

# Annual School Report 2021 School Year

St Edward's Primary School, Tamworth



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Principal  
Dr Jake Madden

## 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 2022 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](#).



## 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 vision of St Edward's Primary School is to support the community to be the best version of themselves as we develop the capacity to make a positive difference in our world. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Edward's offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

This parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All these areas combined to ensure that the school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2021. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and through the school newsletter. School achievement was highlighted and celebrated at many school assemblies. The school's focus was to continue to build on the reputation that St Edward's has earned as an exemplary school.

It was humbling to be announced in the Australian Educators Awards as one of the Top 8 Non Government Primary Schools in the country. This reflects the dedication and commitment of the school community in providing a quality Catholic education for students of the school.

Dr Jake Madden  
Principal

### 1.2 A Parent Message

We saw hope returning after the previous year that had been so impacted by COVID- 19. We were hopeful to be fundraising and getting into the school community more.

While the second half of the year was similar to 2020 the first half saw some great community engagement:

- The Parent's Association was able to introduce new parents at a Kinder information night.
- Received an overwhelming quantity of Easter Raffle donations which made for 28 prizes at the Infants Campus and 32 prizes for the Primary Campus. The kids were super excited.
- We were able to support the athletics carnival.
- We had a highly successful Mother's Day Stall—unfortunately not able to hold a Father's Day Stall.
- A successful and smoothly run Pie Drive.
- Fostered a great relationship with the canteen to aid in ordering of food and being able to sell excess back.
- Participating in the implementation of Learning Walks; this is a wonderful opportunity to get a look at everything, not just our own child, but the whole school mechanism. It was wonderful to be a part of this initiative and more wonderful to hear from all the enthusiastic teachers.
- Catered for school functions



With the unwavering support of Vice President Nikki Bridge, I was delighted to see the amount of support that poured into the school, when we needed it, for our fundraisers. There is a wonderful school community at St Edward's that will blossom under freer times now we are learning to live with COVID-19.

I am humbled to be a part of the St Edward's Primary Parents Association legacy and look forward to helping in whatever capacity that I am able.

Ferne Wilson  
President  
St Edward's P&F

## **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 South Tamworth, from which the school families are drawn.

Last year the school celebrated 68 years of Catholic education.

The parish priest, Fr Paul Anthony 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**

The expectation for 2021 was that Primary classes would attend Mass regularly while grade liturgies were to be celebrated at the Infants' campus once a term. Primary grades were to attend confession during Lent and Advent. Unfortunately, due to COVID-19, much of this did not occur. Students attended Mass and confession, where possible, in Terms 1 and 4. Each class held a celebration liturgy related to the unit of work being taught. Masses, attended by the whole school, were held to celebrate the beginning of the year and Ash Wednesday. Mary Help of Christians Day was marked with teachers running class liturgies due to restrictions. Many of the feast days during restrictions and lockdown were marked with a prayer or liturgy.

#### **Student Faith Formation**

Family masses were held in Term 1. Buddy grades and their families attended together. Family masses continued to be a way of bringing the school and parish together. During October, students prayed the Rosary daily. The students were a part of the "Million Kids Praying" initiative, praying the Rosary at the same date and time as many children around the world. Class prayer and prayer before meals were a regular part of the school day. During Home Learning, class teachers ensured daily prayer was included on the outline for each day.

#### **Sacramental Classes**

The sacrament of penance was conferred upon 35 children, 34 made their first Eucharist and 33 were confirmed. The sacraments were all pushed back this year, due to COVID-19 restrictions. Due to these restrictions, Fr Paul travelled to the Infants to meet with students, where he heard the candidates' confessions for the first time.

#### **Staff Faith Formation**



Staff were provided with many ways to deepen their faith and enrich their spirituality. Weekly staff prayer, Lenten groups and opportunities to attend twilight reflections all received regular attendance from teachers and support staff. Staff were encouraged to attend weekend parish Mass.

