Principal’s Foreword

Introduction

All Queensland Schools are required to report on the following topics in accordance with State and Commonwealth Government requirements. We hope you will find this information interesting and a valuable guide in choosing Catholic schooling for your child at St Edward’s.

This report gives an insight into school achievements for 2012 and the focus in learning that our school values and promotes. Our school strives to maintain the core business of improving the literacy and numeracy skills of every student; no matter what difference exists amongst them with regard to learning needs, cultural and language differences, religious and family circumstances, behavioural and social/emotional needs, gender and age.

Entrenched within this primary goal for learning are various mandates and initiatives that we continue to progress such as early childhood, senior primary schooling, new technologies, curriculum and assessment, special needs, responsible and safe behaviour, and student welfare.

School Profile

St Edward the Confessor is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational [✓] or Single Sex [ ]

Year levels offered: Primary [✓] Secondary [ ] P-12 [ ]

Total student enrolments for this school 518

Total Enrolment 518 Girls 250 Boys 268
Characteristics of the student body

St Edward's school mostly draws its enrolments from the suburbs of Daisy Hill; Springwood; Shailer Park; Tanah Merah; Meadowbrook and Slacks Creek. In recent years the school has continued to have enrolment growth with a total of 20 classes in 2012. In terms of gender, there is a reasonably equal balance in student numbers right throughout the school. The school experiences very little movement in student numbers at the end of Year 4. Staff at the school work hard at promoting senior primary schooling and the retention of boys is clearly evident.
- Approximately 60% of students are baptised Catholic
- Across the school there are eighteen students with verified learning needs that require individual education plans that are overseen by the Support Teacher Inclusive Education.
- The school acknowledges and celebrates that approximately 70 students have one or both parents originally of a non-English speaking background.
- In terms of the School Behaviour Plan, a very limited number of students in 2012 required either level 2 or 3 notifications to parents for poor choice behaviours.
- The students at St Edward's are friendly, welcoming and respectful. They live the School Covenant of Respect & Care for Self; Others; Our School and Our Learning.

Our distinctive curriculum offerings

St Edward's school offers a wide variety of subjects. In 2012, the basic core skills were covered in English, Mathematics, Study of Society and the Environment (S.O.S.E), Science, Technology and the Arts. Religious Education is provided to all students as an integral part of our curriculum - thus promoting our Catholic ethos within the school. Other subjects taught at St Edward’s include - Library, Music, Health & Physical Education (H.P.E) and Japanese.
We proudly offer all students the opportunity to participate and excel in key curriculum learning areas; in our instrumental music and choir programs; school musicals and concerts and sport at school. Our staff is comprised of a team of dedicated people working together in the best interests of all students. Our specialised staff offer diversity in programs - catering for differences in learners’ needs in learning support, extension and enrichment.
In addition, students from Years 3 to 7 who qualify, are able to take part in an Instrumental Music Program which is held in school time. This includes Woodwind, Brass and Percussion and a Beginner’s Band as well as an Advanced Band. Students from Year 2 are able to access our School’s Strings Program, and eventually join our school Orchestra. 2012 saw the continuation of guitar lessons and the program is flourishing.
Our school competes in regional competitions in various sports including Australian rules and netball. We have a record of high achievement in individual and team sports at both regional and state level. We also have a inter-house swimming, cross country and athletics carnivals where children who qualify may be chosen to attend the regional events.
Extra curricula activities

- Senior & Junior Choir
- Instrumental Music Program including Guitar Program
- Choral Singing Lessons
- Aus-Kick Football Program
- Soccer skills program
- Daisy Hill Netball Club on site
- Inter-school Gala Sports Days Years 4-7
- Inter-school Netball & Australian Rules Years 6 & 7
- Various learning and sporting opportunities available at Outside School Hours Care

How Information and Communication Technologies are used to assist learning

St. Edward's school is well equipped with modern infrastructure to assist our teachers to embed Information & Communication Technologies into student learning. The school has a broad wireless network that gives staff and students fast and reliable internet access in all areas of the school. In addition to the desktop computers that are located in the Resource Centre and all classrooms, the school also makes use of a significant number of laptop computers to assist student learning. In 2012 all classrooms featured Interactive White Boards. Additionally, sets of mobile technologies such as iPods and iPads were utilised to assist student learning.

