

Annual School Report 2019 School Year

St Edward's Primary School, Tamworth



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Tamworth NSW 2340

Phone 02 6765 7847
<http://stedwardstamworth.nsw.edu.au>

Principal
Stefan van Aanholt

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 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 Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, 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. It is available on both school and CSO websites by 30 June 2020 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 school's website <http://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.

St Edward's Primary School strives to be a Catholic Professional Learning Community with a commitment to:

- Being a community with an authentic Catholic identity and culture.
- Maintaining a focus on learning for all students.
- Maintaining a collaborative culture and collective effort to support student learning.
- Being results orientated to improve practice and drive continuous improvement.

These four commitments are at the centre of daily life at St Edward's Primary School.

As a community of faith, a close relationship is maintained with both the parish and the parish priest, Father Paul. Prayer is an integral part of daily life and students experience the richness of faith in a dynamic and vibrant way.

Each child develops emotionally, physically, spiritually and academically at a different rate. As such, each student has a personal learning goal and growth targets that are regularly monitored, updated and discussed with parents and or carers.

The school always seeks to improve its practices to ensure students are given every opportunity to learn in a challenging, creative and safe environment. The staff work in collaboration with each other, parents and students to encourage the development of a school culture that builds communication, connectivity, creativity and critical thinking.

The school maintains a focus on Science, Mathematics, Engineering, Arts and Science (STEAM) being integrated into all KLAS. Chromebooks are provide one to one for Years 2 to 6, as well as a range of other equipment such as: spherobots, green screens, virtual reality googles, drones, ozobots and 3D printers. The school holds a STEAM Expo for parents and the general public to showcase students learning.

Stefan van Aanholt
Principal

1.2 A Parent Message

I have been asked to give commentary on the school year 2019.

This year, St Edward's Primary School saw some very good changes, in both the internal and external aspects of the school. The most important change has been in the classroom, where the school has undergone substantial renovations, with the school now having combined open learning spaces in both Year 5 and Year 6. The positive change this has made with the students has been remarkable. This change goes hand in hand with the improved furniture and equipment through the rest of the school.

The teaching staff have also been very positive this year with additional resources and recruitment of an additional Assistant Principal. The positive attitude of staff has certainly lifted the spirits of the students too. Academic results across the school are directly attributed to this positive environment.

Finally, one of the most evident changes to the school has been the appointment of a full time grounds person. He has done a wonderful job and the external appearance of the school has never looked so good.



I look forward to seeing what the school has in store next year.

Mr Jim Newlan
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 Tamworth, from which the school families are drawn.

Last year the school celebrated 65 years of Catholic education.

The parish priest, Father Paul Aguilar, 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.

Masses and Liturgies

Throughout 2019, primary classes attended mass regularly. Grade liturgies were celebrated at the Infants Campus once a term. Primary grades attended reconciliation during Lent and Advent. Whole school masses were held to celebrate the beginning and end of the year (combined with the Year 6 Graduation Mass), Ash Wednesday, Mary Help of Christians Day and the Assumption of the Blessed Virgin Mary. The primary grades attended Mass for St. Mary of the Cross MacKillop, whilst the Infants grades attended a liturgy.

Student Faith Formation

In 2019, family masses continued on a monthly basis. Buddy grades and their families attend together. Family masses continued to be a way of bringing the school and parish together. During October, students prayed the Rosary daily. On the 18th of October, students took part in the "Million Kids Praying" initiative, praying the Rosary at the same time as many children around the world. Class prayer and prayer before meals are a regular part of the school day.

Sacramental Classes

The Sacrament of Penance was received by 56 students, whilst 33 made their First Eucharist and 43 were Confirmed.

Staff Faith Formation

Staff were provided with many ways to deepen their faith and enrich their spirituality. Weekly staff prayer, Lenten groups and twilight reflections were regularly attended by teachers and support staff. Staff are encouraged to attend Weekend Parish Masses. All staff attended the Systems Conference in Term 2. Staff were also made aware of the retreats offered by the Catholic Schools Office.

