About A.B. Paterson College

The new 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 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.

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 2014, the total enrolment was 1400 students. This enrolment comprised 701 boys (50.07%) and 699 girls (49.93%). 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.

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 talented students had the opportunity to join Advanced Mathematics, English and Science classes in the Senior School. Selected students were also invited to take part in the Extension Music programme and the Year 10 Honours programme. In addition, opportunities such as Future Problem Solving, the da Vinci Decathlon, State Philosothon and “The Write Stuff” programme were offered.

- In the Junior School, Advanced Mathematics classes were available to Years 5 and 6 students. Extension Mathematics classes were available to selected students from Years 1-6. Junior School students were also able to participate in Innovators of the Future, Future Problem Solving, the da Vinci Decathlon, Maths Masters and “The Write Stuff” Programme.

- Students from Years 5-10 participated in the Future Problem Solving Programme, developing their critical, creative and futuristic thinking skills. They applied these thinking skills to some of the significant issues facing the world of today and of the future, and worked in collaboration – important skills for the future world.

- As the State Chapter School, the College hosted the Years 5-10 State Da Vinci Decathlon events. The Da Vinci Decathlon aims to provide a wide range of challenges to students. The Year 5 team achieved 3rd place, the Year 6 team achieved 2nd place and the Year 8 team achieved 1st place. The Years 7 and 10 teams 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, Griffengineering, Griff Exercise Science and Griff Health Programmes.

- Learning Enhancement provided by our highly qualified staff, including an educational psychologist, trained Special Education 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 and supporting documents from the Soundwaves programme in Years 2-6, for teaching spelling skills and handwriting; the use of PM Benchmarks and Developmental Reading Assessment (DRA) tools to assess reading and comprehension and plan for ongoing instruction; 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 2014 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, students explored methods of testing in sports to ensure equity through an analysis of the concentration and effects of caffeine in sports drinks and the effects of different materials used in the design of sports shoes. In Mathematics, Years 7 and 8 students investigated the mathematics behind archery and the Years 9 and 10 students investigated the mathematical relationship in the biomechanics and physiology of elite athletes as they train for sporting competitions.

Mathematics and Science
• In 2014, the College had more than 190 students from Years 3 – 12 compete in the Australian Mathematics Competition. In summary, College students achieved one Prudence Award, 10 High Distinctions and 45 Distinctions.

• The ICAS Mathematics competition saw 190 students from Years 3-12 compete, achieving 6 High Distinctions and 34 Distinctions.

• The Big Science Competition had 68 entries from the College, with students achieving 13 High Distinctions, 12 Distinctions and 22 Credits.

• The National Chemistry competition saw 95 students from Years 7-12 challenge their understanding of a variety of chemical concepts. 34 students achieved High Distinctions, 21 students were awarded Distinctions and 16 received Credits.

• Four teams of students entered the Griffith University Science Trivia Competition.

English
• In 2014, 290 College students from Years 3-12 entered the ICAS English Competition. Overall, students received a total of 7 High Distinctions, 37 Distinctions and 100 Credits. A Year 10 student won the University of NSW medal for the top Year 10 student.

• College students are encouraged by their teachers to take the opportunity to enter Short Story and Creative Writing competitions. Entry is voluntary and often online. In addition, TXT4U (Gold Coast Bulletin) continued to attract young College writers/journalists, as they wrote a number of articles which were submitted for publication.

• The College hosts performances by external groups through which our students engage with literature in a variety of forms and are challenged to embrace diverse perspectives.

• In 2014, “Poetry Slam”, run by talented Mathematics teachers who are also actors and rappers, was held for Year 8s. This was a popular learning experience which fully engaged the students and staff.

• Many budding junior poets entered the Dorothea Mackellar Poetry Awards. A Year 8 student received a Commended award and this poem will feature in the Poetry Awards anthology.

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 three students achieving monetary prizes.

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

Students in Year 10 attended a Commonwealth Bank Startsmart Workshop to increase their understanding of financial decisions relevant to them, such as buying their first car and mobile phone plans.

Students in Year 8 attended a Medieval History performance which related to their History studies. This interactive presentation allowed students to don replicas of medieval clothing and view replicas of the weapons used during this time period, which is of great interest to students.

The Arts

In 2014, a new academic subject was introduced, giving Years 7-9 Arts students access to four Arts forms through providing workshop experience in all areas, whilst differentiating through flexibility of assessment tasks and methods. Dance was introduced in the Years 7-8 courses, as part of the academic offerings.

