

# Edge Hill State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School and Region Reviews (SRR) at **Edge Hill State School** from **24 to 27 October 2022**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Review team

Noel Baggs	Internal reviewer, SRR (review chair)
Kerri Jones	Peer reviewer
Dan Marrone	Peer reviewer
John Wessel	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Gimuy Walaburra Yidinji
<b>Location:</b>	Pease Street, Edge Hill
<b>Education region:</b>	Far North Queensland Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	995
<b>Indigenous enrolment percentage:</b>	15.3 per cent
<b>Students with disability percentage:</b>	11.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1025
<b>Year principal appointed:</b>	2022 – Term 4



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Head of Department – Teaching and Learning (HOD-TL), two HOD – Inclusion (HOD-I), social worker, 61 teachers, 117 students, 50 parents, 12 teacher aides and 11 auxiliary staff.

Community and business groups:

- Two external education consultants from Hilton Education Consulting, Real Schools education consultant and Parents and Citizens' Association (P&C) president, two vice presidents, treasurer and secretary.

Partner schools and other educational providers:

- Deputy principal of Cairns State High School and HOD – junior secondary of Trinity Bay State High School.

Government and departmental representatives:

- State Member for Cairns and Lead Principal.



## 2. Executive summary

### 2.1 Key findings

#### **Staff members describe a friendly and supportive environment.**

Staff articulate a strong sense of collegiality amongst peers. Teachers express appreciation for their teaching partners and the collaborative work in developing classroom planning and resources. Teacher aides discuss the support of classroom teachers and the trust and respect shared in catering to the needs of students. Staff members describe their colleagues as supportive and caring, and appreciate the level of assistance they receive when required. Some staff members describe the school as 'like a family'.

#### **The school has a positive, welcoming and supportive culture.**

There is a strong culture of mutual trust and support amongst teachers and school leaders. Staff are supportive of the relationships apparent between members of staff, students, parents, and community members. Many staff members describe the school as their school of choice. The tone of the school reflects a belief that every student is capable of successful learning when provided the right support. This is apparent in the practice of each year level developing their own shared beliefs, endorsing a collaborative culture of learning and support for students.

#### **School leaders highlight the importance of a high-quality curriculum.**

The school is developing a consistent approach to curriculum planning and delivery. Staff acknowledge the importance of quality curriculum understanding, planning and delivery to achieve consistency in teaching and learning across the school. Leaders and teachers express a desire to move away from Curriculum into the Classroom (C2C) resources towards the development of school-based units created with clear alignment to the Australian Curriculum (AC).

#### **Teachers recognise the importance of highly effective teaching as key to improving student learning.**

A range of high-yield teaching strategies are apparent at the school and are used to deepen learning engagement and achievement for students. Staff members articulate a joint understanding of, and commitment to, the importance of effective teaching practices to support all students to achieve success in their learning. School leaders and teachers express a desire for further whole-school development in implementing agreed teaching practices to create consistency and strengthen their understanding of effective teaching approaches.

#### **Staff indicate a willingness to engage in targeted professional learning opportunities.**

School leaders acknowledge the need to ensure all staff members are supported in their capability development and are provided with meaningful and timely feedback. The school has a number of skilled and experienced teachers who have expertise in a range of contemporary curriculum and pedagogical applications. Many teachers express a desire for





further opportunities for differentiated collegial coaching, observation, feedback and peer-to-peer mentoring processes to support them in their professional learning journey.

**Staff are driven by the belief that every student is capable of being successful.**

All staff are committed to the ongoing development of each student, every day. Staff express the belief that all students are capable of successful learning. There is a clear focus on understanding the learner, and teachers are passionate about ensuring that every student is able to be happy, confident and has a sense of belonging. Many teachers express a desire to collaboratively develop a shared understanding of high expectations and their impact on building a positive school culture.

**Staff members acknowledge the importance of supporting students through school-wide processes for behaviour support.**

Staff are willing to collaboratively review the school's behaviour management approach, aligning beliefs and practices for the consistent and effective support of all students. The school is building staff knowledge and understanding of restorative practices to foster healthy relationships, manage conflict and repair harm following incidents of inappropriate behaviour. Most staff look forward to learning more about this approach and how it contributes to the ongoing improvement of student behaviour.

**The Sustainable Living Kitchen Garden teaching and learning program provides a real-life context for learning.**

Significant work has been undertaken in developing and implementing the school's Sustainable Living Kitchen Garden program. This 'paddock to plate' program utilises a fully equipped instructional kitchen that provides students with real-life opportunities to meet the cross-curriculum Organising Ideas (OI) for sustainability. Curriculum links embedded in the program feature in English, Humanities and Social Sciences (HASS), mathematics, science and technologies learning areas. Active student participation in kitchen gardening and food technologies immerses students in nature, and promotes healthy eating and wellbeing.

**Leaders articulate a belief that authentic partnerships 'open the doorways to community engagement' and enhance learning opportunities for staff and students.**

The principal and school leaders recognise the importance of developing and maintaining quality partnerships with organisations within the region, across the state and internationally. Leaders make deliberate and strategic decisions to utilise partnerships with families, local businesses, community organisations, local primary and secondary schools and tertiary providers to improve student outcomes. Through these partnerships, the school has been able to access learning opportunities and other resources not available within the school for the purpose of improving student outcomes.



## 2.2 Key improvement strategies

Further develop all staff knowledge, understanding and application of the full breadth of the AC, including general capabilities and cross-curriculum priorities.

Collaboratively review the school's agreed pedagogical approaches and practices, providing ongoing professional learning opportunities and experiences to strengthen and embed teaching practice.

Engage all staff and school leaders in collaboratively reviewing and further developing structured classroom observation and feedback opportunities across the school.

Collaboratively develop a shared understanding of what high expectations look like for students, and the monitoring processes required to ensure all students are supported and challenged.

Develop and consistently implement a whole-school approach to promoting appropriate behaviour in the classroom and playground, identifying the desired positive behaviours to be explicitly taught and the agreed responses and consequences for inappropriate behaviour.