

SCHOOL REPORTING 2006.



Total enrolments. 946.

Distinctive offerings. New Basics.
Refer to <http://education.qld.gov.au/corporate/newbasics/index.html>
for more information.

Extra-curricula activities.

Parents of students at Edge Hill State School support an interesting and varied music program. The classroom lessons enable students to be involved in singing as well as learning recorder, keyboard and drumming. Older students also study music within the culture of specific countries. Students can choose to be involved in the formal instrumental music program which includes strings, brass and woodwind. In addition students can choose to learn percussion and guitar. A number of performance opportunities are offered throughout the year.

The P&C at Edge Hill sponsor the Edge Hill Tiger Sharks Swimming Club. This club has a club night each Friday during the swim season and provides training every afternoon of the school week during the spring and summer seasons. Swimmers have a chance to compete in local carnivals as well as state titles each year. Edge Hill State School has a high participation rate in inter-school sport. All students have the opportunity to be selected for district and state teams.

Staff development priorities.

Staff development priorities at Edge Hill continue to focus on the New Basics Curriculum organisers. This year we are making the links with the QCAR Framework as information becomes available. This includes the information about the *essential learnings*. The syllabus documents are important reference points for our curriculum. We regard the *Key Learning Areas* as our fields of knowledge and we are presently refining our English and Maths school programs to support teacher planning.

As we have had a phasing class for the prep year, our teachers have been involved in the workshops offered for the early years. We have also provided opportunities for other schools to visit our prep classroom. System requirements including *Diversity training* and *the Code of Behaviour* have been met. During the September vacation a team of people will attend the first Australian Computers in Education Conference (ACEC) hosted by QSITE outside a capital city. This will be a chance to showcase ICTs within curriculum.

A special feature this year has been the opportunity for staff members to be involved in a personal health and fitness program developed within the school. This has been designed for personal fitness as well as for staff to model their involvement to the wider community.

Social Climate of the school.

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. The 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 this. 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 special needs and learning support teachers provide an extra layer of support through specific strategies.

Strategies used for involving parents.

A school newsletter is issued to all families on a weekly basis. Individual teachers in the school present a parent/teacher night early in Term 1 of each year. At this meeting parents are provided with information about the school, about the happenings in the classroom and about the opportunities for involvement throughout the year. The culminating events for many of the Rich Tasks provide interactive opportunities for parents to visit the class and observe their children in action. For some tasks parents are invited to share their expertise and join in as part of the teaching team. Our P&C meet monthly and at every second meeting a workshop for parents is provided to help them understand specific aspects of their children's schooling e.g. *How to listen to your child read*. A series of workshops is held annually to provide Support-a-Reader and Support-a-Maths-Learner. Parent helpers are included in the classroom and are encouraged to work with small groups supporting literacy and numeracy as well as helping with home reading and excursions. The highlight of the year is the annual *Great Family Breakfast* where teachers and families share a meal and then parents and grand parents are invited to have an informal visit to their child's classroom.

Reading Writing & Numeracy results for years 3, 5 & 7.

Topic	Year Level	Av score Queensland	Av score Edge Hill SS	% above national b/mark
Reading	Year 3	548	542	91%
Reading	Year 5	614	608	79%
Reading	Year 7	689	700	90%
Writing	Year 3	509	491	79%
Writing	Year 5	606	605	89%
Writing	Year 7	746	761	94%
Numeracy	Year 3	534	541	95%
Numeracy	Year 5	605	602	83%
Numeracy	Year 7	663	659	84%

Distinctive skills of the staff.

Our school is committed to being a learning organisation which promises the foundation for optimising continuous improvement. We provide a leadership structure that values people, facilitates learning and questions organisational practices with the desire to improve whatever we do.

The majority of staff at this school have been involved with New Basics Curriculum including the professional development opportunities, school based moderation and the local consensus events over the last four years. The depth of understanding of curriculum and skills to establish standards is at an advanced level. School curriculum plans and overviews for English and Maths are being developed collaboratively. Year level and unit level teams are contributing to the plans.

Staff at Edge Hill State School work together to address challenges including for example, personal health and fitness and the best use of facilities and resources. Our focus is on students and best practice in learning and teaching.

How computers are used to assist learning

Edge Hill State School is recognised as a leader in Information and Communication Technologies (ICT) innovation and creativity, particularly in its integration in normal classroom practice. The Learning Technology Committee at Edge Hill has equipped each classroom with up-to-date computer equipment, two computer labs located in the resource centre, laser printers located in classrooms and substantial numbers of digital cameras and video cameras for teacher and student use. Equipment is maintained by computer support staff employed by the school, and is replaced and upgraded according to the school based ICT management plan. Each computer is imaged with a relatively open Windows XP system and includes software chosen for students that promotes both traditional productivity activities and creative, and critical thinking activities. All students have access to all computer equipment and the Internet, with students in years three to seven having their own home drives and Intranet space for personal web pages.