Social Justice:

The Mini Vinnie's Chapter was very busy this year. They were the driving force behind "LidKids"-collecting plastic lids which will be made into prosthetic limbs for children. Money was raised for drought assistance. Children and their families collected goods for the St. Vincent de Paul Christmas Appeal. Families of St. Edward's generously raised funds for Caritas \$2176.65, Drought Assistance \$1100.20 and Catholic Mission \$1120.00.

Parish Links:



The School Principal and two teaching staff were members of the Parish Council. A number of teachers were involved in the Parish, performing duties as lectors, Eucharistic Ministers and collectors. The school provided, on a roster, 19 altar servers. Parish events were advertised in the school newsletter and in the parish bulletin. Father Paul Anthony conducted a staff meeting in the church, refreshing teacher knowledge of the correct terminology of vestments and vessels within the church.

Students in Year 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	25

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 2019	TOTAL 2018
Male	40	42	36	32	37	42	48	277	278
Female	40	40	48	46	32	38	37	281	294
Totals	80	82	84	78	69	80	85	558	572

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 2019 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	92.0%	92.0%	91.0%	91.0%	93.0%	92.0%	91.0%	91.7%
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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 non attendance 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.	1
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	34
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.	31



Teacher Qualifications / Staff Profile		Number of Teachers
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	18

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. The school models and teaches students about respect and responsibility in a number of ways:

- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of daily interpersonal relationships.
- The Catholic Core Principles of The Primacy of God, Sanctity of Life, Fidelity in Relationships and For the Common Good are integrated into all KLAs, as they form the essence of belief that each person is created in the image of God and is therefore worthy of the utmost respect.
- The school participates in the ANZAC Day March, the Remembrance Day Service and various other commemorative ceremonies each year.
- All school functions such as Parents Association meetings, School Assemblies and School Advisory Council meetings begin with an Acknowledgement of Country and prayer.
- The Mini Vinnies Chapter visited Aged Care Homes as well as initiated and drove various fund raising activities such as Caritas, Catholic Missions and drought relief activities.

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

The school engages Brisbane company Survey My School to conduct parent, staff and student surveys. Areas surveyed include: School Leadership, School Resources and Facilities, Catholic Ethos and Identity, Teaching and Learning and School Improvement. The results are based on a 3 point scale: 3-2 An excellent outcome, 2-1 A fair to good score, 1-0 A poor result and significant issues need to be addressed.

The survey was completed by 194 parents/carers. In all areas of the survey (28 areas) parents rated the school in the 3-2 range which was very pleasing with the average score being 2.24. An encouraging result. Parents were given the option to express any concerns.

Student Satisfaction

The school engages Brisbane company Survey My School to conduct parent, staff and student surveys. Areas surveyed include: School Leadership, School Resources and Facilities, Catholic



Ethos and Identity, Teaching and Learning and School Improvement. The results are based on a 3 point scale: 3-2 An excellent outcome, 2-1 A fair to good score, 1-0 A poor result and significant issues need to be addressed.

The survey was completed by 199 students. In all but one area of the survey (22 areas) students rated the school in the 3-2 range which was very pleasing with the average score being 2.24. The "Homework we do helps me learn" question which scored 1.5 was the only below Scale 2 result.

Staff Satisfaction

The school engages Brisbane company Survey My School to conduct parent, staff and student surveys. Areas surveyed include: School Leadership, School Resources and Facilities, Catholic Ethos and Identity, Teaching and Learning and School Improvement. The results are based on a 3 point scale: 3-2 An excellent outcome, 2-1 A fair to good score, 1-0 A poor result and significant issues need to be addressed.

The survey was completed by 49 staff. In all but four areas of the survey (40 areas) staff rated the school in the 3-2 range which was very pleasing with the average score being 2.34.

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.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Edward's Primary School is committed to providing a quality education that meets the needs of all students.

St Edward's Primary School strives to be a Catholic Professional Learning Community (CPLC) with a commitment to:

- Being a community with an authentic Catholic identity and culture.
- Having a focus on learning for all students.
- Having a collaborative culture and collective effort to support student learning.
- Being results orientated to improve practice and drive continuous improvement.

