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Principal's foreword

Introduction

Edge Hill State School is committed to the delivery of a high performing state school 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
- and the implementation of Information and Communication Technologies in all aspects of schooling.

2007 was a very exciting year for Edge Hill State School with success in many different aspects of the incredibly busy and complex programs in which our students engaged.

It was extremely rewarding to see our students achieve new levels of excellence in academic, sporting, musical and language pursuits and to have our parent community indicate an overwhelming level of satisfaction.

A selection of these highlights include

- Excellent academic achievement in the Year 3, 5 and 7 Statewide testing program demonstrated in this report.
- An average of 92% of students in Year 3, 5 and 7 achieved the national benchmark in writing
- A fantastic Family Fete celebrating a terrific community working together
- Completion of the Environmental Centre

School Profile

Edge Hill State School is a primary school catering to students from Prep to Year 7 (ages 5-12 years). It has an excellent reputation for academic, sporting and cultural achievements. Our School provides a wide curriculum for its students with a strong emphasis on literacy and numeracy. At Edge Hill we care for our children and families and continually focus on quality learning and student achievement.

Edge Hill State School offers co-educational classes from Preparatory to Year 7. The 2007 school population was 881. In February 2008, this figure had increased to 893 students.

Distinctive Programs at Edge Hill State School:

Experienced and dedicated staff

Early Childhood Practices

Environmental Studies

Technology

Music – choirs and instrumental (brass, woodwind, strings, percussion, guitar)

Chess Club

Student Support Programs

Student Leadership

Outside School Hours Care Program

Swimming program

Physical Education Program

Inter school sporting programs

Curriculum offerings

Qualified classroom teachers teach all curriculum areas with specialist teachers in music, physical education and Japanese language. Specialist support in Literacy, English as a Second Language, Numeracy and Learning Support and Students with Special Needs.

- New Basics Curriculum
- Japanese
- Instrumental Music

Co-Curricular / Extra – Curricular Activities:

- Excursions P-7
- Camps – Years 4 – 7.
- Choral Music- Junior and Senior Choirs
- Instrumental Music Years 3 -7 (Strings, Brass, Woodwind, Percussion)
- Eisteddfod
- Public Speaking
- Clubs – Chess, Robotics, Computers, Guitar
- Interschool Sports Years 4 -7

- Swimming Club
- Outside School Hours Care
- Interschool sport
- International Education Program including study tours and overseas students

A joint venture with Cairns High year ten students and Edge Hill year seven students exists to support student performance in the Rock Eisteddfod. Year seven students are involved in the Cairns High ALE program in the Arts.

How computers are used to assist learning

The use of ICT's is integral to learning at Edge Hill State School. The school has several computer labs but predominately computers are located in classrooms. All computers are connected to the internet.

Information Communication Technologies (ICT's) play a critical role in the teaching and learning process Edge Hill State School. Over the last 2 years it has been a clear focus for our whole school to enhance the skills of our teaching staff, and to maximize the reliability and variety of hardware devices to maximize the integration of ICT's into our students' curriculum.

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.

Social climate

Edge Hill State School has a reputation for academic and sporting achievement and its 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 has a large population we maintain a strong sense of family.

In 2007 our parent opinion survey data indicated strong support of this through a very high satisfaction rating on key aspects including

- ❑ "Parents feel that this is a good school" – 44.1% Satisfied, 52.9% Very Satisfied a mean average of 3.50 compared to the State of only 3.18
- ❑ "that your child is happy to go to this school" – 38.2 % satisfied, 55.9% very satisfied a mean average of 3.80 compared to the State of only 3.19

The student opinion survey indicated strong support in response to school climate

- "about the behaviour of students at this school" school mean is 2.49 compared to a state average of 2.18
- "that you are safe at this school" – 30.10% satisfied, 57.5% very satisfied a mean average of 3.42 compared to a state average of 3.18
- "that you are treated fairly at this school" - 44.2% satisfied, 42.5% very satisfied a mean of 3.27 compared to a state average of 2.83

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 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 catering for up to 120 students a day.

Involving parents in their child's education.

At Edge Hill State School we strongly value the partnership role that our parent community plays in assisting our students in striving for excellence in everything that they do. Our school has implemented a range of strategies to ensure that our parents are well informed and involved in the current unit of work in which their children are engaged.

Some of these strategies include

- Parent Teacher Evenings
- Publication and display of current unit of work and expectations
- Culminating Activities – an organized opportunity once each unit that involves parents coming in to see the students demonstrate their learnings and achievements.
- Individual student communication books give the opportunity for regular feedback between parents and teachers.

