

Annual School Report 2022 School Year

St Edward's Primary School, Tamworth



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Principal
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 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 2023 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 aim of St Edward's Primary School is to help the individuals within the community to reach their full potential and equip them with the skills to make a difference in the world. Every person has unique talents and abilities and the school offers programs and activities that allow everyone to excel academically, creatively and athletically.

St Edward's provides students, within a supportive faith community and a Catholic education based on the Church's teaching. The school continues to offer many opportunities for the students' spiritual growth as well as avenues to excel in academic pursuits, cultural activities and sports. All these areas worked together to ensure that the school's mission was and is always, carried out every day. The students' accomplishments continued to grow throughout 2022. Student work was displayed in classrooms, on school noticeboards, in the school office and through the newsletter.

This year, St Edward's continued to concentrate on developing the quality of teaching and learning. With a diverse curriculum that included use of technology, interactive activities and collaborative projects, students had more opportunity to explore topics while focusing on their own interests and passions. In addition, the school provided an array of extra-curricular activities like 'early birds reading', lego/ games clubs and chess club that allowed students to express themselves and create meaningful relationships with their peers.

We continued to provide a strong sense of community amongst the leadership, staff and families, by encouraging everyone to work together for the benefit of each child. It is through this spirit of collaboration that the school is able to ensure that each student is nurtured and supported to reach their fullest potential.

This reflects the dedication and commitment of the school community in providing a quality Catholic education for students of the school.

Jake Madden
Principal

1.2 A Parent Message

Parent involvement is key to maintaining a strong sense of community spirit within the school.

The St Edward's Parents and Friends (P&F) Committee is a community of parents/ carers and friends who work together to enhance our children's educational experience.

The P&F main purpose is to facilitate the involvement and contribution of parents/ carers and friends to support the school and the parish. The P&F achieves this by organising social and fundraising events. Funds raised by the P&F are invested in educational tools, programs, facilities and assets. The St Edward's Annual Improvement Plan outlines focus areas for investment.

During the year, the P&F contributed generously to the school community and its resources. More than 80 parents/ carers and friends volunteered over 1800 hours of their time. This enabled the P&F to host eight major fundraising events and support a range of sporting events through BBQs and volunteering.

Thank you to all parents who have helped at P&F activities. Your efforts were very much appreciated. We encourage you to continue to help whenever you can in 2023.

Mrs Stephanie McCaffrey



President
Parents & Friends Association

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 68 years of Catholic education.

The parish priest, Fr 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.

Feast Day Masses

It was wonderful to gather as a faith community for many masses and liturgies for feast days and other celebrations. This year the school celebrated Ash Wednesday, Mary Help of Christians Day, the feast of the Assumption, St Mary of the Cross MacKillop and St. Edward's feast day. St. Edward's Primary School is committed to passing on the faith and traditions of the Church.

Sacramental Programs

In partnership with the parish, sacraments were celebrated with the students. Students from Year 2 received the sacrament of penance, Year 3 received Eucharist for the first time in Term 2 and Year 6 students completed their initiation into the Catholic Church, receiving the Holy Spirit in confirmation in September.

Yr 6 RE Test

Students' religious literacy knowledge continues to grow as evidenced in the outstanding results of this year's Yr 6 RE test. With an average score of 19.3 in 2021, St Joseph's jumped up to 22.7 in 2022, moving the school into the top six schools across the diocese.

Mini Vinnies

With a commitment to service and supporting student voice, the Mini Vinnies team raised the bar again this year. From raising funds for the missions to collecting food for the less fortunate in the local community, Mini Vinnies continue to go from strength to strength. The students demonstrated their generosity in supporting the Lismore Flood Appeal, raising money for the Bishop's collection, collecting and sorting books for the Book Drive and providing the students of the Northern Rivers with new school supplies. Crazy Sock Day, Free Hat Fridays and PJ Day also stand out as key highlights for the team.

