
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<tr>
<td>Certificate</td>
<td>1.7</td>
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</table>

The College also employs an educational psychologist, and a gifted & talented specialist as well as special needs personnel within the Learning Enhancement team. Subject specialist teachers work in both the Junior and Senior Schools.

In 2013, the College was proud to recognise the commitment and dedication of long serving staff members at the annual Founders’ Day ceremony. One staff member had served for 20 years, three staff members for 15 years and seven staff members for ten years.

**Staff professional learning and development**

A.B. Paterson College is committed to the ongoing professional learning and development of all staff and this is required under our Industrial 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 2013.

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

- Teaching for Understanding
- Specific subject development
- Queensland Studies Authority: curriculum, assessment and reporting
- Membership of Queensland Studies Authority Panels
- Australian Curriculum
- Learning Support
- Gifted and Talented Education
- Assessment strategies
- Pedagogy
- Differentiation of curriculum
- Use of student ability data to inform planning for individual student outcomes
- Pastoral Care
- Performing and Creative Arts
- Workplace Health and Safety
- 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
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 2013, there was a significant focus for professional learning in the College on the use of technology as a tool in teaching and learning, with the use of one to one devices and also the new Learning Management System, D2L. Staff were led through training by their peers, eMentors, who were allocated time to work closely with staff, supporting their learning and the implementation of the new system.

Staff skills and expertise were showcased with staff leading and/or presenting workshops for their peers in areas of interest, conference style. Staff contributed articles to the College staff professional learning newsletter, *The Overflow*, which is published four times per year.

In addition to four days prior to the start of each year and one day at the start of Terms 2-4, all teaching staff meet weekly for 1.5 hours at least, with a pedagogical focus or pastoral care focus. The College provided professional development of staff in *Teaching for Understanding* (TfU), for all teachers new to the College.

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 Parent Helper Course, in order to work in the classroom supporting our students.

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

- Information Technology and software programmes
- Use of machinery
- Workplace Health and Safety
- Learning Management System
- Sports coaching
- Nursing updates and training
- Business Managers’ conference

For 2013 at A.B. Paterson College, the total funds expended on teacher professional development were as follows:

- $133,726.00 (professional learning)
- $254,983.26 (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.

**Teaching Staff Attendance:** 97.0% of teaching staff (permanent and temporary) and school leaders were in attendance each day in 2013.

**Retention of Teaching Staff:** 93.52% of teaching staff were retained as from the end of 2012. This figure includes the retirement of one long standing member of the College teaching staff.
Key A.B. Paterson College Student Outcomes

The average attendance rate for A.B. Paterson College students for 2013 was 95.31%

Average attendance rate for each year level as a percentage in 2013:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average attendance rate for each year level as a percentage in 2013</th>
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<tbody>
<tr>
<td>Prep</td>
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<td>12</td>
<td>94.1</td>
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National Literacy and Numeracy Assessments May 2013

NAPLAN REPORTING SCALES

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

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

Reading

<table>
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<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
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<tbody>
<tr>
<td>Year 3</td>
<td>470</td>
<td>419</td>
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<td>Year 5</td>
<td>529</td>
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<td>99.1</td>
</tr>
<tr>
<td>Year 7</td>
<td>572</td>
<td>541</td>
<td>100</td>
</tr>
<tr>
<td>Year 9</td>
<td>619</td>
<td>580</td>
<td>100</td>
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Writing

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<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
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<tbody>
<tr>
<td>Year 3</td>
<td>471</td>
<td>416</td>
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<td>Year 5</td>
<td>523</td>
<td>478</td>
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<td>Year 7</td>
<td>567</td>
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</tr>
<tr>
<td>Year 9</td>
<td>612</td>
<td>554</td>
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<td>Year</td>
<td>Average Score (School)</td>
<td>Average Score (National)</td>
<td>% above National minimum standard</td>
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<td>-------------</td>
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<tr>
<td>Year 3 (2013)</td>
<td>457</td>
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</tr>
<tr>
<td>Year 5 (2013)</td>
<td>523</td>
<td>494</td>
<td>98.1</td>
</tr>
<tr>
<td>Year 7 (2013)</td>
<td>585</td>
<td>549</td>
<td>98.3</td>
</tr>
<tr>
<td>Year 9 (2013)</td>
<td>611</td>
<td>583</td>
<td>97.7</td>
</tr>
</tbody>
</table>

**Year 12 2013 Outcomes**

A.B. Paterson College was extremely proud of the achievements of its Year 12, 2013 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 2013, the Year 12 students performed particularly well with 100% receiving a tertiary offer.

