Dear Parents

State Education Week is a once a year opportunity to celebrate the wonderful learning that happens here at Edge Hill State School. We are proud of our school, our students and our school community.

At Edge Hill State School we have developed a Charter for Excellence built around challenge and support. We have high expectations for everyone at our school but we know that if we challenge everyone to achieve high standards we must also make sure that we provide the support necessary to meet the challenge.

As part of that support it is essential that there is a strong partnership between our school and our community. We need to provide opportunities for parents and the community to be informed and to participate in the life of the school. We know how important it is to keep our school community informed about your child's learning journey. This newsletter highlights some of the curriculum priorities at our school and we will provide an update each term so that you know where our journey is going.

Edge Hill State School invites you to join us on this journey.

Paul Campbell

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School Vision
At Edge Hill State School we will educate the leaders of the future in an environment that endeavours to challenge and support them, to prepare them for living in and contributing to a global society and working in a global economy.

Our Commitment
Every day, in every classroom, every student is learning and achieving.

Our Values
Responsibility
Personal Dignity
Self worth & awareness
Initiative & risk-taking in learning
Interdependence
Cooperation, care & tolerance
Diversity
Life-long commitment to learning

Learning at Edge Hill State School
Safe
Respectful
Responsible

Our Charter for Excellence

Edge Hill State School believes challenge leads to personal growth - it provides motivation for positive change. Support helps to ensure successful adaptation to meet the challenge.

Our teachers will challenge our students with high expectations while supporting them by developing meaningful relationships and providing for individual learning needs.

Our curriculum will challenge students with high expectations whilst supporting their intrinsic motivation to learn with differentiated learning.

Our school will challenge students with high expectations for social and emotional learning while providing them with whole child support.

Our school leaders will challenge teachers to improve performance while supporting their professional growth.

Our school will challenge students to become adaptable and flexible, contemporary learners by supporting them with a rich and diverse digital pedagogy.
AUSTRALIAN CURRICULUM

2012 sees the beginning of the transition to the Australian Curriculum in Queensland schools.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities that are important for all Australian students. It identifies what all young people should learn as they progress through schooling and is the foundation for high quality teaching to meet the needs of all Australian students.

Students across Australia will have a consistent curriculum in English, mathematics, science, (and history in 2013) and these will be the four core learning areas every young Australian will study during their education from Prep to Year 10.

In addition to these four learning areas, schools will have the flexibility to offer a range of other subjects so that education is tailored to the needs of individual students and each school community.

Within all learning areas there will be a focus on developing seven general capabilities of students. The capabilities include skills, behaviours and dispositions that students need to develop and apply to content knowledge and they will help them become successful learners, confident and creative individuals and active and informed citizens. Throughout their schooling students will develop and use these capabilities in their learning across the curriculum, in co-curricular programs, and in their lives outside school.

The seven general capabilities are literacy, numeracy, ICT competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding. There are also three cross-curriculum priorities; Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability.

Parental Involvement

A wide range of research has shown that students are more likely to be successful when their parents are engaged in their education.

When parents are truly engaged, children:
- Attend school more regularly
- Are better behaved
- Have better academic outcomes
- Have a greater sense of how to be successful in school
- Are more likely to graduate and go on to post-secondary education

Parents and carers can support their child’s education by familiarising themselves with the Australian Curriculum to understand what their child will be learning at each stage of their schooling.

C2C

The Curriculum into the Classroom (C2C) project supports state school implementation of the Australian Curriculum with a comprehensive set of sample school curriculum plans.

The materials have been written for teachers, by teachers and provide guidance for teachers as they implement Australian Curriculum in their classrooms.

The materials are in draft form for 2012 and teachers are able to give feedback to refine C2C for 2013.

NATIONAL YEAR OF READING

The National Year of Reading is a special year for celebrating and encouraging reading. The 3 goals are:

- For all Australians to understand the benefits of reading as a life skill and a catalyst for well-being
- To promote a reading culture in every home
- To establish an aspirational goal for families, parents & caregivers, to share books with their children every day.

Did you know...

Sharing a book for just 10 minutes a day, an hour or so a week can instill in a child a lifelong love of reading.

Some practical ideas

- Recite and retell stories of all kinds
- Read to your child in English or your home language
- Play board games and computer games and read the rules and clues together
- Encourage your child to read at, and borrow from, your school and local library.

For more information go to: www.love2read.org.au

★★Premier’s Reading Challenge★★

- Starts Wednesday May 30th
At Edge Hill State School, we believe that comprehension is a vital life skill that helps students achieve success in learning. Last year we introduced a whole school approach to teaching comprehension using a strategy called QAR—Question Answer Relationships. In 2012 we continue to implement QAR to develop & improve comprehension skills across all year levels.