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	23



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 2022	TOTAL 2021
Male	57	34	36	38	45	40	30	280	253
Female	33	42	35	43	35	44	43	275	271
Totals	90	76	71	81	80	84	73	555	524

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 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 2022 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	89.0%	87.0%	89.0%	89.0%	89.0%	88.0%	87.0%	88.3%

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.	5
2. Those teachers at the NESAs Teacher Accreditation Proficient level.	30
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.	29
6. Number of staff identifying as Indigenous employed at the school.	1
7. Total number of non-teaching staff employed at the school.	26

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 interpersonal relationships.
- Shared language, using Key Word Signing (KWS), was implemented to support students in recalling the Living well, Learning Well rules for living, including "I am valued, respected and cared for".



- Each grade developed classroom posters to discuss what respect "looks like, feels like and sounds like" at St Edward's. These posters were displayed in the classroom and referred to throughout the day to support positive interactions in the school and playground.
- 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. A new mantra was adopted by staff; "connect before your correct", ensuring that the value of respect was at the forefront of all interactions.
- 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.
- Throughout the year, the school community contributed generously to social justice appeals, including St Vincent de Paul and Caritas. The education around these appeals discussed the importance of respect for others and our responsibility to support those less fortunate than ourselves.

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 used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

Of the school's 238 parents, 189 completed the survey (79% completion rate is considered excellent). Identified areas of strength as highlighted by staff responses were:

- The school is a safe place for my child
- I would recommend this school to others
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- Most teachers in the school make learning really satisfying and engaging for my child
- I have opportunities to be involved in the life of the school

All scores in the parent survey were 2.1 or above.

When answering the "please suggest priorities for improving the facilities of the school", a very consistent theme was the upgrading of the toilet facilities at the Infants and Primary Campus and better parking options at both campuses.

Student Satisfaction

Of the 227 students surveyed, 206 completed the survey (91% completion rate is considered excellent).

Identified areas of strength as highlighted by student responses were:

- My teachers encourage me to do my best
- I am encouraged to care for others
- My teachers care about me



- Religious Education is taught well in the school
- I would recommend this school to others
- My school encourages me to be a good community member

Identified areas of weakness as highlighted by student responses were:

- The school Principal and other leaders are approachable.
- My school takes student's opinions seriously.
- Staff, students and parents are actively involved in the religious life of the school.
- The school helps me to be more involved in prayer.

Staff Satisfaction

Of the 61 staff, 50 completed the survey (82% completion rate considered excellent.)

Identified areas of strength as highlighted by staff responses were:

- I get a lot of satisfaction from working in this school
- The school communicates clearly that it has high expectations for staff attendance and outcomes
- Core Catholic Principles and values are explicitly taught
- The schools improvement agenda is clearly expressed and referred to often.
- The school has explicit, clearly communicated school wide targets for improvement
- The use of data to improve student learning is a strong and consistent feature of practice across the school

Identified areas of weakness as highlighted by staff responses were:

- There is adequate time for staff to gather and analyse information about students progress
- There is a strong partnership between the school and the parish
- All students, particularly high achieving students, are appropriately engaged, challenged and extended
- I get feedback on how to be a better teacher.
- I am happy with the schools facilities.

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 Armidale 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 English block, where all components of Reading, Writing, Speaking and Listening are taught. As part of the Mathematics Improvement Initiative which is led by the Armidale Catholic Schools Office, all grades utilise quality programming resources that allow students to deepen their mathematical understanding through the Great Mathematics Learning Sequence.

In using the Gradual Release of Responsibility Model, teachers scaffold the learning for students in all KLAs, allowing them to become independent learners. All KLAs are taught as mandated by NES and Religious Education is included in the daily timetable.

A three tiered Oral Language Intervention program is well established in Kindergarten, Year 1 and Year 2 which addresses the language deficits some students display in their expressive and receptive language skills. Through assessment, intervention and monitoring, the Oral Language Teacher is able to support all students in improving their Oral Language skills in order to continue accessing the curriculum.

Providing holistic education opportunities at St Edward's is vital in allowing students to experience all aspects of the curriculum. Through a wide range of sporting opportunities, music and arts based activities, debating, public speaking, as well as engaging with a variety of different digital technology resources; green screens, robotics, coding, 3D printing etc, all areas of the wider curriculum are available to students.