Edge Hill State School employs a full time ICT teacher to assist students and teachers with the integration of learning technology into the curriculum. With a strong focus on critical literacy, teachers plan cooperatively with the ICT teacher to develop transdisciplinary units of work that use learning technologies in context and to enhance learning and understanding. Students regularly use both traditional Microsoft software like Word, Excel and PowerPoint and packages like MovieMaker, PhotoImpact, KidPix and PhotoStory. As part of normal studies students maintain their own Intranet web page portfolios, use programs like Excel and Word to enhance task work, use PowerPoint and PhotoStory to support oral presentations, and use combinations of learning technology for critical and creative productions to demonstrate higher order thinking and deep understanding. Of particular note in recent years has been the strong visual literacy program being run in the senior years. This program in the past has attracted grant funding and is being developed into an on-line resource for other students both primary and secondary.

Year 2 Diagnostic Net Results

Across the state all teachers in years 1, 2 and 3 map students' learning progress on reading, writing and number developmental continua. This is part of the ongoing assessment to monitor student progress and guide future planning. Teacher judgement of the students' learning in year 2 is validated using samples from across the state. In 2005 the year 2 net results at Edge Hill State School were as follows:

Reading	Phase A Role play reading	Phase B Experimental reading	Phase C Early reading	Phase D Transitional reading	Phase E Independent reading
School %	4.2	52.1	43.7	0.0	0.0
Statewide %	5.7	48.6	45.6	0.1	0.0

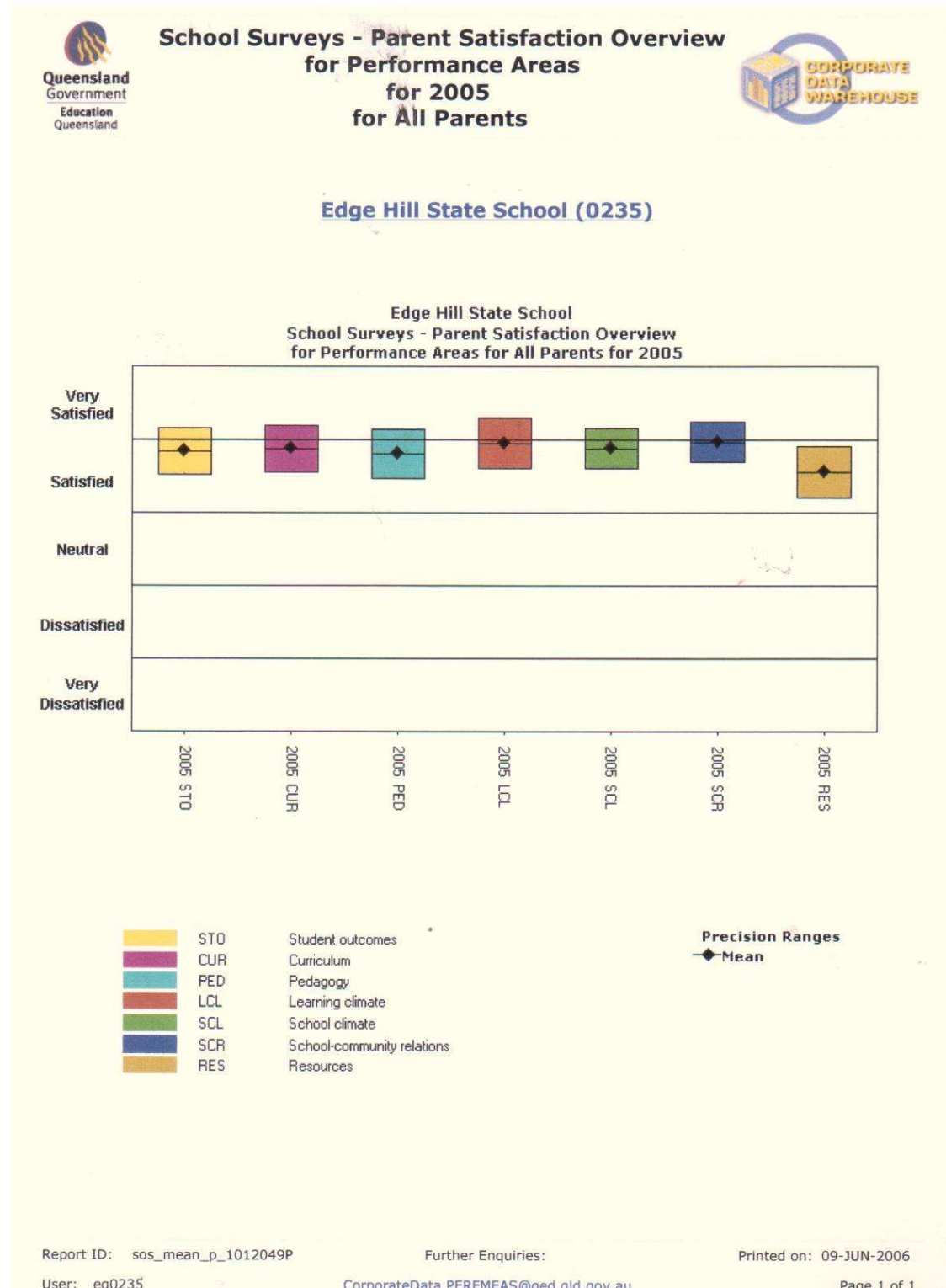
Writing	Phase A Role play writing	Phase B Experimental writing	Phase C Early writing	Phase D Conventional writing	Phase E Proficient writing
School %	15.1	77.3	7.6	0.0	0.0
Statewide %	10.1	67.9	22.0	0.0	0.0