**What is QAR?**
QAR is a framework for teaching reading comprehension that:
- Provides students and teachers with a shared language to talk about comprehension strategies.
- Provides a way to think and talk about sources of information for answering questions e.g. from the text and from their own background knowledge.
- Supports students in analysing, comprehending and responding to text.
- Builds student confidence in question-asking and question-answering situations.

**Why QAR?**
- QAR can be taught across all year levels and all subject areas.
- QAR requires students to use higher order thinking skills.
- QAR helps to improve student achievement in reading comprehension.

**Who will use QAR?**
- All students in Years Prep to Year 7 will be taught how to use QAR.

**How is QAR used?**
- Students use QAR to help them answer questions *before, during and after* they have read a text e.g. story, article, poster, chart, poem, recipe etc.

There are 2 categories of questions which tell the reader where the answers can be found i.e In the Text or In the Head.
Each of these categories has 2 question types that give the reader a cue for finding the answer.
- In the Text – Right There and Think, Search and Find & In my Head – Author & Me and On My Own

A "detail" type of question, where words used to form the question and words that answer the question are often "right there" in the same sentence.

The answer is in the text, but readers have to "think & search" to find the answer; sometimes within a paragraph, across paragraphs, or even chapters.

The information to answer the question comes from the reader's background knowledge, but to even make sense of the question, the reader needs to have read and understood the text.

The question relates to the text, but the reader could probably answer the question without having read the text. All the ideas and information come from the reader's background knowledge.
**ASSESSMENT & REPORTING FOR 2012**

Students and teachers this year have begun working with the new Australian Curriculum and are using Education Queensland’s curriculum units. While the Australian Curriculum is similar in many respects to the previous Queensland curriculum, there are some differences which require us to make changes to our teaching programs. Teachers are adapting and adjusting the teaching and learning to ensure that students receive the necessary prior knowledge and are supported through their learning tasks.

Reporting students progress and achievement at Edge Hill State School takes a variety of formats. There are Parent Teacher Nights, Parents Teacher Interviews and interviews as required. Formal reports are issued at the end of each semester.

For Semester 1 report cards, teachers are evaluating student work based on the new curriculum units and assessments tasks from Term 1 and 2 in English, Maths and Science. Report card results in English, Maths and Science this semester are based on the new content descriptors and year level Achievement Standards from the Australian Curriculum and as such may not be reliably compared to previous years’ results.

Due to the implementation of the new curriculum units, Semester 1 Report Cards will be issued at the beginning of Term 3.

For further information on the Australian Curriculum standards visit the online curriculum at: http://www.australiancurriculum.edu.au/

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**SPECIALIST SUBJECTS**

**MUSIC**
As part of ‘The Arts’ Key Learning Area, all students from Prep through Year 7 have Music lessons for 30 minutes per week. The focus of these lessons is to build on students’ understanding of the elements of music through singing, listening, playing instruments and just having a good time. Music literacy is at the core of Music classes with students of all ages reading and writing music appropriate to their abilities. Extra-curricular ensembles provide students with a chance to further develop their musical skills. Music lessons provide younger students with the opportunity to hone their singing and pitch perception through Solfa singing and learn the basics of rhythm reading through rhythm syllable such as ‘ta’ and ‘ti-ti’. Older students further their musical understanding through theory and composition, studies of famous composers’ works and instrumental study on the recorder, keyboard or guitar.

**HPE**
The Key Learning Area of ”Health & Physical Education” is an integral and important part of the school curriculum. Students from Prep to Year 7 participate in one 30 minute lesson of Physical Education per week throughout the year. Within the Key Learning Area there are three strands with the emphasis placed on “movement skills”. The aim of Physical Education lessons is to engage students’ learning through their involvement in a variety of sports including volleyball, netball, hockey, athletics and gross motor skills. Special attention is given to the area of “learn to swim” in the junior years and ”stroke development and correction” for swimming in the middle and senior years. Students engage in explicitly taught lessons to improve their knowledge, understanding and skills in these sports.

**LOTE**
Asia and Australia’s Engagement with Asia is one of the cross-curricular priorities of the new Australian National Curriculum. Languages Other Than English (LOTE) is a Key Learning Area that all students in Years 4-7 participate in at Edge Hill State School. At our school the language studied is Japanese. Students in Year 4 and Year 5 have one thirty minute lesson each week. Students in Year 6 and Year 7 spend one and a half hours each week in their Japanese studies. Students spend some time each term on reading, writing, listening and speaking. In addition to learning to comprehend and compose written and spoken texts in Japanese students also learn about cultural practices in Japan and compare and contrast these to their own cultures. We also look at differences and similarities between Japanese and other languages, especially English.