

St Edward's Primary TAMWORTH
Annual School Report to the Community

2017



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Principal

Mr Gary McSweeney

ABOUT THIS REPORT

St Edward's Primary is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider 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 information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the **School** Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

If a school is to play an effective role in the education of children it is essential that there be a cooperative teacher-parent relationship. Indeed, because of the dominant influence of the home on the course of a child's development, Catholic education must be a three-way communication process involving teacher, parent and child. As a school, we can build upon the foundations already put in place by you, the parents. We can nurture those foundations, build upon them, provide the necessary materials for the next level and be there if and when there is a problem. We work in partnership with you to ensure that we provide the best possible experiences for your child. I can assure you that St Edward's School will offer a warm, friendly and safe environment in which your child will be encouraged to achieve his/her full potential. Together we will celebrate the achievements of your son or daughter. We look forward to working with you and your child as together we strive to empower children to be responsible and successful in our ever changing world.

Parent Body Message

The 2017 year has seen St Edwards continue to lead in the implementation of new and innovative teaching programs. The successful delivery of a new collaborate learning space and focussed collaborate teaching programs across year 6 has seen St Edward's achieve significant recognition from the Diocese and media. The learning outcomes and overall performance of St Edward's students has also continued to exceed the benchmarks set by the school and staff compliment and ranks strongly against peers. These results are only possible through the dedication of all staff across the St Edward's team.

Communication within St Edward's has continued to evolve through the year with the utilisation of See Saw in addition to existing digital channels. The increase and enablement of real time interaction with parents on the learning activities undertaken by their children, serves to reinforce the importance of parents being a strong part of the children's learning journey.

St Edward's has continued to receive great support from the school community and again the significant efforts of The St Edward's School Parents Association are to be acknowledged.

Student Body Message

2017 has been a great year of fun and learning. Over the last 7 years of school, St Edwards School Community have had an enjoyable and great time.

The collaborative learning space in the Year 6 classrooms have been a huge success. The new furniture has been really comfortable and the space has encouraged us as students to learn. We know that the younger students are extremely excited and looking forward to learning in the collaborative spaces like us. Now, renovations in Year 5 have begun and we are sure it will be as successful as the Year 6 rooms.

Our presentation evening was and always is an exciting event that all the students participate in. From K - 6 every year at school we have participated in this event, with a new theme. This night is also about the students who have received an award for work throughout the year. We are glad that our last presentation night before the Year 6 students leave St Edwards, ended on a high note.

We have have enjoyed this year we would like to thank all staff and students for our time here at St Edwards. We wish all of St Edwards the best in the future years! From the Captains of 2017.

SECTION TWO: SCHOOL FEATURES

St Edward's Primary is a Catholic systemic Co-educational School located in TAMWORTH.

Our school is the largest Catholic Primary School in the Armidale Diocese and is situated on two sites, a kilometre apart. The Infants Campus in Robert Street has 234 students and the Primary Campus in Hillvue Road has 324 students, with a total of 558 students, as at December 2017. This student population is made up of six nationalities with seventy Indigenous Students. There are 3 class groups in each grade, with no composite classes, making a total of 21 class groups. In 2017 the School enrolled 90 new Kindergarten students and throughout the year a further 26 students enrolled with 20 students leaving the School. The school was originally known as St Mary's Church School. It was officially opened by Bishop Doody on 31st January 1954. The first teachers were two sisters of St Joseph: Sister Angela Demas and Sister Thomas. The school has continued to grow steadily over the years and now is a three streamed school from Kinder to Year 6.

Specialist teachers deliver engaging and exciting programs to all classes in art, dance, gymnastics and tennis. The students look forward to these lessons and participate enthusiastically.

A Year 3 - 6 Spelling Bee Competition is held annually, which since its inception has contributed to a noticeable increase in the standard of spelling. A Spelling Champion is chosen from each grade and these students are awarded a trophy for their achievement. Year 6 students also compete in a Public Speaking Competition. Trophies are awarded to high achievers and encouragement medallions are also presented to the most improved students. All students are encouraged to complete The Premier's Reading Challenge. Each year we provide an opportunity to showcase the student's talent and participate in Ed's Factor. Students also have the opportunity to learn Guitar and Piano as well as attend lessons from a vocal coach.

