



Edge Hill State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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# School Overview

Edge Hill State School is highly regarded by students, parents, teachers and the local community. It has a great reputation for academic success and for providing a safe, caring learning environment. The curriculum at Edge Hill State School is well rounded focusing on the growth of the individual. A close partnership with parents is encouraged. Our school is well resourced with excellent facilities; of particular note the swimming pool, performing arts centre, environmental centre, basketball stadium and extensive ovals. Edge Hill State School is an accredited school for international students. It has a focus on having our children respect diversity and develop critical thinking and creativity that equips them to be global citizens in a sustainable world. We have a particular emphasis on Studies of Asia across the curriculum. Japanese is taught in Years P to 7. Edge Hill State School has an excellent music and instrumental music program. Science and environmental education programs are well developed within the school curriculum. Technology is used across the curriculum preparing students for the future. There is strong health and physical education program with many sporting opportunities. Edge Hill State School has an enrolment management plan and has a waiting list of students from outside our catchment zone.

## Principal's Foreword

### Introduction

Edge Hill State School is committed to the delivery of a high quality education where students and families are very proud to be part of a culture of success.

As a learning organization we have a strong commitment to:-

- professionalism of the highest standard
- excellence in academic achievement
- high standards in student behaviour and presentation
- a futures orientation in our curriculum

Edge Hill State School aims to educate the child as an individual; a communicator; a problem solver, a group member and a part of the physical world so that our students are prepared for living in and contributing to a global society and working in a global economy.

At Edge Hill State School we value and encourage:

- Responsibility
- Personal dignity, self-worth and awareness
- Resilience, co-operation, care and tolerance
- Honesty and happiness
- Life-long commitment to learning
- Diversity

Our school vision and values are enacted through a set of guiding principles for every member of our school community.

Learners at Edge Hill State School are

- respectful
- safe
- responsible

### School Progress towards its goals in 2016

2016 was a very exciting year for Edge Hill State School with success in many different aspects of the incredibly varied and rich programs in which our students engaged. It was extremely rewarding to see our students achieve in academic, sporting, musical and language pursuits and to have our parent community indicate an overwhelming level of satisfaction in school opinion surveys.

A selection of these highlights include:

- As an Independent Public School using increased levels of autonomy to frame a curriculum that promotes learning that encourages the development of a 21<sup>st</sup> century skill set that enables our students to have the academic, global, cultural and social dispositions necessary to be successful lifelong learners.
- Refined implementation of Coaching and Mentoring Program and Teacher Performance Review process.
- A continued focus on Professional Learning Communities as a model for professional development, supported by mentors from the tertiary education sector
- Continued improved performance in national testing.
- Implementation of the school's improvement agenda focused on developing teacher capacity through the work of specialist coaches in writing and numeracy.
- Expansion of the Master Teacher guided -Proportional Reasoning program to foster problem solving
- Enhancement of whole school L.O.T.E (Japanese) program through successful trialling of a small scale immersion teaching model using CLIL methodology
- Ongoing review of whole school curriculum plan, monitoring and assessment framework.
- Continued implementation of the Australian Curriculum through revision and adaptation of C2C units.
- Growth of our International Student Program.
- Introduction of a STEM coach to support teacher capacity to deliver Digital Technologies curriculum and STEM initiatives
- Development of EHSS Maker Space
- Establishment of the EHSS Sustainable Kitchen Garden Program delivered as part of the Year 4 curriculum
- Completion of a purpose built Innovation Centre to foster 21<sup>st</sup> century learning approaches.
- Additional time allocation for school psychologist to support student wellbeing
- Establishment of the Edge Hill State School Triathlon Academy with students competing in several local Triathlon events.
- A fantastic Family Fete and extremely well attended Great Family Breakfast celebrating a terrific community working together.
- Sporting and Musical success including the Senior Concert Band reaching the state finals of Fanfare in Brisbane in August

## Future Outlook

In 2017 the improvement agenda will remain focused on enhancement of students writing and numeracy capabilities through the ongoing work of the Writing and Numeracy coaches.

The Master Teacher action research project, focused on developing student and teacher capability in Proportional Reasoning will conclude, with the work directed at ensuring the program is embedded within the whole school curriculum and that teachers are confident in their knowledge and understanding of appropriate pedagogical approaches.

Expansion of the highly successful CLIL approach to teaching of Japanese into Year 2 and trialling of a content based approach to language teaching in the upper school with STEM as the focus.