### Social Justice

The Mini Vinnies Chapter was quite busy in spite of the restrictions. They were active in the community, collecting and recycling bread bags and tags, promoting and participating in the "Vinnies PJ Day" fund-raising, co-ordinating the Parish Community Food Drive and promoting the "Goats for Tanzania" parish fundraiser. Mini Vinnies were instrumental in promoting and supporting the various causes and their missions, encouraging others in the school community to be examples of God's love in the world. Despite financial hardship, and the many difficulties that challenged families during 2021, the families of St Edward's generously raised funds for Caritas \$2,176.65, Catholic Mission \$569.50 and Goats for Tanzania \$1054.15.

### Parish Links

The school Principal is a member of the Parish Council. A number of teachers were involved in the parish, performing duties as readers, Extraordinary Ministers of Holy Communion and collectors. There were 12 altar servers from the school on the roster, however, due to the pandemic, the students were not able to serve. Parish events were advertised in the school newsletter and school information was regularly placed in the Parish Bulletin. The parish priest and deacon are invited to the school regularly.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 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 30)	
Year 6	18

## 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 2021	TOTAL 2020
<b>Male</b>	33	37	37	42	40	32	32	253	257
<b>Female</b>	41	33	38	37	43	43	36	271	268
<b>Totals</b>	74	70	75	79	83	75	68	524	525

## 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, 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 college 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 2021 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance Rates</b>	92.0%	93.0%	92.0%	92.0%	92.0%	92.0%	93.0%	92.3%

### 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 System Performance Leader 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 NESAs Teacher Accreditation Provisional or Conditional level.	1



<b>Teacher Qualifications / Staff Profile</b>		<b>Number of Teachers</b>
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	35
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	28
6.	Number of staff identifying as Indigenous employed at the school.	3
7.	Total number of non-teaching staff employed at the school.	20

## 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 our interpersonal relationships.
- Shared language using Key Word Signing (KWS) was implemented to support students to recall the Living well, Learning Well rules for living.
- Each grade developed posters for classrooms to discuss what respect "looks like, feels like and sounds like" at St Edward's School.
- Teacher Action Research Projects saw a number of staff focus their questions around student well-being and how this can be supported using routines and practices within the classroom.
- St Edward's Primary School continues to encourage students to develop responsibility and leadership skills through the Student Voice initiative lead by the Assistant Principal. Through this initiative, students have the opportunity to have a voice and choice in the learning decision which leads to greater connection and positive school culture.

## 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 annual Satisfaction Survey was completed by 194 of the 585 and carers (33% completion rate). The following is a snapshot of the themes put forward in the survey.

### POSITIVES



- Caring staff and the professionalism they demonstrate
- Engaging learning environment and warm friendly atmosphere
- Resources
- Community spirit and a sense of belonging,
- Would recommend the school to others
- Safe and secure environment
- Values - sense of community and belonging
- Technology and the introduction of Compass

### **IMPROVEMENTS**

- Change in leadership - increased stability
- Students and parents who do not uphold Catholic values
- Toilet amenities requiring updating
- Increase opportunities for parent involvement.
- Increased communication with parents
- Merge Infants campus with the Primary campus

### **Student Satisfaction**

The annual Satisfaction Survey was completed by 206 students (96% completion rate). The following is a snapshot of the themes put forward in the survey.

#### **POSITIVES**

- Great teachers who care for students
- Teachers encourage me to do my best and care for others
- High quality teaching
- Good friends
- Lots of sport and opportunities to play sport
- It's a fun place to learn
- Community spirit and a sense of belonging
- Technology and good resources — Chromebooks, I pads, 3D printers and green screen

#### **IMPROVEMENTS**

- Better uniforms
- Longer break times
- A little more shade on the playground
- Stop any bullying
- People to take better care of the equipment and environment
- More football posts

### **Staff Satisfaction**

The annual Satisfaction Survey was completed by 59 staff (87% completion rate). The following is a snapshot of the themes put forward in the survey.

#### **POSITIVES**

- Supportive staff and approachable leadership team
- Feels like one big family
- Level of differentiation provided for students and their needs
- Teachers care for total wellbeing of one another and of students





- Whole school approach to literacy
- Collaborative teams and a dedication to quality teaching and learning

### **IMPROVEMENTS**

- To merge the campuses on one site - two sites create duplicates of everything and a division between staff
- Create more collaborative spaces for teams to work and students to learn
- Upgrade Infants campus
- To improve the relationship between the parish and the school
- Better air conditioning in classrooms.
- Engage parents in their child's learning
- Professional development that staff self identify

## **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 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

St Edward's Primary School upholds the foundations of the Catholic Schools Office and the system. The school's educational framework is based on the work of educators and researchers including Lyn Sharratt, Michael Fullan, Helen Timperley, Richard DuFour and John Hattie.