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, 81 students presented for the tests while in Year 5 there were 85 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.

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	17.5	21.0	21.0	27.0	19.4	16.0	11.6	9.0	8.4	10.0	2.7	4.0
Writing	19.5	10.0	35.0	40.0	23.8	29.0	10.1	13.0	4.8	5.0	1.7	0.0
Spelling	17.9	16.0	23.0	23.0	19.7	23.0	13.0	14.0	6.9	6.0	6.0	10.0
Grammar and Punctuation	16.8	17.0	20.1	30.0	19.8	23.0	13.1	10.0	6.9	7.0	4.0	5.0
Numeracy	11.4	8.0	20.4	9.0	26.2	38.0	20.2	26.0	10.5	14.0	3.3	4.0

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	State	School	State	School	State	School	State	School	State	School
Reading	12.8	15.0	26.9	27.0	27.2	29.0	17.4	17.0	7.2	7.0	3.4	2.0
Writing	9.2	7.0	18.7	18.0	30.5	40.0	24.5	25.0	9.7	6.0	3.4	1.0
Spelling	14.1	9.0	25.0	35.0	26.8	24.0	18.0	21.0	8.0	7.0	2.9	2.0
Grammar and Punctuation	10.4	8.0	20.1	22.0	26.5	32.0	23.2	26.0	10.1	9.0	3.0	1.0
Numeracy	8.4	3.0	18.9	17.0	27.9	31.0	26.3	33.0	11.5	14.0	3.0	1.0

As can be seen from the table, the percentage of students in the top two bands in Reading, in both Years 3 and 5, is particularly pleasing. With a greater number of students achieving in the top two bands in 2022, the growth in student learning outcomes in reading over the past three years



represents the quality of the teaching and learning at St Edward's Primary School. In outperforming State figures, as well as schools with similar students, the range of initiatives, teaching strategies and intervention that have taken place are clearly supporting all students to achieve success with their reading. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Numeracy. Through targeted teaching and agreed practices around mathematical understanding, the school will look to extend the opportunities for students to develop their expertise in Numeracy.

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 2022 were:

Staff Professional Learning Activity	Date	Presenter
New Staff Induction PD	27/01/2022	Jake Madden, Alison Hatton, Peter Flynn, Amanda Sheridan, Sally Clarke, Andrew Millman and Natasha Gippel
Karen Stagnetti (Oral Language)	28/01/2022	Karen Stagnetti
AIP 2022	31/01/2022	Alison Hatton and Andrew Millman
Child Protection	31/01/2022	Jake Madden
First Aid, Anaphylaxis and Asthma	31/01/2022	Geraldine Chapman
MaST Induction	03/02/2022	Trish Mitchell (CSO)
Library Focus- World Book Encyclopedia	22/02/2022	Annie Madden
Let Your Light Shine- A Learning Symposium Hosted By St Edward's Primary School	28/03/2022	Multiple Presenters- Facilitated by Jake Madden
Developing Cultural Learning Plans	20/04/0022	Miss Jodie Boyd
Renewal Reflection Afternoon 3.30 - 5pm	03/05/2022	Anne Finlayson (CSO)
Assessment and Reporting practices	10/05/2022	Alison Hatton and Andrew Millman
Action Research- Collaborative Planning with mentor	10/05/2022	Jake Madden
MaST- Unpacking Maths literature resources	31/05/2022	Trish Mitchell (CSO)
AIP Review	21/06/2022	Peter Flynn