The Year 11 Arts Tour to Melbourne gave students an opportunity to visit Art Galleries, attend live theatre and dance performances, and attend workshops, thus enhancing their work in the academic arts and exposing the students to the works of professionals in their fields.

Five students were selected to exhibit in the Energies Art Exhibition at the Gold Coast City Art Gallery.

A student was selected as one of 33 students across the state to be awarded a Creative Generation Art Excellence Award, with this work being exhibited at the Gallery of Modern Art in Brisbane.

A student was selected to attend the Academy of Country Music in Tamworth to extend both composition and performance skills in Music.

The Visual Art camp and drama excursions to theatres in Brisbane and the Gold Coast allowed students the opportunity to access professional artists, view quality works and productions, and reflect on their understanding of concepts taught in the academic curriculum.

All students across Years P-3 were able to demonstrate their understanding of performance concepts taught in Music classes, at the annual Christmas Concert.

All students in Years 4 – 6 performed at the Annual Grandparents’ and Special Friends’ Day concert, demonstrating their understanding of instrumental and vocal work taught in the academic curriculum.

Languages

Entry in the MLTAQ - Griffith University Languages Speech Contest saw students of Japanese and Spanish achieving six medals including one gold, one silver and four bronze medals, a fourth and a fifth place and 18 highly commended certificates.

Technology

Entry in the ICAS ICT competition saw 162 students enter the competition attaining 22 High Distinctions and 22 Distinctions.

College students from Years 4-6 enjoyed the Young ICT Explorers’ Competition at the University of Queensland.
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.

- In Term 4, the annual CPR workshop is held for students in Years 7-12. This provides students with sufficient knowledge to be able to begin resuscitation on a casualty and hopefully assist in saving a life.

A.B. Paterson College students achieved outstanding levels of success in 2014, 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 2014 are provided below.

Debating and Public Speaking

- Debating through the Gold Coast Debating Union Competition saw the College field 24 teams with students from Years 8-12. Fifteen teams made the finals of the competition with the College winning the “Champion School” Trophy. The Intermediate A team and Senior B teams won their Grand Finals.

- 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 and Rostrum Voice of Youth. Two Year 12 student competed in the Regional Final of the Lions Youth of the Year Quest.

- A Year 11 student was selected to represent Australia at the World Individual Debating and Public Speaking Championships, having placed 7th in the Australian competition.

- 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. 18 Senior School students advanced to their respective finals with a Year 11 student and a Year 10 student achieving 2nd place in their divisions and three other students competing in a Grand Final.

Creative Writing and Poetry
- Junior School Poetry Recital Evening.
- Our College Creative Writing Club provides Years 3-7 students with creative, positive forums in which they are able to develop their literacy skills and share samples of their writing, whilst supported by staff.

The Arts
- Through the continual development of choirs, bands and dance troupes, extensive opportunities have been provided for students interested in singing, dancing, acting and instrumental music.
- A whole school musical for students in Years 4-12 was undertaken by the College. In 2014 the School musical was Return to the Forbidden Planet. Two of the cast members were nominated for individual awards at the Gold Coast Theatre Awards, with one winning the Best Supporting Actress category.
- Opportunities abound for performance. These include 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.
- In 2014, A.B. Paterson College choirs and ensembles enjoyed success in the Gold Coast Eisteddfod, with two Dance troupes now entered and receiving excellent commendations across the Senior and Junior Schools.
- The College once again 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 showcased the talents of our students through the exhibition of their works across different genres.
- Two students and two staff members were selected to participate in Opera Queensland’s production of The Magic Flute, whilst one staff member and four students were also selected to participate in their production of La Bohéme.

Members of the Chamber Choir were selected to sing at the opening ceremony of the AHISA conference held on the Gold Coast. The performance of this choir was highly acclaimed.
- Members of the Year 3/4 Choir performed at corporate functions at the Sheraton Mirage.
- The College hosted a collaborative choral weekend with Birralee Voices with guest director, Australian composer Mr Paul Jarman.

Students were selected to participate in the State Honours Ensemble programme at the Queensland Conservatorium - Griffith University.
- College students participated in the Voices in Paradise A Capella festival and performed at the GCAC following the workshops. These students have been bringing much pleasure to their audiences since forming their group.
- A College student successfully auditioned for, and was offered placement in the Griffith University Young Conservatorium Symphony Orchestra and Wind Orchestra.

