A.B. PATERSON COLLEGE

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

ANNUAL REPORT 2015
CONTENTS

OUR COLLEGE

Foreword
Introduction
Mission
Aims and Attributes
College Structure

OUR PROGRAMMES

Distinctive Curriculum Offerings and Value Adding at A.B. Paterson College
Co-Curricular Activities and Value Adding at A.B. Paterson College
Social Climate
Parental involvement

OUR STAFF

Staff Qualifications
Staff Professional Learning
Staff Attendance
Staff Retention

OUR STUDENTS

Student Outcomes
National Literacy and Numeracy Assessments May 2015
Year 12 2015 Outcomes
Scholarships and Awards
Value Added
Satisfaction
Technology
Destination Survey
Old Collegians, the College Alumni Association
College Progress 2015
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 programmes 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 programmes, 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 Portal enables parents to maintain a closer oversight of their child’s education. The Portal can be accessed at 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. This web page provides information pertaining to the A.B. Paterson College community, the distinctive curriculum offerings, pastoral care initiatives and structures, co-curricular programmes and activities, key policies, staff details, information pertaining to student life and details on enrolment procedures.

While web pages are good for conveying such information, they do not fully enable the unique essence of a school to be understood and appreciated and, so, while I encourage you to peruse our site, I invite you to visit our beautiful campus for a personal tour, and an opportunity to see how our community can help in the education and growth of your child.
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 programme, 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 programme, 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:
  - committed to the development of the qualities of each individual student;
  - characterised by the pursuit of individual excellence in academic areas by each student;
  - provided in a caring environment with a system of pastoral care involving all students;
  - characterised by a strong co-curricular programme, providing activities for all students to develop cultural skills and interests, sporting skills and interests, and community service involvement;
  - characterised by an appreciation and understanding of Christian morality;
  - characterised by a high correlation between home and school values; and
  - 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 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 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 programmes, 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 programmes, 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 2015, the total enrolment was 1410 students. This enrolment comprised 715 boys (50.7%) and 695 girls (49.3%). 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.

The A.B. Paterson College Early Childhood Centre, a 74 place centre, is linked to the College and, in 2015, 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.
OUR PROGRAMMES

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 programme, thereby providing many opportunities for all students of the College.

In 2015, A.B. Paterson College was 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 and 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 also 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 2015 reflected this focus - as it has done for a number of years. Effective differentiation and individualised programmes 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.

P-3 is about ‘Fun, friendship, and learning with creativity’, whilst 4-6 is named ‘On-the-go with friendships and learning’. 7-9 is all about ‘Creating a haven to experiment, explore, succeed, attempt and learn’, with 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

This year in the Junior School, we have introduced three new and exciting programmes 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 programme that we engage in to teach spelling. It is a developmental programme 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-literal 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 programme 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 all their comprehension, spelling and grammar skills, they are also engaging in interactive technology. This programme is now being used in our classes from Prep 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. 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 programme 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 programmes. This programme is a fantastic addition to our resources and targets student interest, as well as specific literacy goals.

**English**

2015 saw particular success for two of our College writers, who were awarded the prestigious joint Student Reporter of the Year award from the Gold Coast Bulletin, for their excellent contributions each made in journalism.

The College continues to develop and encourage our students’ love of poetry and the Year 8 poetry unit was a resounding success, as students were treated to a poetry slam by our resident performance poet. As a culminating event, each student was encouraged to submit their work to an online competition with the opportunity of becoming published poets.

The results from the ICAS English Competition were, once again, overwhelmingly positive, with every cohort achieving well above national averages. Our students were awarded a very impressive 3 High Distinctions, 30 Distinctions and 70 Credits.

External to the classroom, there are a number of opportunities available for extending skills in English and we continue to see a growing interest in the Creative Writing Club, as well as a number of external writing competitions. Additionally, we are very well represented in Debating and Public Speaking as our students demonstrate their passion for speaking with conviction and poise within a very competitive environment.

The highlight of the year for many of our students and teachers is the presentation from Shake and Stir Production Company, who always breathe new life and energy into Shakespeare’s classics. This is done with humour and charm, as they remind our students of the richness available in Shakespeare’s work.

**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 2015, the College entered 228 students from Years 3 to 12 in the ICAS Mathematics competition, achieving 6 High Distinctions, 33 Distinctions and 88 Credits.
A.B. Paterson College had 40 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, 5 Distinctions and 18 Credits. The Challenge Stage is held during a consecutive three-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 the 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.