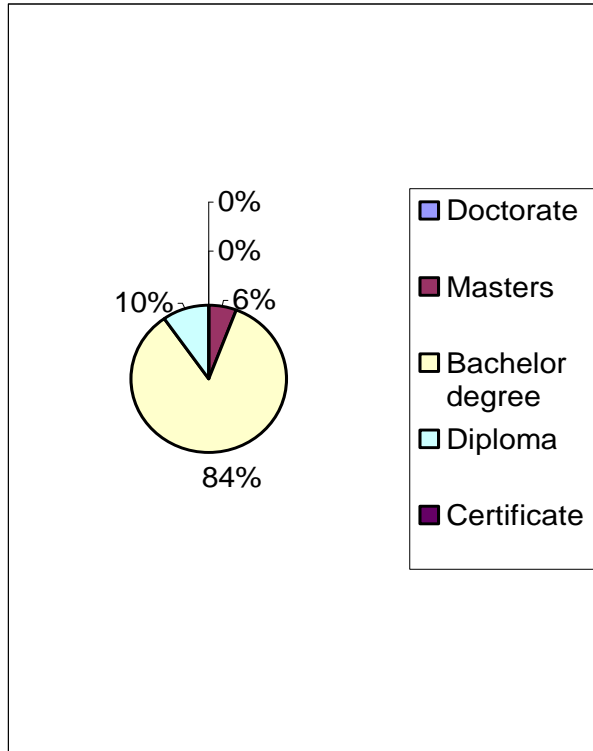
Parents also play a critical role in providing extra voluntary support to our students in the classroom. To assist parents to develop their own skills in this area we also provide parent courses in

- Support-A-Reader
- Support-A-Maths Learner
- Supporting early Reading Strategies
- Parenting Programs
- Prep Education

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. 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. Our annual Fete is a huge success and brings past and present students and families to the school.

Qualifications of all teachers. (Double click anywhere in the first two columns below. A spreadsheet appears. Enter the percentages for your school then click outside the spreadsheet to return to the word template.)

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	43
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2007 was \$21554.

The involvement of the teaching staff in professional development activities during 2007 was 83%. Edge Hill State School's greatest asset is the dynamic and committed staff that work together to create a very professional team of educators that are focused on providing the very best education for students at our school. Professional development is integral to our belief that we are all life long learners and that we model this to our students.

In 2007 Edge Hill School continued to make links with the QCAR Framework as information became available. This included 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. Professional development was offered on the Early Years of Schooling. 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.

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

We continued to develop the school literacy and mathematics plan and programs.

An emphasis on Primary Science Connections was maintained members of staff. The Environmental Interpretive Centre was completed and provides a high quality school based site for staff and student learning and development and program implementation opportunities.

Our school is committed to being a learning organisation which promises the foundation for

2007 programs included

Our staff profile

- Professional Standards for Teachers
- Diversity Training
- Coaching and Mentoring
- Literacy Training P-3

The majority of staff at Edge Hill State 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.

An extensive array of other professional development activities was also conducted that was identified through staff surveys and strategic planning indicators. It is through this strong commitment to developing our staff that Edge Hill State School is able to remain innovative and responsive to the latest educational trends.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007.

Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 78 % of staff were retained by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2007 was 94 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	77%
Writing	81%
Number	73 %

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	521	596	659	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	95 %	74 %	83 %
		2006	97 %	81 %	82 %
Writing	Average score for the school	531	549	669	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	97 %	87 %	92 %
		2006	93 %	96 %	95 %
Numeracy	Average score for the school	527	580	636	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	96 %	78 %	74 %
		2006	83 %	82 %	71 %

Other Key Outcomes

Value added

It is evident throughout this report that 2007 was a terrific year for Edge Hill State School with many examples of where our students have excelled in academic, cultural and sporting endeavours. We are very thankful for the

2007 School Annual Report

Performance of our students

wonderful support provided by our parent community that enables us to maximise the participation of all students.

All students are individually monitored to ensure their learning needs are catered for and they progress. For example in the 2007 Yr 5 Test of writing, 80% students performed above state average and or as well as their performance on the Yr 3 test.

Parent, student and teacher satisfaction with the school

Parent satisfaction was above the state average in all areas except resources where 29% of parents survey were neutral with their satisfaction of school buildings. Overall ratings for parent satisfaction was 3.00 compared to a state average of 2.90. Student satisfaction was above state averages in all areas with an overall rating of 3.31 compared to a state average of 3.02. Staff satisfaction on overall ratings was comparable with the state average and was above the rating for 'like schools'.