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 2014, 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 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 another being presented with the highly commended Award in the Performing Arts Award; 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.

Participation in the Model United Nations Assembly, run by Rotary District 9640. In 2014, the College won the Judges’ Encouragement Award (Second Place).

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 ran a formal Pastoral Care Programme which addresses friendship development, bullying, cybersafety and social and emotional development. Teachers also incorporated our Virtues Programme. In addition, components of Personal Development were covered for the older students in the Junior School.
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 addition, articles are published in the College newsletter which inform and support parents in their roles as parents.

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 sometimes 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, YoungCare and Gold Coast Youth Services.
Service-learning

2014 saw the College embark on the introduction of its Service-learning programme, through undertaking a number of pilot projects. Already enjoying a strong community service ethic, the College sees the pedagogy of Service-learning as enhancing service in our community through the linking of community service to student outcomes (within or outside the classroom), with meaningful community service – service which meets genuine need and which also meets learning outcomes for our students.

In 2014 we partnered with WMB Youngcare Apartments Coomera for a Year 10 Project which involved interested and committed Year 10s and staff regularly visiting apartment residents and undertaking activities together. The residents have also joined in College activities and were linked to Mackellar House fundraising for Term 1. Students in this special partnership are developing important 21st century skills as well as learning about the healthcare industry and the challenges faced and overcome by the residents.

Students in Prep and Year 3 embarked on Service-learning projects linked to their pastoral curriculum, working on Helping Others and Friendships, respectively. They produced songs, raps and stories to convey positive messages and strategies to their peers.

Year 7s undertook an Integrated project and looked at current issues in our community, working in partnership with community organisations such as Arcare, the Pyjama Foundation, Cystic Fibrosis Queensland, Gold Coast Youth Services and the Lady Cilento Children’s Hospital Foundation, to meet identified and genuine need.

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

- 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 Curriculum and Assessment Authority (which has replaced QSA) 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/

Staff of A.B. Paterson College

A list of staff in 2014 is included in the A.B. Paterson College Year Book and on the College website. This list includes the qualifications of staff.

In 2014 there were 134 full-time staff and 31 part-time staff. Of these, 112 were teaching staff and 53 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>
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<tr>
<th>Qualification</th>
<th>Percentage of classroom teachers and school leaders at the school who hold this qualification</th>
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<tbody>
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<td>Doctorate or higher</td>
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<td>Certificate</td>
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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 2014, the College was proud to recognise the commitment and dedication of long serving staff members at the annual Founders’ Day ceremony: seven staff members for 10 years of service and two staff members for fifteen years of service.

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 2014.

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
- 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
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 2014, 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 during the year.

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

For 2014 at A.B. Paterson College, the total funds expended on teacher professional development were as follows:

- $117,519.00 (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.

Teaching Staff Attendance: 96.44% of teaching staff (permanent and temporary) and school leaders were in attendance each day in 2014.

Retention of Teaching Staff: 93.75% of teaching staff were retained as from the end of 2013.
Key A.B. Paterson College Student Outcomes

The average attendance rate for A.B. Paterson College students for 2014 was 96.31%

Average attendance rate for each year level as a percentage in 2014:

<table>
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<tr>
<th>Year Level</th>
<th>Average attendance rate for each year level as a percentage in 2014</th>
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<td>12</td>
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Student Attendance

Student attendance is closely monitored by a number of members of College staff. Rolls are taken electronically at the beginning 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, and it is appropriate to provide work for the student, this is provided wherever possible.

National Literacy and Numeracy Assessments May 2014

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>
<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 (2014)</td>
<td>478</td>
<td>418</td>
<td>98</td>
</tr>
<tr>
<td>Year 5 (2014)</td>
<td>552</td>
<td>501</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2014)</td>
<td>591</td>
<td>546</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2014)</td>
<td>625</td>
<td>580</td>
<td>99</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 (2014)</td>
<td>459</td>
<td>402</td>
<td>98</td>
</tr>
<tr>
<td>Year 5 (2014)</td>
<td>524</td>
<td>468</td>
<td>97</td>
</tr>
<tr>
<td>Year 7 (2014)</td>
<td>552</td>
<td>512</td>
<td>98</td>
</tr>
<tr>
<td>Year 9 (2014)</td>
<td>620</td>
<td>550</td>
<td>96</td>
</tr>
</tbody>
</table>
### Year 12 2014 Outcomes

A.B. Paterson College was extremely proud of the achievements of its Year 12, 2014 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 2014, the Year 12 students performed particularly well with 99% receiving a tertiary offer.