Three teams of students were invited to represent A.B. Paterson College in the Mathematical Olympiad, also conducted by the Australian Mathematics Trust.

Science

Studying science at A.B. Paterson College provided students with many exciting opportunities to extend their knowledge and to compete against other science-minded students around Australia.

In 2015, the ICAS Science Competition had 193 entries across the College in Years 3 to 12, with students achieving 8 High Distinctions, 26 Distinctions, 67 Credits and 22 Merits.

The National Chemistry Competition saw 56 students from Years 7 to 12 challenge their understanding of a variety of chemical concepts. One student achieved a High Distinction Excellence Award, 20 students were awarded High Distinctions, 13 received Distinctions and 6 received Credits.

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.

2015 saw a number of students studying ‘Griffchem’, ‘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 programme at Griffith University for students in the Senior School. These programmes allowed students to completely immerse themselves in scientific problem-solving for an extended period of time. Participants were able to work collaboratively in teams and compete 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 relates 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 time 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 a 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 to 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 to 12 can participate and develop an understanding of how the Share Market 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 Programme.

Health and Physical Education

A.B. Paterson College students achieved outstanding levels of success in 2015. A number of rostrum placements were achieved in many competitions and initiatives. 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 web page 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 and Gymnastics as a part of the curriculum, to further develop spatial awareness and fundamental motor skills. With the addition of literacy and numeracy enriched activities, 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 Programme’, which is in its 18th 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 Years 4 to 11 was also offered.

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

Flipped and blended learning environments were introduced to enable student-focused and individualised work programmes.

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 and Musicafe, and the opening of the Prep precinct. All students performed at the Annual Grandparents' Day concerts, and ensembles were enhanced with the development of Junior Band and an additional dance troupe to allow for increasing participation levels. Students participated in Year 6 Winton performances, the Year 4 Instrumental Music programme, 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 now include Drama and Dance, with students developing understanding in all areas of performing arts in preparation for specialised studies in Senior School.

Years 7-9 Arts courses expanded in connection with ACARA guidelines, to highlight the connections between Dance, Music, Art and Drama, and the development of aesthetic understanding. Our Years 7-9 Arts programme further developed with the inclusion of Dance as an ‘elective’ in Year 9. Following a ‘Discover Dance’ workshop at the College this year, this subject will also be an exciting option for Senior School students in 2016. Students in the Visual Arts achieved excellent results at the Gold Coast Show, Creative Generation Regional Art Awards, Energies Combined Secondary Schools Exhibition and an exhibition at Riot Art. Senior Visual Art students participated in workshops and excursions as part of their annual Art camp, with the Years 10, 11 and 12 students travelling to Tweed Art Gallery, Reverse Garbage and the Gallery of Modern Art, to observe the works of others as inspiration for planning and creating their own works. Artist, Scott McDougall provided a workshop 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 and performance evenings. Big Band and Senior Strings were reinvigorated, and Saxophone Ensemble and A Cappella Girls’ formed to complement our growing ensemble programme. Our 25th anniversary musical, ‘Ovation’ gave many students a platform to apply skills taught in the classroom to practical performance opportunities, through brainstorming, writing, scripting, auditioning, rehearsing, costuming, choreographing, set building and designing.

Technology

At A.B. Paterson College, we taught coding via an ‘App’ development programme. The attributes that the students developed are problem-solving and analytical skills. Thus student progression and understanding has allowed for higher level coding experiences with the programming language Java, which is the major teaching language in university courses.

A.B. Paterson College committed a number of students to participate in the International Competitions and Assessments for Schools (ICAS), which is an independent, skills-based assessment programme that recognises and rewards student achievement. ICAS is unique, being the most comprehensive, generally available suite of academic assessments for primary and secondary school students.

For more than 30 years, Educational Assessment Australia (EAA) has continuously improved and enhanced ICAS. Today, this experience means ICAS is a 21st century quality assessment that keeps pace with classroom learning.
The resulting information from the tests provided the College with a volume of data that allowed for the advancement and diversification of particular student’s educational paths. Many of our senior students who participated were enrolled in the College’s Honours Programme.

