



SCHOOL PROFILE

School name St Edward the Confessor School

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Principal's foreword

St Edward the Confessor Catholic School is situated in Logan City south east Queensland between Brisbane City and the Gold Coast. In 2016 there was an enrolment of 540 students from Prep to Year 6. The school is situated on 8 hectares of land with a generous oval and a large environmental section with a variety of play areas. The Early Year's area is well suited for the younger students. The school community has a strong Catholic Identity and enjoys gathering together as a community to celebrate. The parents are very supportive of their children and have high expectations for their learning and growth as wholesome people. They are engaged in their children's learning and supportive of teachers. There is a strong culture of learning and students have a perception of themselves as learners and are conscious of their growth as learners, setting personal goals. This is supported by an engaging teacher culture of collaboration encouraging each other in their professional learning as they set goals for the students. It is a delightful and purposeful community that is welcoming, inclusive and encouraging.

School facts

St Edward the Confessor School 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: 270 Girls: 270 Boys:

Characteristics of the student body

St Edward's school predominantly draws its enrolments from the suburbs of Daisy Hill, Springwood, Shailer Park, Tanah Merah, Meadowbrook and Slacks Creek. In 2016, the school had a total of 21 classes, comprised of 3 classes per year level. There was an equal balance of gender and student numbers remained consistent throughout the year. The school experiences little movement in student numbers during the year. 66% of our student population were Baptised Catholics. This percentage was much higher in the lower year levels where, in recent years, there has been great demand for enrolment. Across the school we had twenty students with verified learning needs that required individual education plans that were overseen by the Support Teacher Inclusive Education. The school acknowledges and celebrates that approximately 50 students have one or both parents originally of a non-English speaking background. A very limited number of students in 2016 required either level 2 or 3 notifications to parents for poor choice behaviour. This is reflective of the positive relationship and behaviour procedures in place. The students at St Edward's are friendly, welcoming and respectful. The student leaders engage in the process and take their responsibility seriously and become great role models. They live the school covenant of Respect & Care for Self, Others, Our School and Our Learning.

Social climate

St Edward's school caters for students 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 cooperation, maintaining a happy - friendly school atmosphere ensuring that everyone feels welcome. Our school Behaviour Learning Program is managed in a supportive environment. Anti-bullying strategies are explicitly taught in classrooms, reinforced at assemblies and in the school newsletter. In 2016 St Edwards developed its own depositions of learning including: persistence, cooperation, self management, creativity and reflection. These are explicitly taught and consistently reinforced so they become part of the community's mindset. 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. The pastoral care and wellbeing is a high priority. The school enjoys celebrating significant weeks such as 'Wellbeing Week'.

Curriculum - our distinctive offerings

St Edward's school offers a wide variety of subjects in accordance with the Australian Curriculum. In 2016, the basic core skills were covered in English, Mathematics, Science, History, Geography, 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 (HPE) and Japanese in the upper school. We proudly offer all students the opportunity to participate and excel in key curriculum learning areas; in our instrumental music and choir programs; school assemblies, concerts and sport in our 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 level. We also have inter-house swimming, cross country and athletics carnivals where children who qualify may then be chosen to attend regional events.

Curriculum - our extra curricula activities

In addition, students from Year 2 to 6 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 the school's Strings Program and eventually join the school orchestra. 2016 saw the continuation of guitar lessons and the program is flourishing. Some students also participate in choir and drama after school.

Our school competes in regional competitions in various sports including Australian Rules, Soccer and Netball. We have a record of high achievement in individual and team sports at both regional and state levels. We support community sporting groups providing after school activities to introduce students to a range of sports.

Parent, student and teacher satisfaction

Through various surveys, discussion groups, P and F and School Board it is evident that there is high satisfaction within the parent community, teachers and the student body. There are numerous opportunities for staff and parents to give feedback and processes are in place to develop appropriate responses. The student leadership council becomes a good sounding board for student satisfaction. Student engagement in assemblies, rituals and celebrations is high.

Parent engagement

St Edward's school actively welcomes the involvement of parents within the school and their child's education. At the beginning of each year parent information evenings are held. Further individual student progress meetings occur at set times throughout the school year for parents to both formally and informally meet the teachers. St Edward's has an 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.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

St Edwards has some clear strategic goals and action plans for each year. In 2016 St Edwards Religious Education Curriculum was validated with many commendations on the ethos of the school and the teaching of Religious Education. Some recommendations have been incorporated into future plans. In 2016 St Edwards undertook a number of initiatives in growing pedagogical practices and developed processes for collaborative planning and mentoring to ensure there was a shared pedagogical language and practices. This was supported by various professional learning opportunities and facilitated professional conversations with many milestones reached. These learnings have been incorporated into future directions. There was in 2016 a desire to ensure common practices, particularly in literacy development, were embedded in each class. 2016 saw considerable progress in this goal with clear directions for beyond 2016.

Future outlook

St Edwards has developed some clear goals for growth in literacy beyond 2016. There have been established set monitoring tools and timelines with processes for tracking students' progress and supporting teachers in their implementation of expected practices. The use of data to inform teaching and learning has become more sophisticated and we have a clear direction for gathering data on students' progress and for collaboratively analysing and responding. There is strong energy and enthusiasm for the future development of students' learning in a supportive and collaborative culture.

STUDENT OUTCOMES

Whole school attendance rate			95.00	%
Prep attendance rate	96.00	%	Year 4 attendance rate	95.00 %
Year 1 attendance rate	95.00	%	Year 5 attendance rate	96.00 %
Year 2 attendance rate	96.00	%	Year 6 attendance rate	93.00 %
Year 3 attendance rate	96.00	%		

Management of non-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 to 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

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	437.30	425.70	517.44	501.70
Writing	423.83	420.50	490.51	475.40
Spelling	436.84	420.10	500.82	492.90
Grammar & punctuation	438.99	436.30	543.65	505.00
Numeracy	402.48	402.20	524.16	492.90

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	37	24
Full-time equivalents	31.85	13.35
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	
Masters	4
Post Graduate Diploma/ Certificate	12
Bachelor Degree	18
Diploma/Certificate	3

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 71880

The major professional development initiatives were as follows

Key teachers attend Professional Learning related to the Australian Curriculum, Key teacher involvement in PL, Visible Learning Plus program, Staff training for Senior First Aid and CPR, Religious Education programs (Catching Fire Spiritual Formation program), Teacher planning sessions with support from BCE personnel, PL in Literacy: Teaching Reading and writing -Teaching Literacy in the Early Years.

Average staff attendance rate The staff attendance rate was 96.39 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 98.0 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

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/>

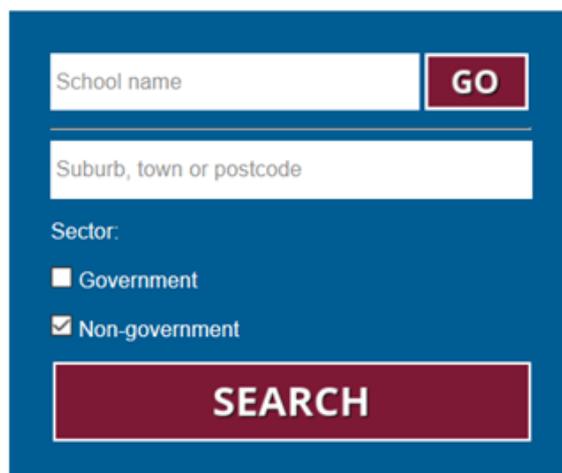
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

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.

Find a school



The screenshot shows a search interface with a dark blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the word 'Sector:' is followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button labeled 'SEARCH'.