#### Outcomes for A.B. Paterson College Year 12 cohort 2014

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</td>
<td>115</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>78</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>10</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
<td>10</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>115</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>100</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>99%</td>
</tr>
</tbody>
</table>

A number of students won tertiary scholarships or other recognition.

### SPELLING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2014)</td>
<td>469</td>
<td>412</td>
<td>99</td>
</tr>
<tr>
<td>Year 5 (2014)</td>
<td>537</td>
<td>498</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2014)</td>
<td>579</td>
<td>545</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2014)</td>
<td>615</td>
<td>582</td>
<td>97</td>
</tr>
</tbody>
</table>

### GRAMMAR AND PUNCTUATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2014)</td>
<td>499</td>
<td>426</td>
<td>99</td>
</tr>
<tr>
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<td>565</td>
<td>504</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2014)</td>
<td>594</td>
<td>543</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2014)</td>
<td>624</td>
<td>574</td>
<td>99</td>
</tr>
</tbody>
</table>

### NUMERACY

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2014)</td>
<td>457</td>
<td>402</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2014)</td>
<td>532</td>
<td>488</td>
<td>99</td>
</tr>
<tr>
<td>Year 7 (2014)</td>
<td>592</td>
<td>546</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2014)</td>
<td>624</td>
<td>588</td>
<td>100</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:
The following scholarships were offered to students in Year 12 at the end of 2014:

- Five students were offered Scholarships to Bond University
- One student was offered Guaranteed Entry to the University of Queensland
- Twenty-one students were offered Direct Entry to Griffith University
- Two 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 Queensland University of Technology

Apparent Retention Rate:
The Year 12 student enrolment as a percentage of the Year 10 (2012) cohort is 90.70%.

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, 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, 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.

Technology at A.B. Paterson College

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.

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 2014, 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.

Electronic whiteboards and ceiling-mounted data projectors 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 provided the best learning experience possible, for its students.

In 2014, the College continued working 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 recently 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 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.

At the end of 2014, the College was pleased to announce the deployment of 70” interactive LCD panels to all Prep to Year 3 classrooms. This will provide the students with increased interaction with technology through group learning experiences. The College will also be upgrading some student-issue slate computers, which will be provided for Year 4 and 10 students at the commencement of 2015.

In 2014, Years 4-6 students continued their study of robotics as part of their Technology programme and also strove to achieve proficiency in the use of Microsoft Word, Excel and PowerPoint. Years 4 and 5 students developed their programming skills by using Scratch software to develop animations and games. Year 6 students worked with Adobe applications of Fireworks and Flash and Google SketchUp. Students also experienced classes in the Technology workshop where they used a variety of tools from pyrographic burners to sanders to complete assessment tasks. In 2015, Film, TV and New Media will be 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.

**Year 12 2014 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 2014. The Office of the Government Statistician conducted the survey between March and June 2015, 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>103</td>
<td>117</td>
<td>88.0</td>
</tr>
</tbody>
</table>
Definitions of Main Destinations:

The pathways of Year 12 completers were categorised 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 2014 cohort.

In 2015, 84.5 percent of students who completed their Year 12 at A.B. Paterson College in 2014 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 (81.6 percent). In addition, a further 5.8 percent of respondents from the College deferred a tertiary offer in 2015. (They are shown in the chart below in their current destinations.) The combined VET study destinations accounted for 2.9 percent of respondents, all of which were in campus-based VET programmes, at Certificate IV level or higher.

15.5 per cent of respondents did not enter post-school education or training, and were either employed (12.6 per cent), seeking work (1.9 per cent) or not in the labour force, education or training (1.0 percent).

Chart showing Main Destinations of Year 12 Completers:

Old Collegians, the College Alumni Association

Past students play a significant role in the life of any school. A.B. Paterson College past students have helped create the history of our school thus far, and they will help shape the future of our school through their connections, their forthcoming contributions to the life of the College and for some, as parents themselves, of students of the College.

2014 saw the College reconnect with many past pupils and establish the College Alumni Association, Old Collegians, which was officially launched with a well-attended and supported sports afternoon followed by a reception. Past students from across the College’s 24 years shared stories of the College’s history and were interested in hearing about the College’s future.

We look forward to building our database of past students and developing a diversity of opportunities for them to participate in our community, such as networking, mentoring current students and coaching.
College Progress 2014

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.