Several students from A.B. Paterson College enrolled in The Young ICT Explorers’ Competition, which is an annual competition held at the University of Queensland in Brisbane. It is aligned with the school curriculum and enables students to apply what they learn in their ICT/Digital Technologies classroom to develop a technology-related project of their choice. At the judging event, students have the opportunity to present their project to a judging panel of academia, industry partners and ICT professionals. Each project is assessed on the criteria of creativity, uniqueness, quality, level of difficulty and project documentation. An integral part of the development is the incorporation of 21st Century Learning.

Languages

In 2015, the College offered Japanese from Prep to Year 12, and Spanish from Years 4 to Year 12.

All students in Years 4 to 12 used Japanese and Spanish keyboard input when working on their personal computers. This allowed students to create multi-lingual documents, especially in the Years 4 to 7 courses when they learn both languages. Students enjoyed 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.

A.B. Paterson College students from Years 4 to 12 participated in the Annual MLTAQ Speech Competition held at Griffith University in August 2015.

This competition attracts entries from both the public and private school sector in South-East Queensland, and A.B. Paterson College was well represented by 29 students in the Spanish Division, and 28 students in the Japanese Division.

In the Spanish Division, our students achieved 3 Gold Medals, 4 Silver, 1 Bronze, and 8 High Distinctions; in the Japanese division our students achieved 1 Gold Medal, 1 Silver, 4 Bronze and 13 High Distinctions. In the Background Speaker Division for Japanese, our students achieved a Silver Medal, Gold Medal in the State Level, and Bronze at the National Championship.

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.

Additional evidence-based opportunities or programmes 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
- The Honours Society
- da Vinci Decathlon
- Kids’ Lit Quiz and Literature Club
- Australian Mathematics Trust enrichment and extension programmes
- Innovators of the Future
- ‘Unbelievable’ Spellers Competition
- CSIRO Crest – Science and Technology programme
• The Write Stuff Competition
• Future Problem Solving
• Philosophy Club and Philosothon
• Bond University Mooting
• Cognitive and other OARS Testing

During 2015, the Year 10 Honours programme challenged the intellect of our Year 10 advanced students, whilst enhancing their evaluative and academic writing skills. Planning was put in place to expand on the foundations of the Year 10 Honours programme to provide a significant development opportunity for our leading academic students across the Senior School. This initiative, to be termed the Honours Society, intends to challenge our most academic students in more meaningful and contextualised study. Implementation of the Honours Society will commence in 2016 with Years 10 and 11 and will become a flagship College programme.

The core of the Honours Society enrichment and extension programme is to develop research, communication, creative and critical thinking skills; encourage self-directed and student-centred learning and provide individually tailored and negotiated programmes for students to further engage in their area of passion and expertise. The ATD Framework is founded on evidence-based learning theories of gifted education.

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 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 2015 are provided below.

Debating and Public Speaking

• In the Gold Coast Debating Competition, the College fielded 21 teams of students from Years 7-12. 10 teams made the finals of the competition with the Junior B team, coached by the Debating Captain, winning 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, UN Youth Queensland, Rostrum Voice of Youth and the Plain English Competition. Two Year 12 students competed in the Regional Final of the Lions Youth of the Year Quest, with one student winning the Public Speaking section.
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 winning the Year 12 section of the competition and another Year 12 taking third place. More than 25 students advanced to their respective finals with a Year 11 student achieving 2nd place, a Year 5 student winning and another 12 students competing in their respective 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, and instrumental music.
- A whole school musical for students in Years 4-12 was undertaken by the College. In 2015, the School musical was a College-devised production, Ovation. Current students and alumni made up the cast, band and crew of over 300 participants. The performance provided a platform to showcase the talent of current students in the vocal, instrumental, drama and dance programmes, as well as an opportunity to recycle costumes, sets and photographs in a celebration of the College’s musical history.

- 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. This year, numbers reached over 200 across the two-day festival.

- Students were selected to participate in the State Honours Ensemble programme at the Queensland Conservatorium - Griffith University.

- Students were successfully auditioned for a range of community, Conservatorium, State and National ensembles, including the Australian Youth Orchestra.

- Gold Coast Eisteddfod successes were achieved in choral, instrumental and dance sections, including the Primary aggregate trophy.

- Our instrumental music programme continued to grow, with a reinvigoration of the Big Band and Senior Strings ensembles, the expansion of the Junior Band, the addition of a third dance troupe, the formation of the College Saxophone Ensemble, and the development of more comprehensive drum and bass guitar tuition.