**Outcomes for A.B. Paterson College Year 12 cohort 2013**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</td>
<td>99</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
<td>Nil</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP) (all who were OP eligible)</td>
<td>79</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>4</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>4</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>4</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
<td>15</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>97</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 2011</td>
<td>95%</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>

A number of students won tertiary scholarships or other recognition.

As reported on Channel 9 Gold Coast News, A.B. Paterson College Year 3 students had amongst the best results for a Year 3 cohort, on the Gold Coast. This is the second consecutive year they have achieved this. The three students in each of Years 5, 7 and 9 who did not meet National minimum standards have identified learning difficulties and are receiving support.

# Sources of all State and National data:
The following scholarships were offered to students in Year 12 at the end of 2013:

- Five students were offered Scholarships to Bond University
- One student was offered the Sir Samuel Griffith Scholarship to Griffith University with Guaranteed Entry
- Eleven students were offered Direct Entry to Griffith University
- Two students were offered Academic Scholarships to Griffith University (Gold Coast)
- Two students were offered Early Entry to Southern Cross University
- One student was offered the Vice-Chancellor’s Scholarship to Griffith University

Apparent Retention Rate:
The Year 12 student enrolment as a percentage of the Year 10 (2011) cohort is 90.91%.

Value Added

The College offers significant opportunities for its students across academic, co-curricular and personal growth dimensions. Please note the sections, Distinctive curriculum offerings and value added at A.B Paterson College and Co-curricular activities and value added 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. 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 by appointment, through email, or through the student’s diary. The College will consider issues raised and work with parents, aiming to achieve a mutually acceptable outcome. It is important for both parties to work together in trust, to achieve the best possible outcomes for students.

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

Technology at A.B. Paterson College

During 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 decided to adopt Desire2Learn as its Learning Management System and through this platform there is continuing development of Virtual Classrooms by staff.

Parent access to reporting information has also improved with enhancements to the TASS Parent Lounge portal.

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

In 2013, the College maintained its computer to student ratio of better than 1:1 in Years 4 to 12.

Mindful of the need to provide access to up to date technology, in 2013 the College completed the migration of the standard operating system to Microsoft Windows 8, completed the upgrade to Office 2013 on all academic staff and student computers, deployed Adobe CS5 Master Collection, and commenced utilising Cloud-based learning tools from both Microsoft and Google.

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

In 2013, the College worked with HeuLab Pty Ltd in the introduction of Heumi tables for multi-touch, multi-user technology to support collaborative learning. These are available in the newly renovated Collaborative Learning Centre, designed to facilitate 21st Century Learning for our students in a space conducive to collaboration and teamwork, and which supports learning through the use of technology.
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. Students and staff are able to access network resources and the internet using their own or the College’s wireless devices, via the campus-wide wireless network.

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

At the end of 2013, the College was pleased to announce a move to Acer slates for students and Toshiba slate computers for staff. All students in Years 7-12 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.

In 2013, 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 Adobe 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 slate computer.

Year 12 2013 Student Destinations

The information provided herein is based on the findings of the Queensland Government Next Step survey, which targets all students who completed Year 12 and gained a Senior Statement in 2013. The Office of the Government Statistician conducted the survey between March and June 2014, approximately six months after the students left school. Responses were predominantly collected via computer-assisted telephone interview and an online survey.

Survey Response Rate:

<table>
<thead>
<tr>
<th>Number of respondents</th>
<th>Number of students who completed Year 12</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
<td>100</td>
<td>83.0</td>
</tr>
</tbody>
</table>
Definitions of Main Destinations:

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

Summary of Findings:

It is important to note that the information provided here, is based on the responses of those students who responded to the Survey, and not the information pertaining to the entire Year 12 2013 cohort.

In 2014, 80.7 percent of students who completed their Year 12 at A.B. Paterson College in 2013 continued in some recognised form of education and training in the year after they left school.

The most common study destination of respondents was university (71.1 percent). In addition, a further 7.2 percent of respondents from the College deferred a tertiary offer in 2014. (They are shown in the chart below in their current destinations.) The combined VET study destinations accounted for 9.6 percent of respondents, including 4.8 percent in campus-based VET programs, at Certificate IV level or higher.

4.8 per cent of the respondents commenced employment-based training, either as an apprentice or trainee. 19.3 per cent of respondents did not enter post-school education or training, and were either employed (9.6 per cent), seeking work (6.0 per cent) or not in the labour force, education or training (3.6 percent).

College Progress 2013

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. The Principal and Senior management 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 Programme are noted in the weekly newsletter, Illalong, in a timely manner.

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