The school provides sporting opportunities including Rugby League (NRL), Rugby, Basketball, Netball, Touch Football, OzTag, Waterpolo, Hockey and Cricket and Football (Soccer) teams and clinics.

Each year, grade teachers organise a number of excursions, which are related to specific units of study. A range of educational incursions are also offered throughout the year. Staff First Aid qualifications are upgraded each year to ensure student safety within the school and during all excursions.

Regular celebrations and events occur throughout the year, including Catholic Schools Week, Literacy and Numeracy Week, NAIDOC Week, Book Week, and various fund raising efforts throughout the year for the school and for charity.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
145	178	12	323

* Language Background Other than English

Enrolment Policy

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

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

Student Attendance Rates

The average student attendance rate for 2017 was 93.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.00%
Year 1	93.00%
Year 2	94.00%
Year 3	94.00%
Year 4	93.00%
Year 5	92.00%
Year 6	92.00%

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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
33	16	49

* This number includes 25 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	6%
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Professional Learning

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

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

Term 1	Maths Inservice - Maths and How the Brain Works.
Term 2	Shared Beliefs and Understanding Parameters 1 Literacy and Numeracy Expectations at St Edward's and Becoming an Expert in the Parameters
Term 3	Catholic Core Principles and Values
Term 4	Well Being with Andrew Fuller

Staff have participated in many Inservice opportunities including the Bishop's Inservice on Core Values and Principles, work on Lyn Sharratt's 14 Parameters Seven Steps and Maths Inservices covering Higher Order Thinking tasks, the deconstruction of outcomes and co-construction of Learning Intentions and Success Criteria. Our PLTs were an opportunity to embrace professional development on Case Management, assessment and feedback.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NESA:

Teacher Qualifications	Number of Teachers
Those having formal qualifications from a recognised higher education institution or equivalent.	33
Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Edward's Primary 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.

Throughout 2017, Primary classes have attended Masses regularly. Grade liturgies are celebrated at the Infants' Campus one a term. Primary grades attended Reconciliation during Lent and Advent.

Whole School Masses were held to celebrate the beginning and end of the year. Primary classes attended Mass for Mary Help of Christians Day, St. Mary of the Cross, St. Edward's Day and Ash Wednesday. School students were in attendance at the Parish celebrations for the Centenary of Our Lady of Fatima.

In 2017, Family Masses have continued on a monthly basis. Buddy grades attend together. Family Masses have continued to be a way of bringing the school and parish together. From May, through to the end of October all classes prayed the Rosary daily. 38 children received the sacrament of Penance, 35 made their first Eucharist and 39 students were confirmed.

Our staff have many opportunities to enrich their spirituality. Monthly staff Masses (7am Monday), weekly staff prayer, twilight reflections and Lenten groups all have regular attendance from teachers and support staff. Staff attended the Catholic Values and Principles Professional Development Day in Term 2. Staff were also made aware of the retreats offered by the Catholic Schools.

During 2017, St. Edward's students raised money for the St. Mary MacKillop Museum - \$294.20 , Caritas - \$1688 and Catholic Mission - \$676.

We have a very active Mini Vinnies Chapter. This year they have conducted a book drive for a Murwillumbah school affected by floods, A shoebox appeal - collecting goods for the homeless and have raised money for St. Vincent de Paul - \$1570. Children and their families donated a large amount of goods to the St. Vincent de Paul Christmas appeal.

The School Principal and Primary REC are members of the Parish Council. A number of teachers are involved in the Parish, performing duties as readers, Eucharistic Ministers and Children's Liturgy leaders. We have 18 altar servers on the roster. We advertise parish events in our school newsletter and we regularly have information in the Parish Bulletin.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	32.00

SECTION SIX: 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.

This year we continued to allow teachers to be released from class to work together for PLTs, mathematics, writing and assessment. St Edward's has benefited greatly from the NSW Literacy & Numeracy Plan, which has enabled us to successfully implement the Diocesan Learning Enhancement Strategy.