Number	Phase A Exploring the environment	Phase B Early discovery in number	Phase C Beginning number study	Phase D Early place value	Phase E Early operations
School %	5.0	42.0	52.9	0.0	0.0
Statewide %	2.5	37.4	59.4	0.7	0.0

This information provides us with indicators and sub-indicators of student progress and enables us to support students in need.

School Opinion Survey.

A school opinion survey is conducted annually through Education Queensland. 95% of parents expressed their general satisfaction with the school.

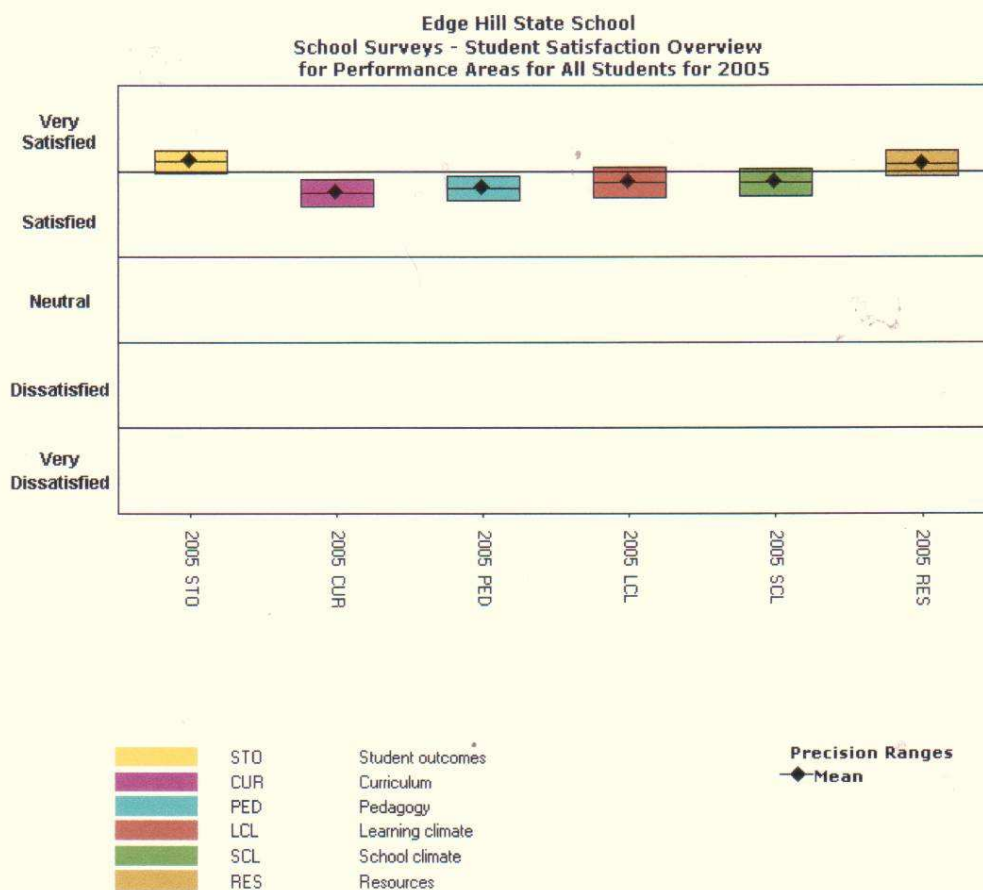




School Surveys - Student Satisfaction Overview for Performance Areas for 2005 for All Students



Edge Hill State School (0235)



Summary.

Enrolment management based on the provision of facilities is a feature of the school. To date the school has been within the enrolment goal. A prep phasing class has been a major initiative in 2006 and is being promoted as a sample of "best practice" in the state. The school continues to participate in the local consensus events for the New Basics curriculum and is using the reports and data to make adjustments to our assessment tasks. Support for curriculum development is provided by teachers of recent experience who are off-line from their classes. These teachers also maintain the contact with the New Basics Branch.

The up-grade of all the classrooms and the office space was completed at the end of 2005 and this ensures that we are able to maximise the space in our school in the most effective way. A new building was commissioned for the first of our prep grades and a demountable and the pre-school units are being refurbished for future prep usage. Our *Science Interpretive Building* is due for completion at the end of the 2006 financial year. We plan for it to be available for both school and community use.

Our school has an excellent sense of community and our feature events for the year such as The Great Family Breakfast and the school fete help us to keep in contact with a vast array of past students teachers and parents.

