



**St Edward the Confessor
School, DAISY HILL**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Edward the Confessor School is situated in Daisy Hill, Logan City between Brisbane CBD and Gold Coast. The school is located on several hectares with some of the natural bush remaining. The students have access to natural environment play areas, adventure playgrounds, two ovals, bitumen courts and an indoor sports facility that is also available for whole school assemblies and productions. St Edward the Confessor School is a three-stream school with a population of 560 students. St Edward the School has a high priority for excellence, equity and wellbeing within a Catholic ethos. The school's motto is Love, Growth and Peace and the on a three-year cycle one of these is deepened in our daily practices. In 2021, it was Peace which flowed through our welcoming, our hospitality, or class covenants, rituals and whole school celebrations.

School progress towards its goals in 2021

St Edward the Confessor School's improvement priorities and goals included:

- To develop a Reconciliation Action Plan
- To embed catholic perspectives in the planning and teaching of Mathematics and English
- To develop creative and confident users and communicators of Mathematics
- To nurture students as assessment capable learners
- To enhance student wellbeing through engagement in learning
- To develop staff wellbeing plans.

St Edward the Confessor school made good progress in developing a Reconciliation Action Plan which included professional development in Indigenous perspectives, history and spirituality, establishing a RAP Committee, establishing relationship with local elder and making connections with the curriculum and community celebrations. Teachers also engaged in professional learning in embedding Catholic perspectives within the Mathematics and English curriculum and documented them in the planning and teaching process. Professional Learning enhanced teachers' capacity in teaching Mathematics. Teachers engaged in the analysis of data and embedded a range of effective strategies supported by research for the teaching of Mathematics. There was a particular focus on developing students' language of Mathematics while also continuing our focus on writing. St Edward the Confessor School continued to have a strong emphasis on student well-being at a class, year, and whole school level supported by a range of strategies and processes relying on student feedback. Through data analysis and student surveys St Edward the Confessor focussed on developing students' capacity as being assessment capable learners. A range of strategies, teaching foci, structures and processes supported students in developing them as being assessment capable.

Future outlook

In 2022 St Edward the Confessor school intends to continue the focus and good progress made in 2021 on developing the teaching and learning of Mathematics so that teachers increase their capacity for teaching Mathematics and students enhance their competence, capability and communication within Mathematics. Targets have been identified and implementation plans established. This will include further growth as assessment capable learners. St Edward the Confessor will also continue to develop the Reconciliation Action Plan which has been interrupted by Covid-19. The RAP committee will continue to meet to further develop the plan and identify the professional learning required and coordinate the implementation of the plan. Building on the good work in 2021 St Edward the Confessor will continue to develop proactive enhancement of our student and staff wellbeing strategies particularly through our Reboot© processes. Given the interruptions to community over the last 2 years St Edward the Confessor is also prioritising the engagement of parents in the community.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	561	297	264	8

Student counts are based on the Census (August) enrolment collection.

St Edward the Confessor School is within Logan City. The population is a broad cross section of economic and social status. Many of our parents are middle management and semi-professional with many working in the services such as police, fire, and health. The parent community is supportive of the school and their children's learning. There is a diverse cultural presence, 27% of parents were born overseas. Students come from a range of family contexts e.g., 14% of parents are separated and 3% of students live in a single parent household. 61 students have English as second language background.

While 80% of students have Catholic background, within this group there are varied experiences of their faith. The other 20% are represented by other Christian denominations and other faiths. 21% of our students have been identified as needing enhanced support through an identified disability or learning difficulty or a social emotional condition. Our enrolment projection has been stable with a slight increase each year. We have several grandparents who support the children daily. Many students, avg 80 students a day, access Outside School Hours Care.

Curriculum implementation

Curriculum overview

St Edward the Confessor School provides learning within all 8 learning areas of the Prep – Year 6 Australian Curriculum and the Religious Education as outlined by Brisbane Catholic Education. Teachers plan for all learning areas supported by Primary Learning Leader in short cycle planning. The leadership team monitors the provision of the curriculum across all learning areas. A Curriculum Delivery Plan supporting the implementation of the Australian Curriculum has been developed.

In addition to the class teachers, students are supported in accessing the curriculum by an Inclusion team of teachers, Guidance Officer, Speech Pathologist, and school officers. Many targeted programs are provided to groups and individual students to assist them in accessing the curriculum with their peers. A range of programs including class-based and targeted groups also support students' social emotional development and learning.