Across Kindergarten to Year 6, the school implements a 120-minute uninterrupted literacy block, where all components of Reading, Writing, Speaking and Listening are taught. Stage 1 and Stage 2 were part of the Mathematics Improvement Initiative which is led by the Armidale Catholic Schools Office and by 2022, all grades across Kindergarten to Year 6 will be a part of this initiative.

Utilising the Gradual Release of Responsibility Model, teachers scaffold the learning for students in all Key Learning Areas (KLAs) allowing them to become independent learners. All KLAs are taught as mandated by NESA and Religious Education is included in the daily timetable.

A three tiered Oral Language Intervention program was established in Kindergarten to address the language deficits some students display in their expressive and receptive language skills. During 2022, this program will extend to Year 1 and 2.

Other opportunities including STEAM (Science Technology Engineering Art and Mathematics) based activities are available for students to explore and experience a wide range of resources including VR (virtual reality) goggles, green screens, robotics, coding and 3D printing.



COVID-19 restrictions significantly impacted the extracurricular and cultural activities in which students were able to participate, including eisteddfod, choir, and various chess and public speaking tournaments. Several local school, diocesan and state sport opportunities were severely restricted and/ or cancelled this year.

## **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, 77 students presented for the tests while in Year 5 there were 77 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
<b>Reading</b>	21.5	16.9	22.0	26.0	19.1	26.0	12.8	10.4	7.8	5.2	2.6	2.6
<b>Writing</b>	20.2	14.3	37.0	33.8	23.0	36.4	9.0	9.1	4.3	1.3	1.9	0.0
<b>Spelling</b>	23.1	20.8	23.4	22.1	20.2	31.2	13.0	14.3	6.5	6.5	4.6	0.0
<b>Grammar and Punctuation</b>	22.3	20.8	24.1	32.5	19.4	20.8	10.4	10.4	6.4	5.2	4.4	0.0
<b>Numeracy</b>	13.6	3.9	22.1	21.1	27.4	31.6	18.5	31.6	9.8	9.2	2.7	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
<b>Reading</b>	15.5	11.8	24.7	25.0	27.2	28.9	18.3	26.3	7.5	5.3	3.3	1.3
<b>Writing</b>	7.5	7.8	17.0	22.8	32.6	27.3	26.9	24.7	9.7	14.3	3.2	0.0
<b>Spelling</b>	15.1	14.5	27.5	30.3	24.4	23.7	17.2	19.7	8.2	9.2	3.8	2.6
<b>Grammar and Punctuation</b>	12.9	9.2	20.6	14.5	27.1	30.3	19.7	27.6	9.2	13.2	4.5	2.6
<b>Numeracy</b>	10.2	5.2	20.9	24.7	28.8	29.9	23.6	24.7	10.0	11.7	3.1	3.9



### 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 2021 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Child Protection in Schools	27/01/2021	Alison Hatton & Peter Flynn
First Aid, Anaphylaxis and Asthma	28/01/2021	Geraldine Chapman
Whole School English and Mathematics Blocks	28/01/2021	Alison Hatton, Belinda Quayle and Andrew Millman
MaST PD	23/02/2021	Mrs Patricia Mitchell
Staff Voice and School Vision and Mission	28/01/2021	Jake Madden
Disabilities Standards in Education	25/05/2021	Amanda Sheridan
Living Well Learning Well	27/01/2021	Mr Jason Hanrahan
Professional Learning Teams Each Year Level	null	Andrew Millman and Alison Hatton
Living Well Learning Well Behaviour Plans	11/05/2021	Amanda Sheridan and Alison Hatton
Teacher as Research Initiative	12/10/2021	Dr Jake Madden
AIP 2022	16/12/2021	Jake Madden, Alison Hatton, Peter Flynn and Andrew Millman
Reflection Twilight (RE)	20/04/2021	Mrs Sal Clarke
Learning Dashes – Jump Start Student Learning	29/01/2021	Amanda Sheridan and Alison Hatton
AIP Review	20/07/2021	Alison Hatton and Peter Flynn
SCU – Action Research PD	19/05/2021	Professor David Lynch and Dr Jake Madden
Action Research Cycles	13/07/2021	Dr Sarah James SCU

### 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](#) and the Armidale Catholic Schools Office [website](#).

#### **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](#) 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](#) 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 of Armidale. 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](#), 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](#) 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 System Performance Leader.