- Band students enjoyed attending a workshop directed by Reggie Thomas, former Count Basie pianist and Associate Professor of Jazz studies at Illinois University.

- Dance students were selected to perform at the Australian Festival of Dance in Sydney.
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 programme continued to expand with the creation of the A Cappella Girls’ ensemble, to complement the existing boys’ programme. Many of the students from the two ensembles also participated in the ‘Voices in Paradise’ workshop and concert weekend. Individual students also participated in the National A Capella competition in Melbourne.

**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 2015, the College had three 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: College camps, programmed leadership activities and special opportunities such as the International Women’s Day Breakfast and Forum, where five students were finalists in the International Women’s Day Youth Leadership Award (Gold Coast), with one student winning the overall International Women’s Day Leadership Award; and attendance of students from Years 8-12 at the World Vision Leadership Convention.

- 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 2015, the College entered two teams of Year 10 and 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. It is this that drives our pastoral care programmes 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 programmes 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 programmes. All staff and students are required to adhere to these policies and programmes, 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.

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 programme 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 programme 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 programme is 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 to 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 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.

In order to further enhance our pastoral care programmes and initiatives, from time to time support for parents is provided by the College through parent information evenings. In 2015, the College was fortunate to secure Dr Judith Locke 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.

In 2016, the College will be introducing the Principles of Positive Psychology to our staff, students and wider College Community to further enhance wellbeing.

With a number of young people in society experiencing moderate levels of distress, it is imperative that we make way for evidence-based programmes and interventions to further assist our students, it is these evidenced-based programmes and interventions that will allow us to further refine our current pastoral care offerings.

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 Disaster Appeals for Vanuatu and Nepal, Youngcare, the Red Shield Appeal, World Vision, local Anzac Day services, Village Community Services Inc., the Pyjama Foundation and Gold Coast Youth Services.

Service-learning

2015 saw the College further develop and grow 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.
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; and Mother’s Day Breakfast.
- 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, which 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.

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

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

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

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

Director of Community Engagement & Staff Wellness
Mrs Annette Boyle B.A., Dip.Ed., Cert. VI, M.A.C.E., M.A.C.E.L.

In 2015, there were 135 full-time staff and 33 part-time staff. Of these, 112 were teaching staff and 56 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>1.8</td>
</tr>
<tr>
<td>Masters</td>
<td>19.2</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>76.1</td>
</tr>
<tr>
<td>Diploma</td>
<td>2.8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

The College also employs an educational psychologist, and a gifted & 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 2015, 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, three staff members for 15 years of service and one staff member 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 2015.

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

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 2015, 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.

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 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 2015 at A.B. Paterson College, the total funds expended on teacher professional development were as follows:

- $128,993.00 (professional learning)
- $201,556.57 (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**

94.71% of teaching staff (permanent and temporary) and school leaders were in attendance each day in 2015.

**Staff Retention**

91.07% of teaching staff were retained as from the end of 2014.
OUR STUDENTS

Student Outcomes

The average attendance rate for A.B. Paterson College students for 2015 was 95.07%

Average attendance rate for each year level as a percentage in 2015:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average attendance rate for each year level as a percentage in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>95.57</td>
</tr>
<tr>
<td>1</td>
<td>90.20</td>
</tr>
<tr>
<td>2</td>
<td>93.56</td>
</tr>
<tr>
<td>3</td>
<td>94.58</td>
</tr>
<tr>
<td>4</td>
<td>95.49</td>
</tr>
<tr>
<td>5</td>
<td>95.63</td>
</tr>
<tr>
<td>6</td>
<td>94.85</td>
</tr>
<tr>
<td>7</td>
<td>96.28</td>
</tr>
<tr>
<td>8</td>
<td>97.32</td>
</tr>
<tr>
<td>9</td>
<td>96.46</td>
</tr>
<tr>
<td>10</td>
<td>95.43</td>
</tr>
<tr>
<td>11</td>
<td>94.87</td>
</tr>
<tr>
<td>12</td>
<td>94.80</td>
</tr>
</tbody>
</table>

Student Attendance

Student attendance is closely monitored by a number of members of College staff. Rolls are taken electronically at the beginning of the day and at the beginning of the afternoon session. Teaching staff take rolls at each lesson.