Teacher Led Workshops- Teacher Action Research, Assessment, Data, MaST, Curriculum (Scope and Sequence), New K-2 English Syllabus and Living Well, Learning Well	01/07/2022	Jake Madden, Alison Hatton, Peter Flynn, Grace Parker and Alex Brownsmith, Belinda Barry Cupples and Amanda Sheridan
New K-2 English Syllabus	26/07/2022	Kerrie Priddis (CSO)
Living Well Learning Well- Supporting Regular Attendance	26/07/2022	Amanda Sheridan and Alison Hatton
The TeachLab Research Cluster presents seminars on promoting scholarly dialogue on relevant and topical issues on teaching improvement	23/08/2022	Jake Madden (Zoom with Tech Lab)
Religious Education- Assessment and Reporting Practices	23/09/2022	Sally Clarke, Deacon Paul and Christine Cameron
Twilight Religious Education Retreat	11/10/2022	Anne Finlayson CSO
School Assessment and Reporting Framework	25/10/2022	Alison Hatton and Andrew Millman
AIP 2023 Launch	13/12/2022	Alison Hatton and Andrew Millman
Action Research Virtual Presentation and Website Launch	19/12/2023	Alison Hatton and Jake Madden

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 or 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 2022	Key Goals for 2023
<ul style="list-style-type: none"> • Ensured all members of St. Edward's Primary school community have a positive high regard for students and colleagues • Ensured quality pedagogical practices were implemented and embedded consistently across the school • Established highly effective teams that share a school wide responsibility for students learning 	<p>Priority 1: Curriculum. Three key projects are:</p> <ul style="list-style-type: none"> • Targeted Mathematics Teaching • Improve reading attainment (80% of students reaching their reading benchmark), Consistent writing processes, data analysis in student writing • Improve assessment and reporting practices <p>Priority 2: Teacher Professional Learning Three key projects are:</p> <ul style="list-style-type: none"> • Developing Collaborative Teaching Pedagogy • Reflection, Coaching, Mentoring and Feedback • Developing a new staff induction framework focused on agreed practice <p>Priority 3: Parental Engagement Three key projects are:</p> <ul style="list-style-type: none"> • Supporting school success through targeted and intentional partnerships and other organisations • Holistic Education for all students • Engaging with parish ministries

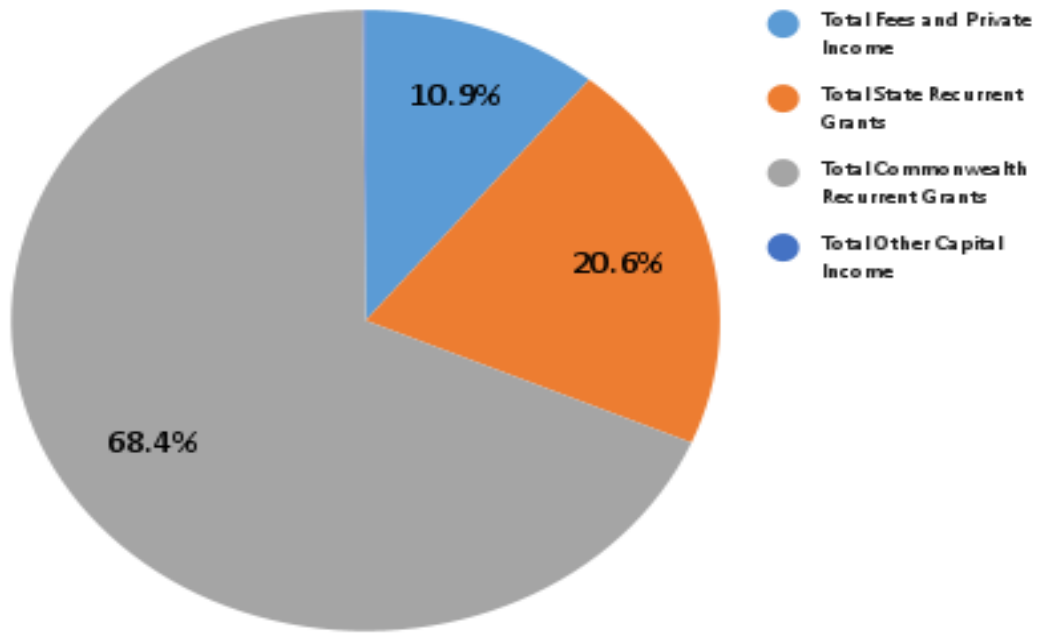
6.0 Financial Information

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 2022 is presented below:



2022 Income - St Edward's Primary School, Tamworth



2022 Expenditure - St Edward's Primary School, Tamworth