Key Goals Achieved and Implemented in 2021	Key Goals for 2022
<ul style="list-style-type: none"> <li>• Ensure all members of the St. Edward's school community have a positive high regard for students and colleagues</li> <li>• Ensure quality pedagogical practices are implemented and embedded consistently across St. Edward's school</li> <li>• Establish highly effective teams that share a school wide responsibility for students learning</li> </ul>	<p><b>Priority 1: Curriculum.</b> Three key projects are:</p> <ul style="list-style-type: none"> <li>• Improve writing practices,</li> <li>• Improve reading attainment (80% of students reaching their reading benchmark)</li> <li>• Improve assessment and reporting practices</li> </ul> <p><b>Priority 2: Teacher Professional Learning</b> Three key projects are:</p> <ul style="list-style-type: none"> <li>• focus on mentoring, coaching and feedback,</li> <li>• Teachers teaching teachers (staff completing a formal action research project and presenting at our Learning Symposium)</li> <li>• Developing a new staff induction framework focused on agreed practice.</li> </ul> <p><b>Priority 3: Parental Engagement</b> Three key projects are:</p> <ul style="list-style-type: none"> <li>• Sharing student success with parents</li> <li>• Parental workshops throughout the year</li> <li>• Connecting with parents in a more effective and frequent manner</li> </ul>

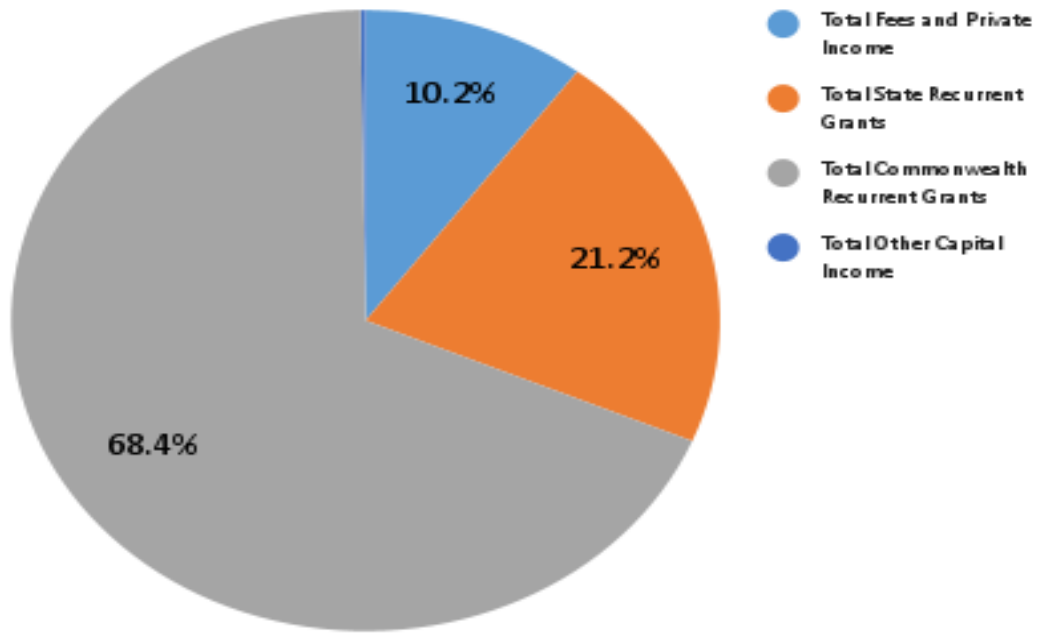
## 6.0 Financial Information

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 2021 is presented below:



### 2021 Income - St Edward's Primary School, Tamworth



### 2021 Expenditure - St Edward's Primary School, Tamworth