The school's educational framework is based on the work of educators Lyn Sharratt, Michael Fullan, Richard DuFour and John Hattie.

The school has a set English block for the first 2 hours of each day. The English block exposes students to: quality, guided reading, writing, spelling and the VCOP (Vocabulary, Connectives, Openers and Punctuation) process. Once a fortnight the students complete a "Big Write" which is a celebration of their learning of the previous two weeks. Parents play a role in "Big Write", as they are given outlines to discuss with their children prior to writing. Students set learning goals based on an analysis of their previous writing.

The students participate in a Mathematics and Religion lesson each day and the remaining KLAs are delivered throughout the week.

Science Technology Engineering Art and Mathematics (STEAM) opportunities are available as the school offers coding, robotics, 3D printers, virtual reality goggles and green screens, which are readily accessed by the students.



The school engages the Tamworth Conservatorium of Music to provide opportunities for students to learn piano, guitar and join the choir. The school also enters teams in Brain Olympia, the Tamworth Eisteddfod and various public speaking competitions, as well as chess tournaments.

There is a very wide range of sporting opportunities available to the students, with teams and individuals participating in local, diocesan and state competitions.

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, 76 students presented for the tests while in Year 5 there were 59 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 are 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.

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	State	School	State	School	State	School	State	School	State	School
Reading	16.5	18.7	26.2	25.3	18.5	18.7	15.5	20.0	6.7	6.7	1.8	0.0
Writing	15.1	10.0	38.7	37.1	28.7	30.0	12.1	14.3	3.8	7.1	0.8	0.0
Spelling	24.3	17.3	26.3	18.7	17.0	30.7	6.1	20.0	3.1	2.7	0.9	0.0
Grammar and Punctuation	4.1	4.0	10.9	36.0	18.7	17.3	12.0	12.0	6.3	6.7	2.4	1.3
Numeracy	12.8	5.3	24.3	29.3	29.4	33.3	19.8	20.0	6.7	4.0	2.6	1.3

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	State	School	State	School	State	School	State	School	State	School
Reading	10.5	7.4	27.4	22.2	32.6	38.3	16.0	14.8	8.5	11.1	2.3	1.2
Writing	3.5	3.8	10.9	10.0	30.8	31.3	36.7	37.5	11.6	11.3	6.5	2.5
Spelling	7.9	10.1	21.6	21.5	30.4	32.9	24.7	16.5	9.1	10.1	3.0	2.5
Grammar and Punctuation	8.4	6.3	17.5	15.2	27.5	32.9	24.9	20.3	11.9	15.2	3.7	2.5
Numeracy	4.0	1.2	13.0	21.0	37.8	34.6	30.4	22.2	10.0	14.8	2.1	0.0



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.

Whole staff development day professional learning activities in 2019 were:

Staff Professional Learning Activity	Date	Presenter
CSO Well Being System Conference	11/06/2019	Andrew Fuller
CSO Well Being System Conference	12/06/2019	Andrew May
Training in COMPASS School Administration System	27/08/2019	Natalie Gurr
Staff Meetings Focusing on Student Learning	null	Members of School Community
Professional Learning Teams Each Year Level	null	Leaders of Pedagogy
Mathematics Pilot School Training	23/10/2019	Jamie McDowall
Experiencing Virtual Reality	06/08/2019	Belinda Lane
Inquiry Mathematics Tasks for Stage 2	06/08/2019	Tracey Hughes Butters
Integrating STEAM into the Curriculum	05/11/2019	Andrea Lockwood
Analysing and Using Data	30/04/2019	Stefan van Aanholt
Developing Strategic Planning using the NESA Professional Teaching Standards	15/10/2019	Nadene Kennedy
Implementation of the K-6 Science and Technology Syllabus	11/12/2019	Tanya Coli
Implementation of new PDHPE Syllabus	05/09/2019	Nadene Kennedy
VCOP / Big Write: Literacy Development.	29/01/2019	Alison Hatton

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 Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's website <http://stedwardstamworth.nsw.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.

