

Annual School Report 2018 School Year

St Edward's Primary School, Tamworth



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Principal
Gary McSweeney

About this report

St Edward's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the School Community* for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, and other regular communications. The *Report* is available on the school's and CSO's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums, including the School Advisory Council meetings, and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6765 7847 or by visiting the website at stedwardstamworth.nsw.edu.au.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Edward's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of St Edward's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Edward's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

If a school is to play an effective role in the education of children it is essential that there be a cooperative teacher-parent relationship. Indeed, because of the dominant influence of the home on the course of a child's development, Catholic education must be a three-way communication process involving teacher, parent and child. As a school, we can build upon the foundations already put in place by you, the parents. We can nurture those foundations, build upon them, provide the necessary materials for the next level and be there if and when there is a problem.

We work in partnership with you to ensure that we provide the best possible experiences for your child. I can assure you that St Edward's School will offer a warm, friendly and safe environment in which your child will be encouraged to achieve his/her full potential. Together we will celebrate the achievements of your son or daughter. We look forward to working with you and your child as together we strive to empower children to be responsible and successful in our ever changing world.

Gary McSweeney
Principal

1.2 A Parent Message

This year significant activity has been undertaken at St Edward's in learning, development and infrastructural improvements to continue to provide a high quality, considered and safe education environment.

Our collaborative teaching programs have continued to grow and flourish allowing students to experience new and broader learning outcomes following their introduction in 2017. Allowing our students to learn utilising many different styles and environments especially in their last year in primary school provides a strong platform for integration into their secondary schooling.

Through clearly defining and measuring student results, the school has again been able to exceed literacy and numeracy benchmarks against our strategic goals and favourably alongside our peers. This year the school has also been tasked with the enrolment of a small number of students from non English speaking backgrounds, which sets a clear example St Edward's ability to tailor learning methods, styles and outcomes to the needs of our students across all levels. This adaptability and performance is only possible through the dedication and strong quality of all staff across the St Edward's team.

Mr Bernard Munro
Chairperson
School Advisory Council



2.0 This Catholic School

2.1 The School Community

St Edward's Primary School is located in Tamworth and is part of the St Edward's Parish which serves the communities of St Edward's Parish, from which the School families are drawn.

Last year the school celebrated 64 years of Catholic education.

The parish priest Fr Paul Anthony Aguillar is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Edward's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

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Throughout 2018, Primary classes have attended Masses regularly. Grade liturgies are celebrated at the Infants' campus, each grade, once a term. Primary grades attended confession during Lent and Advent.

Whole School Masses were held to celebrate the beginning and end of year, Mary help of Christians Day and the Assumption of the Blessed Virgin Mary. The Primary grades attended Masses for Ash Wednesday and St. Mary of the Cross MacKillop, whilst the Infants' grades attended Liturgies.

In 2018, Family Masses have continued on a monthly basis. Buddy grades and their families attend together. Family Masses have continued to be a way of bringing the school and parish together. During October, students prayed the Rosary daily. 36 children received the Sacrament of Penance, 44 made their First Eucharist and 39 students were confirmed.

Our staff have been provided with many ways to deepen their faith and enrich their spirituality. Monthly staff Masses (7am Monday), weekly staff prayer, Lenten groups and twilight reflections have all had regular attendance from teachers and support staff. Staff attended the catholic values and principles Professional Development Day in Term 2. Staff were also made aware of the retreats offered by the Catholic Schools Office. Our Primary REC, Sally Clarke participated in the pilgrimage "In the Footsteps of Jesus" to the Holy Land in the October school holidays.

During 2018 the families of St. Edward's have generously raised funds for Caritas - \$1460, Drought Assistance - \$1988 and Catholic Mission \$2001.

Our Mini Vinnies Chapter has been very busy this year, conducting the shoebox appeal - collecting goods for farmers and have raised money for drought assistance. Children and their families have collected goods for the St. Vincent de Paul Christmas Appeal.