Our teachers plan for student learning by making use of the digital curriculum content via 'Scootle' and other digital resources. This secure online teaching & learning environment allows our teachers to easily and quickly find interactive learning objects, audio files and movie clips using browse, search and filter technologies. Other key digital resources that are utilised in classrooms to assist student learning include the Bug Club and Raz-Kids reading programs and Studyladder, all of which can be accessed from home.

In 2013, the school ventured into new digital territories with the implementation of the 1:1 laptop program in the year 4 classrooms, with each child using digital technologies on a daily basis to support their learning via their own laptop. Extensive training and planning for the implementation of the program took place throughout 2012.

Social climate inclusive of pastoral care and our response to bullying

St. Edward's school caters for children from many and varied backgrounds, ability levels and cultures. In accordance with the School's Mission, we aspire to create a community that:

...Values the self-worth of all members; Strives to grow and improve relationships that value teamwork, loyalty, dedication and co-operation; Maintains a happy, friendly school atmosphere, ensuring that everyone feels welcome. Our school Behaviour Learning Program was reviewed in 2010 to ensure that all student behaviour is managed in a supportive environment. Anti-bullying strategies are explicitly taught in classrooms, reinforced on assemblies and in the school newsletter. The school also promotes the Program Achieve themes of: Getting Along; Persistence; Confidence; Organisation and Resilience to enhance student social and emotional learning. Throughout 2012 the school, with the assistance of our Guidance Counsellor, also delivered a significant number of pastoral care and self-development programs to help students and parents.
Parent, student and teacher satisfaction with the school

The following are some comments collected during a school review process:
"St. Edward's is a caring, Catholic community where faith and learning are intertwined."
"My child feels valued, safe and truly enjoys every aspect of her schooling."
"Congratulations to all staff and admin, your hard work is very much appreciated, and we thank you."
"St. Edward’s is a caring community and one feels at home and welcomed generally"
"The school has a great sense of community involvement and participation"
"I like the interaction between the older children and the younger children through the buddy system"

Other positive experiences expressed by parents related to the integration and celebration of the School Covenant, the sharing of information through the newsletter and information nights, the openness of parent teacher interviews and the active involvement of teachers during play time and regulated activities.

Parent involvement in their child's education

St. Edward’s school actively welcomes the involvement of parents within the school and their child’s education. Each year parent information evenings are conducted to commence the year and this is followed up at set times throughout the year for parents to both formally and informally meet with teachers. St Edward’s has a very active P&F body which welcomes new members and the association promotes a number of both social and fundraising opportunities for parents to be involved in, within the life of the school. In addition to the voice that parents have within the school via the P&F, there are opportunities for interested parents to undertake some training with a view to joining the school board.

Many parents volunteer their time as classroom helpers, either directly through their child’s teacher, or through one of the excellent programs we run to assist children with learning difficulties.
Many parents become involved in other aspects of the school through volunteering in the tuckshop and uniform shop; assisting with sporting teams and assisting with our Support A Reader program.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>24.2</td>
<td>11</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>15%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>30%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>43%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>12%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $45,322.

The major professional development initiatives were as follows:

- Allowances for key teachers to attend Professional Development related to the Australian Curriculum with particular emphasis on English and Mathematics
- Staff training for Senior First Aid and CPR
- Staff in-service regarding the 'First Steps' Reading program.
- Religious Education PD for Graduate teachers (REAP Program)
- Teacher planning sessions with support from BCE personnel.

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 97.39 % in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 98 % of staff were retained by the school for the 2012 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>93.5 %</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>92.4 %</td>
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<tr>
<td>Year 2 Attendance Rate</td>
<td>92.6 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>93.1 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>93.1 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>94.7 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>94.6 %</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>95.6 %</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

St Edward's school undertakes the electronic marking of the student attendance roll each morning at the commencement of the school day and again after the lunch break. Formal lessons commence each day at 8.40am and students who arrive after this time are asked to report in at the school office. Where there is a confirmed pattern of lateness or non-attendance at school, a member of the school administration team will contact the parents or carers of the student/s concerned, seeking an explanation regarding such absenteeism. Rates of absenteeism are reported to parents in all formal reporting that is forwarded to parents throughout the school year. Parents wishing to withdraw students from the school throughout the school day for appointments and the like, can only do so via the 'sign out' register located at the school office. Similarly, parents are asked to sign students in when arriving late.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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