Establishment of high quality extracurricular offerings for students through after school academy program offerings in STEM, Triathlon and Music.

Cementing of Sister School relationships with China through a video exchange program between classes and a study tour visit to our school.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1092	531	561	140	96%
<b>2015*</b>	1047	513	534	120	95%
<b>2016</b>	1081	532	549	138	95%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Edge Hill State School has a diverse and culturally rich student body encompassing a broad range of socioeconomic and cultural groups. International students are supported and valued in our school community.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	24
Year 4 – Year 7	27	27	28
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our approach to curriculum delivery is to align learning to the Australian Curriculum with a focus on developing global citizens, cultural competency and 21st Century learners. Using a range of pedagogies (explicit teaching to inquiry based learning and problem solving) in order to ensure students develop as skilled communicators, collaborators and problem solvers. We develop curriculum units that are a balance between discrete learning in content areas and integrated learning experiences, established to suit the local context and student needs.

## Co-curricular Activities

- Instrumental music
- Choral music
- Eisteddfod
- School musicals
- Interschool sport
- Swimming Program
- District and Regional sports events with opportunities to represent the region at state level or national level.
- Public Speaking competitions
- School camps in Year 5,6
- Leisure sports
- Student educational tours to Japan
- International study tour visits
- Rock Eisteddfod with Cairns State High School
- Art and music programs collaborating with Trinity Bay State High School

## How Information and Communication Technologies are used to Assist Learning

Edge Hill State School maintains a range of ICT devices that are used by teachers to value add to student learning across the curriculum. These include video conferencing tools, robots, iPads, digital cameras, data projectors, laptops and printers. These tools support development of our 21st century learning philosophy which focuses on developing students as digitally literate problem solvers, collaborators, self-regulated learners and skilled communicators.

## Social Climate

### Overview

Edge Hill State School has a reputation for academic, musical and sporting achievement and our students are successful when they progress to secondary education.

At Edge Hill State School significant emphasis is placed on providing a learning environment where all students feel safe and supported. Although our school is a large school of over 1080 students we maintain a strong sense of family.

Edge Hill State School continues to develop as a learning community. Our leadership model provides a structure which values people, facilitates learning and continually questions organisational practices. There are open lines of communication and we encourage employees to adopt a strategic shared vision. Challenge and change are viewed as opportunities to grow. We aim to measure our progress against internal and external benchmarks. Our school team is committed to rewarding, recognising and celebrating achievement.

The school exists to support student learning and the role of each person is designed to best achieve improved student outcomes. Students and their families are the focus of the school and it is important that relationships are developed and maintained. Our school has a student council which initiates and promotes a range of activities for the students. Our guidance officer, welfare worker, psychologist, special needs and learning support staff provide specific programs and strategies to support staff and students.

Edge Hill has a very effective Out Of School Hours Care and Vacation Care program.

Edge Hill State School has a School Council to provide strategic oversight and support to the school principal. The Parents and Citizens Association is extremely active and provides valuable support to all aspects of school life.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	96%	100%
this is a good school (S2035)	97%	96%	100%
their child likes being at this school* (S2001)	100%	96%	100%
their child feels safe at this school* (S2002)	100%	98%	100%
their child's learning needs are being met at this school* (S2003)	97%	96%	98%
their child is making good progress at this school* (S2004)	97%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	96%	100%
teachers at this school motivate their child to learn* (S2007)	97%	98%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	95%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	98%	100%
this school works with them to support their child's learning* (S2010)	97%	94%	95%
this school takes parents' opinions seriously* (S2011)	94%	94%	94%
student behaviour is well managed at this school* (S2012)	97%	96%	100%
this school looks for ways to improve* (S2013)	100%	96%	98%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	99%	100%
they like being at their school* (S2036)	98%	99%	100%
they feel safe at their school* (S2037)	97%	99%	100%
their teachers motivate them to learn* (S2038)	98%	99%	100%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	100%
teachers treat students fairly at their school* (S2041)	93%	98%	96%
they can talk to their teachers about their concerns* (S2042)	93%	92%	100%
their school takes students' opinions seriously* (S2043)	90%	98%	100%
student behaviour is well managed at their school* (S2044)	90%	97%	96%
their school looks for ways to improve* (S2045)	98%	99%	100%
their school is well maintained* (S2046)	99%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	99%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	98%	100%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	97%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	100%	98%	98%
staff are well supported at their school (S2075)	98%	96%	90%
their school takes staff opinions seriously (S2076)	98%	96%	95%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	98%	98%	93%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

A highlight of the year is the annual Great Family Breakfast where teachers and families share a meal and then parents and family are invited to have an informal visit to their child's classroom. Our annual Fete is a huge success and brings past and present students and families to the school. Many Edge Hill parents generously volunteer their time to participate in the life of the school whether it be assisting in the classroom, being on the P&C, helping on excursions, camps and classroom activities or just their support of the school.