The School principal and two teaching staff are members of the Parish Council. A number of teachers are involved in the Parish, performing duties as readers, Eucharistic Ministers and collectors. We currently have 19 altar servers on the roster. We advertise Parish events in the school newsletter and regularly place information in the parish Bulletin.



Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	29

2.3 School Enrolment

St Edward's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	43	33	31	40	43	48	40	278	281
Female	42	54	47	37	35	35	44	294	275

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	93.0%	93.0%	93.0%	94.0%	94.0%	94.0%	93.0%	93.4%



Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic nonattendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	4
2. Those teachers at the NESA Teacher Accreditation Proficient level.	30
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	34
6. Number of staff identifying as Indigenous employed at the school.	3
7. Total number of non-teaching staff employed at the school.	11



2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

During 2018 Years 5 & 6 students continued to visit St Andrew's Retirement Village each fortnight. Residents from the Village also helped with Reading groups at our Primary campus each week.

Staff and students continue to give generously to social justice appeals, including Caritas, St Vincent de Paul, Catholic Mission and the Drought Appeal. Staff and the parent community continued to make a big difference in the lives of many through our Pastoral Care program.

Many awards are presented to students throughout the year, such as 'Student of the Week', Respect Rules Award and Value of the Week (Integrity, Respect, Doing your best, Learning, Having fun, Friendship, Teamwork, Caring, Acceptance) Award. These awards provide opportunities to show each student they are valued and to recognise their commitment to our St Edward's School community.

Many clubs are run by staff at St. Edward's Primary School to provide the students with a variety of opportunities within our school. The clubs include Chess Club, Passive Play, Library, Ipad and Green Team. All these clubs are designed to foster respect for others and self, and develop a sense of personal responsibility.

2.7 Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In 2018 the school participated in online surveys for the seventh time. Approximately 43% of families completed the survey. The collective feedback from the parents of St Edward's school was overwhelmingly supportive of our school with an overall satisfaction rate of 93% across the five surveyed areas. Parents were extremely satisfied with all aspects of school life surveyed and appreciate the care and concern the teachers have for the students. This important feedback helps give direction for the School, Parent's Association and School Board to further develop and improve our school.

Student Satisfaction

In 2018, 54% of students from grades 4 and 6 participated in an online survey. Our school achieved an overall satisfaction rate of 92% across the surveyed areas. The students view the school in a positive manner. Students are given a variety of opportunities to comment on the school throughout the year, especially through our Student Representative Council. This provides areas for the SRC to improve on.

Staff Satisfaction

Staff are provided with a number of different avenues to provide feedback to the St Edward's School, such as online surveys, staff meetings and teacher mentor/buddy system. In the satisfaction survey completed by our Staff 100% of our staff indicated that they get satisfaction from working at our School. Staff are exceedingly supportive towards our school environment and display a positive view of our school.



3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on, and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. St Edward's Primary School is committed to providing a quality education that meets the needs of all students.

The school provides an educational program based on and taught in accordance with the Board of Studies, Teaching and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

The school provides an educational program based on and taught in accordance with the NESA syllabi for Primary Education.

This year we provided release for teachers as a grade to work together in PLTs. This has been lead by our executive including LoPs to ensure common language and best practice across the school focusing on the Collaborative Inquiry Initiative. Teachers have embraced Learning Intentions and Success Criteria in lessons which allow students to reach their learning goals.

The DLES has continued to allow students to access intervention programs such as Prelit, Initialit, Minilit, Macqlit and the Reading Tutor Program with the support of the Centre for Effective Reading. These programs were well received by the school community and all students showed growth.

Based on our data we have focused on writing throughout our teaching programs. We have invested in building teacher capacity in this area. Staff have incorporated the Seven Steps to Writing Success resources into their program and shared examples of best practise during staff meetings. Staff have case-managed students using the Gradual Release of Responsibility Model in writing. Along with writing, all students in Years 4-6 participated in a Spelling Bee that ran over a term emphasising the improvement in spelling. Literacy groups have continued at the Infants with students receiving specialised programs based on their literacy and numeracy needs by experts in these areas.