If a student is absent, parents/guardians are required to notify the College by letter or telephone call. All student absences are recorded in the College TASS system. If a student is absent without explanation, Student Services administration staff endeavour to make contact with the parent/guardian by SMS messaging or telephone to ascertain the reason for the absence.

Class room teachers and tutor group teachers and the Deputy Head of Junior School: Pastoral 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, it is appropriate to provide work for the student, this is provided wherever possible.

National Literacy and Numeracy Assessments May 2015

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. 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>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2015)</td>
<td>489</td>
<td>426</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2015)</td>
<td>543</td>
<td>499</td>
<td>99</td>
</tr>
<tr>
<td>Year 7 (2015)</td>
<td>569</td>
<td>546</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2015)</td>
<td>618</td>
<td>580</td>
<td>100</td>
</tr>
</tbody>
</table>

### WRITING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2015)</td>
<td>454</td>
<td>416</td>
<td>99</td>
</tr>
<tr>
<td>Year 5 (2015)</td>
<td>524</td>
<td>478</td>
<td>98</td>
</tr>
<tr>
<td>Year 7 (2015)</td>
<td>556</td>
<td>511</td>
<td>99</td>
</tr>
<tr>
<td>Year 9 (2015)</td>
<td>597</td>
<td>547</td>
<td>95</td>
</tr>
</tbody>
</table>
The small number of students who did not meet National Minimum Standards have identified learning difficulties are in Learning Enhancement programmes.

# Sources of all State and National data:

### Year 12 2015 Outcomes

A.B. Paterson College was extremely proud of the achievements of its Year 12, 2015 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 2015, the Year 12 students performed particularly well with 100% receiving a tertiary offer.

### Outcomes for A.B. Paterson College Year 12 cohort 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</td>
<td>127</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP) (all who were OP eligible)</td>
<td>98</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>11</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
<td>7</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>127</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>98</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 2015:

- Three students were offered a Bond University Collegiate Scholarship
- One student was offered a Bond University John Burton Cadetship Scholarship
- One student was offered a Bond University A.B. Paterson College Public Speaking Competition Bursary
- Two students were offered GUEST Program Early Entry to Griffith University
- Twenty-three students were offered Guaranteed Admission Scheme to Griffith University
- Six students were offered Early Entry to Southern Cross University
- One student was offered Early Entry to Griffith University Queensland Conservatorium
- One student was offered Guaranteed Entry to University of Queensland
- Six students were offered STAR Entry Scheme to Southern Cross University
- One student was offered a full scholarship to Aurora Training College
- Two students received Barrington College Awards

Apparent Retention Rate:

The Year 12 student enrolment as a percentage of the Year 10 (2013) cohort is 100%.

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 enrolment 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 2015, 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 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.
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.

A deployment of 70" interactive LCD panels to all Prep to Year 3 classrooms was rolled out prior to the start of the school year. This provided the students with increased interaction with technology through group learning experiences. The College upgraded some student-issue slate computers, at the commencement of 2015. These students all have Windows 8 slate devices.

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.

In 2015, Film, TV and New Media was introduced along with Industrial Design, to add to IT, Graphics, Technology and Hospitality in the Technology Faculty.

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 2016

<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>111</td>
<td>127</td>
<td>87.4</td>
</tr>
</tbody>
</table>

### Summary of findings

In 2016, 81.1% of young people who completed Year 12 at A B Paterson College in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (73.9%). The combined VET study destinations accounted for 7.2% of respondents, including 6.3% in campus-based VET programs, with 4.5% of Year 12 completers entering programs at Certificate IV level or higher.

0.9% commenced employment-based training, all as trainees.

In addition to the above study destinations, a further 6.3% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

18.9% did not enter post-school education or training, and were either employed (13.5%), seeking work (4.5%) or not in the labour force, education or training (0.9%).
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 association is both significant and undeniable as past students play an invaluable role in the life of any school. A.B. Paterson College’s 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.

2015 saw the College reconnect with many of our alumni through two very successful events. The annual Sports and Social Function was held in May and, in November, we hosted a College Captains’ Dinner to mark the 25th Anniversary of the College.

In 2016, the aim is to continue to grow the Old Collegians association through the formation of an Old Collegians’ Committee. The objective of the Committee will be to explore diverse opportunities to grow and maintain connections with past students, and to consider avenues to work with our current College community.

College Progress 2015

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 Programme 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 or by contacting Mrs Merilyn O’Toole, Head of Marketing and Communications, on 07 5594 7947.