Edge Hill State School has a well-liked Facebook page where school activities are regularly celebrated. It encourages positive community contribution and provides a "window" for parents into the day to day activities of teaching and learning at the school. The school web page features information that allows parents the opportunity to know what is happening in the school.

A school newsletter is produced each week.

Twice a year the teachers offer formal parent teacher interview opportunities to discuss student progress but most parents take advantage of our teacher's "open" classrooms to regularly have less formal conversations about their student's learning.

The Parents and Citizens' Association is an active group of parents who meet monthly to participate in the management of the school. Their contribution is highly valued. An initiative of the P&C has been to form a 'Helping Hands' group which is a group of parents willing to volunteer their time to assist in school and P&C activities.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	15	16	6
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	600,957	8,184
2014-2015	638,300	3,332
2015-2016	625,816	1,793

## ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

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Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	74	40	<5
Full-time Equivalent	65	24	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	14
Bachelor degree	52
Diploma	3
Certificate	1

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$60 076

The major professional development initiatives are as follows:

- Coaching and mentoring
- Writing and Numeracy
- Professional Learning Communities
- 21<sup>st</sup> Century Learning
- Collaborative Data Inquiry
- Classroom Profiling
- Teacher Performance Review

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	92%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

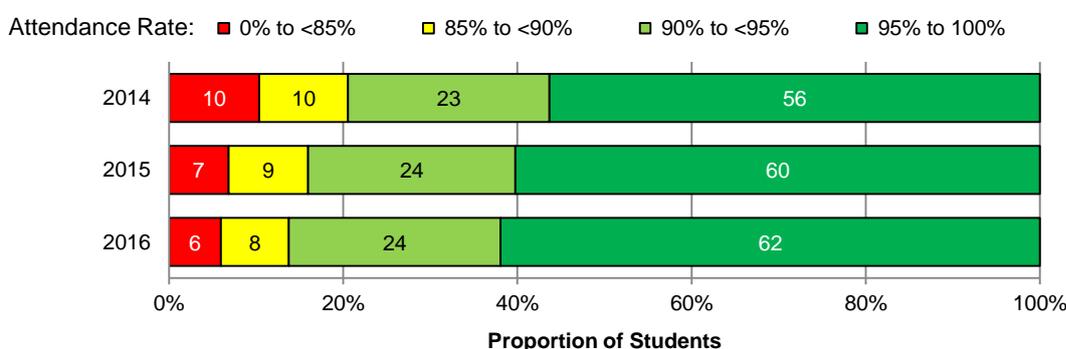
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	93%	93%	94%	94%	95%	93%					
2015	94%	94%	95%	95%	95%	95%	95%						
2016	95%	95%	95%	95%	95%	95%	95%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

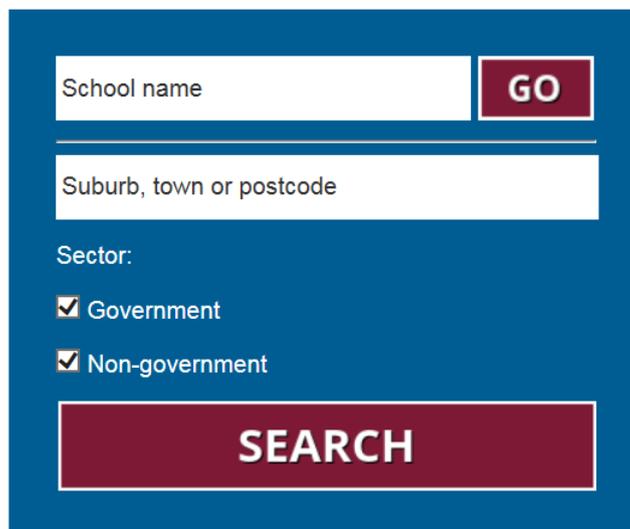
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