4.2 Pastoral Care Policy



Jesus Christ and his teachings are the basis of all that occurs at St Edward's Primary School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes 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. Staff aim to bring this about in the 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 <http://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 <http://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 the 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 <http://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 this 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 the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's website <http://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 Schools 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 this year	Key Improvements for 2020
<p>Nurture Our Catholic Society The three focus areas for improvement in 2019 were:</p> <ol style="list-style-type: none"> 1. To ensure that the core Catholic Principles and Values were embedded in all Key Learning Areas. 2. That the Faith Formation Framework would be the key document used to broaden opportunities for staff, students and parents to deepen their faith journey. 3. To deepen the prayer life of the school. <p>In all three areas, there was positive movement and relationship with the parish was enhanced.</p>	<p>Nurture Our Catholic Society</p> <ol style="list-style-type: none"> 1. The focus area for improvement in 2020 will be on the delivery of the Religious Education syllabus. This will include ensuring that all scope and sequences, programs, assessment and learning and teaching strategies are aligned to the Australian Professional Standards for Teachers Framework. 2. The school will continue to support Parish Family Mass and be a place of prayer and hope.
<p>Improve Learning The focus area for improvement in 2019 was on English/Literacy. This was driven by ensuring that:</p> <ol style="list-style-type: none"> 1. There was a two hour uninterrupted English/Literacy block to start each day. 2. The Gradual Release of Responsibility Model (GRRM) would underpin the pedagogical practice in each learning area. 3. The Vocabulary, Connections, Openers and Punctuation (VCOP) strategies would be employed and VCOP walls would be established in each learning area. 4. Learning Intentions and Success Criteria would be the starting point for each lesson. 5. Well established Guided Reading protocols would be part of each literacy block. 6. Once every two weeks each student engaged in a "Big Write" to celebrate their learning gain and to set a learning goal for the next two weeks. <p>Various data sets indicate strongly that over the course of the year, the writing performance of students improved significantly.</p>	<p>Improve Learning The learning focus in 2020 will focus on two areas:</p> <ol style="list-style-type: none"> 1. The advances and improvements on the delivery of English/Literacy will be built on by ensuring that the practices established in 2019 will be improved upon in all year levels. 2. The school will maintain a Mathematics focus starting in Year 2, with this being adopted by other year groups during the course of the school year. The appointment of a Mathematics specialist teacher to drive improvement in teachers understanding of Mathematics underpins this improvement initiative.



Key improvements achieved this year	Key Improvements for 2020
<p>Lead Learning</p> <ol style="list-style-type: none"> 1. The Principal, Assistant Principal, two Leaders of Pedagogy and the Catholics Schools Office Learning Coach are the key drivers in leading learning at the school. 2. This group built the capacity of all teachers to become Leaders of Learning. This included modelling teaching, being part of each Professional Learning Team (Year levels), observing lessons, co teaching, learning walks, analyse data with teachers and planning the professional learning at the school. 3. The Leaders of Pedagogy introduced Jim Knight's "Impact Cycle". The three stages of the cycle are: Identify, Learn and Improve. These are essential to improve teacher practice and student learning outcomes. 	<p>Lead Learning</p> <ol style="list-style-type: none"> 1. The Principal, Assistant Principal, two Leaders of Pedagogy and the Catholics Schools Office Learning Coach to continue to model teaching, being a part of each Professional Learning Team (Year levels), observing lessons, co teaching, learning walks, analysing data with teachers and planning the professional learning at the school. 2. As part of the Diocesan project to improve the teaching of Mathematics, the school will engage a Specialist Mathematics Teacher to support teachers in improving their practice in Mathematics.
<p>Sustain Our People</p> <ol style="list-style-type: none"> 1. The school implemented the CSO Recruitment Strategy by supporting employment of Early Career Teachers and offering them supervision and support during the accreditation process. Relationships were built with various universities by accommodating practicum students. 2. Professional Learning Teams were provided with additional time to co plan, collaborate and support each other. 3. The school engaged the services of Centacare to support students, teachers and families when higher level support is required. 	<p>Sustain Our People</p> <ol style="list-style-type: none"> 1. Continue to nurture and support teachers in the early stages of their career. 2. The school plans to place a number of pre service teachers on classes for the purpose of practicum supervision. 3. A new whole school timetable will be created to ensure teachers are given adequate time to meet the increasing demands placed upon them.
<p>Create the Right Environment</p> <ol style="list-style-type: none"> 1. Over the course of the year, St Edward's invested heavily in refurbishing the entire school with contemporary furniture that supported the changing practice of teachers. 2. Each learning space owns furniture to support various modes of learning from the Campfire (explicit instruction), Watehole (group work) to the Cave (Individual work). 3. Each room was furnished with a specially designed table to support guided reading, as well as access to a variety of ICT including sphero robots, 3D Printers, drones, virtual reality googles and one to one Chromebooks. 	<p>Create the Right Environment</p> <ol style="list-style-type: none"> 1. Continue to refurbish classrooms as necessary in order to promote and support collaborative and engaging learning environments. 2. Continue to ensure that the grounds are maintained to a high standard as well as refurbishing the toilet blocks at the Infants Campus.