The DLES has allowed students to access intervention programs such as PreLit, MiniLit, MacqLit and the Reading Tutor Program. These programs were well received by the school community and all students strengthened reading skills.

A major focus for our school, in particular Stage 3 & Year 4, was in Mathematics. Collaborative Numeracy Teams continued, PLTs focused on numeracy activities and rich assessment tasks, we provided professional development with our Cluster Coach, Tracey Hughes-Butters in the classroom and at staff meetings, implemented data walls and continued the use of the ELK site in K-3.

Based on our data we have focused on writing throughout our teaching programs and invested in building teacher capacity in this area. Staff have incorporated the 7 Steps to Writing Success resource into their teaching programs. Staff have case managed students in their class using the Gradual Release of Responsibility model in writing. Along with writing, all students in Yrs 4-6 participated in a Spelling Bee that ran over a term emphasising an improvement in spelling. Literacy Groups have continued at the Infants Campus with students receiving specialised programs based on their literacy learning needs by literacy experts.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	38.00%	51.60%	9.00%	10.00%
	Writing	38.00%	44.60%	11.00%	7.50%
	Spelling	46.00%	45.60%	8.00%	13.10%
	Grammar	57.00%	55.50%	15.00%	10.50%
	Numeracy	38.00%	39.80%	12.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	44.00%	37.00%	24.00%	14.60%
	Writing	8.00%	15.80%	23.00%	19.40%
	Spelling	22.00%	34.30%	21.00%	14.10%
	Grammar	23.00%	35.40%	22.00%	17.50%
	Numeracy	18.00%	27.90%	12.00%	14.60%

Student Welfare Policy

No changes were made to the 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.

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.

Our Discipline Policy was not altered. We continued to incorporate the use of the Student Tracker program which was upgraded throughout the year.

No changes were made to the 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.

Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

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

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing

such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

During 2016 Year 5 students continued to visit St Andrew's Retirement Village each fortnight. Residents from the Village also helped with Reading groups at our Primary campus each week.

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

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

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

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

Key Improvements Achieved in 2017

We continued to provide staff with a range of professional learning opportunities in regular staff meetings with specific links to the AITSL standards, policy documents and AIP. Provided professional development of the inquiry process approach to mathematics and implement in programs K-6. Implemented the new Mathematics Scope & Sequence and improved units of work. Continued to work with our Cluster Coach, Tracey Hughes-Butters building teacher capacity on inquiry mathematics and assessment techniques. Continued to focus on Assessment For, Of & As learning in all KLAs. Implemented a collaborative flexible learning space in Year 6. Provided increased opportunities for teachers to work collaboratively during PLT meetings and observe lessons in our flexible learning spaces. Implemented an updated RFF timetable from K-6 that incorporated a CAPA team. Provided professional development to all staff using the 7 Steps to Writing Success resource and case management using the Gradual Release of Responsibility model. Staff are able to deconstruct learning outcomes collaboratively and co-construct Learning Intentions and Success Criteria with their class.

Priority Key Improvements for 2018

1. Implement a collaborative flexible learning space in Year 5.
2. Continue to work with Tamworth Regional Council on approval for our Pick-Up area.
3. Provide new IPADs across the school.
4. All SWDs will be provided a touch screen Chromebook to assist with their learning and NAPLAN.
5. REC's will continue to support teachers in the implementation of CCPVs in all KLAs through staff meetings and PLT's.
6. Review opportunities staff and parents have for Faith Formation and evaluate if current practices fit the design and facilitation model outlined in the Faith Formation Framework.
7. Create a "Wellbeing Team" lead by a Wellbeing Co-ordinator to drive programs at our school and Wellbeing Week.
8. Staff are provided with additional release time to complete assessments in line with 'data dates' document.
9. Continue to work with staff on their PLPs.
10. Implement Learning Walks.
11. Staff will be inserviced to enable them to analyse data to inform teaching and learning.
12. Identify staff who have expertise using the AITSL standards to support pre-2004 teaching staff.
13. Continue to embed Lyn Sharratt's 14 Parametres.