The PAT and SCOUT resource centres have been valuable to our teaching staff and have allowed them to link their student data with valuable teaching support and resources when 'Teaching to the Need'.

Collaborative teaching has occurred in flexible learning spaces and throughout K-6. This has built teacher capacity and has provided students with greater access to teachers and resources. The co-planning cycle is embedded in literacy and numeracy pedagogy across the school with an emphasis on the Gradual Release of Responsibility Model.

We have provided opportunities to build the capacity of staff and embrace inquiry-based learning in Mathematics. Teachers embed higher order thinking skills into their lessons and integrate other KLAs into a creative and contemporary platform of learning.

The introduction of a STEAM Coordinator saw time, valuable resourcing and knowledge benefit students through specialised groups, co-teaching and programs provided to our school community.



3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 67 students presented for the tests while in Year 5 there were 83 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Edward's Primary School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Edward's Primary School students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School										
Reading	30.3	23.9	23.9	26.9	22.5	23.9	13.8	4.5	5.9	6.0	2.0	1.5
Writing	15.2	12.1	30.0	48.5	29.5	18.2	15.6	19.7	5.4	1.5	2.9	0.0
Spelling	27.2	17.9	23.6	28.4	21.9	26.9	14.8	20.9	7.6	4.5	3.2	0.0
Grammar and Punctuation	32.1	16.4	24.4	20.9	18.2	29.9	13.2	11.9	7.4	4.5	3.0	0.0
Numeracy	18.4	16.4	23.7	29.9	26.6	35.8	18.8	10.4	8.6	6.0	2.3	0.0

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School										
Reading	16.7	13.4	22.4	11.0	26.6	25.6	20.0	24.4	9.5	12.2	3.3	3.7
Writing	4.0	2.4	12.3	9.6	30.4	18.1	30.3	39.8	14.5	19.3	7.3	10.8
Spelling	15.2	6.1	23.4	18.3	28.2	30.5	19.2	20.7	8.8	17.1	3.6	4.9
Grammar and Punctuation	15.7	6.1	22.3	15.9	28.1	26.8	18.5	22.0	9.3	23.2	0.0	1.2
Numeracy	11.6	2.4	19.2	14.6	29.0	37.8	25.0	32.9	11.1	8.5	2.6	2.4

NOTE: Where a year level has five or less students the information is withheld to protect the privacy of the students



3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with the areas of focus as follows:

Term 1	Lyn Sharratt- Collaborative enquiry initiative.
Term 2	HITS-High Impact Teaching Strategies.
Term 3	Dan Hassler-student engagement and a change mindset.
Term 4	Data analysis

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the *School's website* stedwardstamworth.nsw.edu.au and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at St Edward's Primary School Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Edward's Primary School have the right to be treated:

- justly
- respectfully
- fairly



No changes were made to the 'Pastoral Care Policy' this year.

The full text of the School's 'Pastoral Care Policy' may be accessed on the School's website stedwardstamworth.nsw.edu.au or at the administration office.

4.3 Student Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

No changes were made to the 'Student Discipline Policy' this year.

The full text of the School's 'Student Discipline Policy' may be accessed on the School's website stedwardstamworth.nsw.edu.au or at the administration office.

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the School's 'Bullying Prevention and Intervention Policy' may be accessed on the School's website stedwardstamworth.nsw.edu.au, the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the policy this year.

The full text of the policy may be accessed on the School's website stedwardstamworth.nsw.edu.au or the administration office.

5.0 School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.



Key improvements Achieved in 2018

We continued to provide staff with a range of professional learning opportunities in regular staff meetings, Twilight meetings, Professional Development Days and PLTs with specific links to the AITSL standards, policy documents and our AIP. 2. We provided staff with professional development of the inquiry process approach in mathematics and implemented project based work in programs K-6. 3. Continued to focus on Assessment For, Of and As learning in all KLAs and the moderation of assessment between staff has allowed a consistent A-E grading system. 4. Implemented a collaborative flexible learning space in Year 5. 6. Provided increased opportunities for staff to work collaboratively during PLT meetings and observe lessons in all classrooms. 6. Approval was granted for the Pick-Up area at the Primary and is expected to be completed at the end of 2018. 7. Provided all classrooms with extra technology to support learning and the Seesaw app. 8. All SWD were provided with touch screen Chromebooks to assist with their learning and NAPLAN. 9. RECs worked with staff to ensure current practices fit the design and facilitation models outlined in the Faith Formation Framework.