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

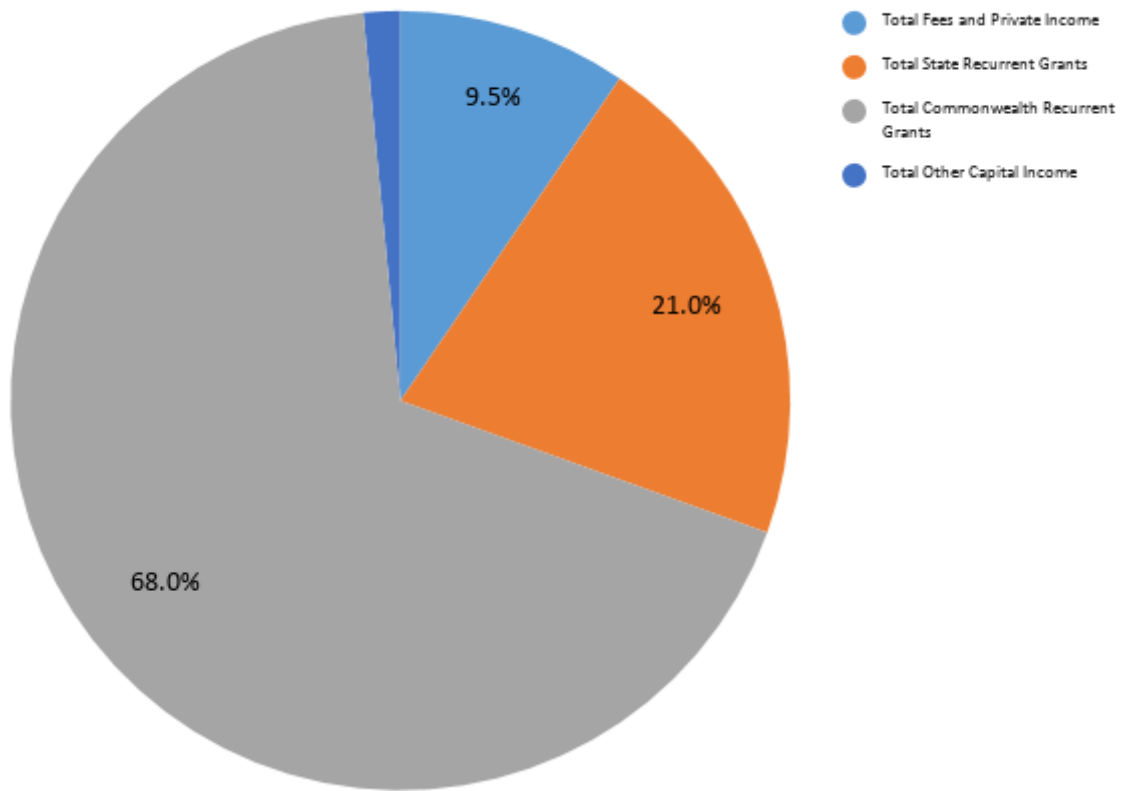


of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2019 is presented below:



2019 Income - St Edward's Primary School, Tamworth



2019 Expenditure - St Edward's Primary School, Tamworth