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

Parent Satisfaction

In 2017 the school participated in online surveys for the sixth time. Approximately 46% of families completed the survey. The collective feedback from the parents of St Edward's school was overwhelmingly supportive of our school with an overall satisfaction rate of 86% across the surveyed areas. Parents were extremely satisfied with all aspects of school life surveyed and appreciate the care and concern the teachers have for the students. This important feedback helps give direction for the School, Parent's Association and School Board to further develop and improve our school.

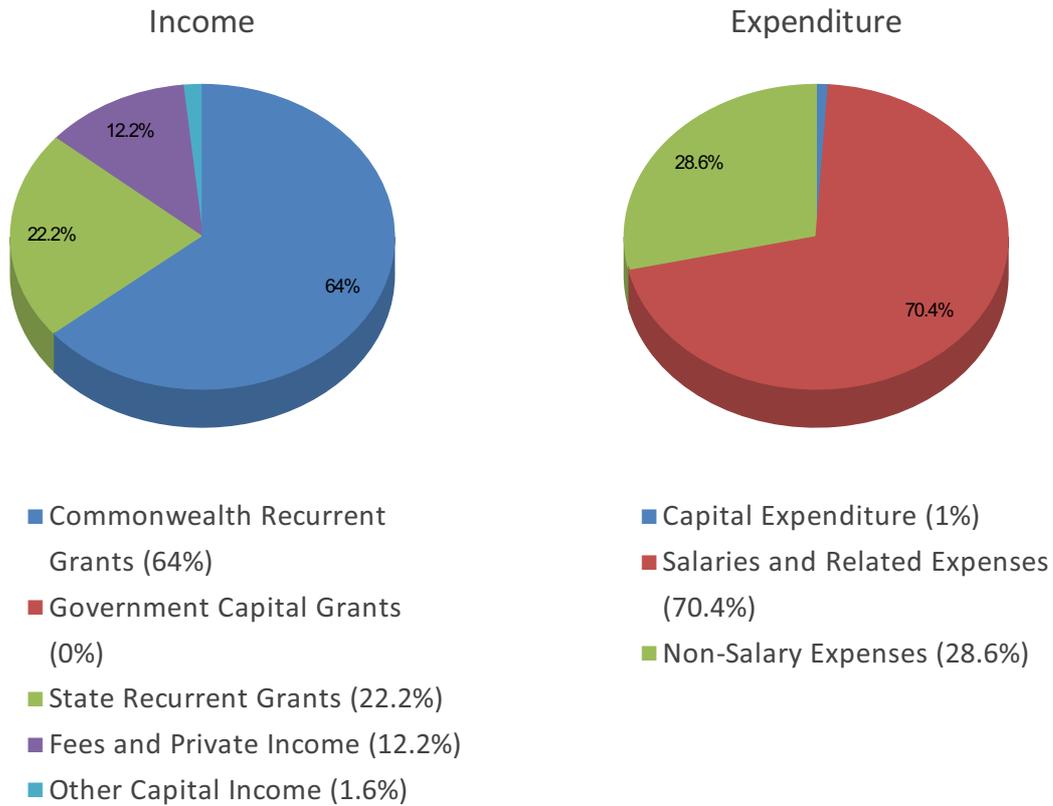
Student Satisfaction

In 2017, students from grades 3-6 participated in an online survey. The students view the school in a positive manner. Students are given a variety of opportunities to comment on the school throughout the year, especially through our Student Representative Council. This provides areas for the SRC to improve on.

Teacher Satisfaction

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

SECTION ELEVEN: FINANCIAL STATEMENT



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,582,644
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,588,056
Fees and Private Income ⁴	\$872,902
Other Capital Income ⁵	\$116,418
Total Income	\$7,163,423

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$67,704
Salaries and Related Expenses ⁷	\$4,633,001
Non-Salary Expenses ⁸	\$1,880,239
Total Expenditure	\$6,580,944

For the 2017 year the St Edward's Primary received \$3,403 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Diocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.