Priority Key Improvements for 2019

Guided implementation of the Big Write & VCOP resource 2. Implement S&T syllabus 3. Increase parent engagement through workshops 4. Increased engagement in PLPs 5. Refinement of RFF timetable 6. Planning for implementation of PD/H/PE Syllabus 7. Refine Literacy Block 8. Develop rich mathematics tasks incorporating HOT skills 9. Instructional Coaching using Swivl technology 10. Capacity building using Jim Knight's Model 11. Introduce '3 Way Conference' to set independent SMART learning goals for all students 12. Introduce 'Home Talk' as a means to engage parents 13. Implement Cold Writes and moderation of marking 14. Introduce the '5 questions' at home to engage parents 15. Continuation of the CII and Lyn Sharratt's 14 Parameters

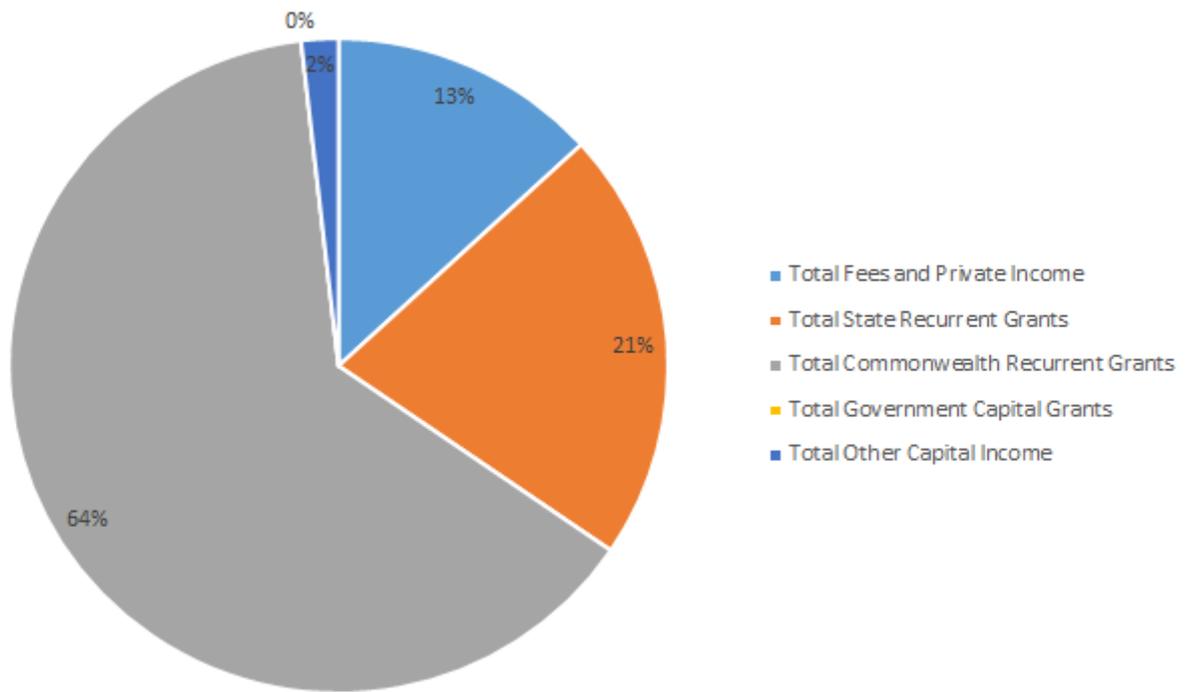
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:



2018 Income - St Edward's Primary School, Tamworth



2018 Expenditure - St Edward's Primary School, Tamworth