Extra-curricular activities

St Edward the Confessor School provides a range of extra-curricular to support the diverse interests of students. Some of these are supported by external providers while others are provided by staff and parent volunteers. St Edward the Confessor School has good relationships with a number of community groups. Such activities include:

- Excursions and incursions to support the curriculum
- Instrumental music, Choir
- Before school fitness program
- After school sporting e.g., AFL, Touch Football, Netball, Dance
- Chess, Extra-curricular Art

How information and communication technologies are used to assist learning

Digital literacy is embedded in the teaching and learning cycle from Prep – Year 6. Prep students are introduced to iPads and continued through to Year 2. Year 2 is introduced to laptops and from Year 4 a one-to-one laptop program is implemented. A visual literacy curriculum also supports the development of digital literacy. As part of digital literacy, the school teaches cyber safety and provides opportunities for parents as well. The school also enters community partnerships to support cybersafety. Digital literacy is used to support pedagogy for learning.

Social climate

Overview

St Edward the Confessor School has student wellbeing as a high priority and is embedded in our Reboot© Strategy that embeds wellbeing through learning. This is welcomed by parents and students and creates a welcoming, caring, and inclusive climate. The school is very proactive in developing healthy relationships. There is evidence of student agency enhancing the climate of the school reflected in daily student leadership and the whole school assemblies. The daily practices reflect our ethos as a lived reality.

St Edward the Confessor has an effective leadership program supporting our Year 5 and Year 6 students to be daily leaders within the school community. St Edward the Confessor School has an inclusive approach to learning and has many practices that support all students to be engaged and growing in their learning.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	98.4%
School staff demonstrate the school's Catholic Christian values	97.5%
Teachers at this school have high expectations for my child	94.1%
Staff at this school care about my child	97.7%
I can talk to my child's teachers about my concerns	93.8%
Teachers at this school encourage me to take an active role in my child's education	93.0%
My child feels safe at this school	97.7%
The facilities at this school support my child's educational needs	93.8%
This school looks for ways to improve	95.1%
I am happy my child is at this school	96.9%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	90.4%
I enjoy learning at my school	92.4%
Teachers expect me to work to the best of my ability in all my learning	97.8%
Feedback from my teacher helps me learn	96.4%
Teachers at my school treat me fairly	93.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	76.2%
I feel safe at school	88.3%
I am happy to be at my school	88.3%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	93.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	95.2%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	93.0%
In general students at this school respect staff members	95.3%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	100.0%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

St Edward the Confessor School has positive, active parent engagement approach. From the beginning of the enrolment process the school engages parents and commences the partnership. At Prep Orientation we provide parents with a pre literacy and numeracy package to support the child's learning prior to Prep. The school offers parents several teacher led workshops to support the parents in assisting their children in their learning.

Teachers and the Student Support Team meet regularly with parents, clarifying goals and support for individual students and assisting parents to access external resources if necessary.

Parents are also highly visible as classroom helpers, volunteers, active Parents and Friends and School Board. These have been hampered over the last two years and the school is currently identifying this as a priority.

St Edward the Confessor School has effective partnerships with the Parish Community, neighbouring schools in sharing facilities, with Cluster schools, and community groups such as Neighbourhood Watch, RSL, Police, Fire Service, Lions Club, Chess and dance groups and community Sporting Associations.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	40	27
Full-time Equivalents	31.6	16.0

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate diploma etc.**	5
Bachelor degree	31
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

Professional Development in the following areas were offered through Professional Learning Days, Twilights, Lead Learner Dialogue, Team Meetings, and Collaborative Gatherings (Professional Dialogue):

- Understanding and implementing indigenous perspectives within the curriculum.
- Developing higher order thinking and questioning within the teaching and learning cycle including assessment capable learners
- Enriching students' passion for learning through curiosity extended from 2020 goals.
- Understanding and embedding Catholic perspectives in the curriculum particularly in English and Mathematics.
- Further deepening understanding and application of NCCD processes as identified from 2020.
- Exploring and applying effective Mathematical practices and processes, through implementing specifically identified research practices.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.0%

Average attendance rate per year level			
Prep attendance rate	94.8%	Year 4 attendance rate	93.7%
Year 1 attendance rate	94.6%	Year 5 attendance rate	93.4%
Year 2 attendance rate	94.6%	Year 6 attendance rate	91.8%
Year 3 attendance rate	94.6%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Rolls are marked twice a day with reason for absence recorded. Parents are asked to record on school portal daily absences with reason.

The school monitors attendance daily and a weekly report is activated to determine any patterns. If a child is away and school has not been notified, then parents/carers are sent a text message. If a child is away for more than two days without explanation parents are contacted.

If a pattern of non-attendance is noticed school contacts parents for discussion and support. Inclusion Support Team and Guidance offer support and strategies if needed.

Regular items are placed in the newsletter about the importance of attendance and the school's goals in this matter. In addition, attendance is a component that is addressed to the students as a goal and the significant impact non-attendance has on their learning.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin red border and the text "View School Profile" in a red font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

A screenshot of the navigation menu at the top of a school profile page. It consists of a horizontal bar with several tabs: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" tab is currently selected and highlighted with a red background.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.