

Annual School Report 2023 School Year

St Edward's Primary School, Tamworth



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Principal
Alison Hatton

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 2024 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.

St Edward's Primary School is a great place to teach and learn! Teachers are committed to a high quality learning experience focused on the individual needs of each child. We are striving to be creative and innovative with instruction to engage students in their learning through a variety of extra curricular activities, applications of technology, and 21st Century skills.

St Edward's serves approximately 540 students from St Edward's Parish. The school community has a long standing tradition of excellence in academics, sport, and the arts. The school is committed to the mission of preparing students to not only be high school ready but most importantly, to be life-long learners in an ever-changing world.

Teachers desire to help all students achieve their dreams and find success in pursuing life goals and are unconditionally committed to providing the best possible educational program to the students. There are numerous opportunities, both within the curricula and through extracurricular activities, for students to gain the skills that will allow them to be successful in their lives after high school.

St Edward's offers a rich, inclusive and holistic approach to education in the Catholic tradition. This is offered to all those who come, Catholics and others, those of all faiths and none.

Self-confidence is built so that children are unafraid to take the risk of attempting new challenges, to help them blossom and grow as individuals and to give them the academic, social and emotional skills to enable them to better realise their true potential.

Every day, I have the privilege of witnessing wonderful children achieve this transformation for themselves and emerge more confident and assured of their worth as individuals, helped by the loving and guiding presence of parents, teachers, special needs assistants and other members of the school community.

Catholic schools support and promote a collective responsibility for improving the conditions of faith development, teaching, learning and wellbeing. Foundational to this improvement work is the shared desired outcomes that are part of the Living Well, Learning Well framework. St Edward's Primary School strives to ensure this collective focus through creating and sustaining an environment where learning and wellbeing is enhanced and, as a result, students feel safe, valued, respected and cared for and well equipped to be successful learners. Parents and carers play a vital role in their child's education and their involvement and connection to the school is key to continued success.

Student success is attributed to the partnership and the relationships we build within the community and this is most important now, more than ever. It truly does take a village to raise a child and at St Edward's, teamwork and collaboration are valued.

If you would like to witness the school in action, I'd be happy to show you around. We love showcasing the everyday learning that occurs within the school. Please call and make an appointment.

Alison Hatton
Principal

1.2 A Parent Message

What a year the P&F have had!

A massive thank you to the amazing committee, Secretary Jess Smith and Treasurer Mel Vine plus the parents who contribute at each meeting: Loran Heyman, Heidi Hardaker, Nigel Robertson, Bec



Evans, Emma Noad, Mike Cashman and Steph McCaffrey. Your time and dedication are certainly appreciated.

A special mention to Alison, Pete, Andrew, Amanda, Tash and Sally for guiding us each meeting and allowing the P&F to contribute to the school.

Thank you also to the teachers, office staff, generous families, and the children of St Eds. We are so lucky to be a part of an outstanding school community. I'm proud to say that my child goes to St Eds.

I'm delighted to share with you that from money raised, we purchased 12 outdoor table settings (six for infants and six for primary) for the children to use at recess and lunch, plus they will be used as break out areas during learning sessions, small group learning sprints and collaborative activities. In addition, a much need six burner BBQ was purchased to be used at school events. A huge thank you to the groundsman, Mr Cartan, who assembled all 12 table settings and the BBQ. We can't thank you enough.

This year, the following events were held: A day trackside at the Tamworth Jockey Club, Easter raffles, Mother's Day stall, Pie Drive, BBQ at the athletics carnival, Father's Day stall and Mango Drive. Time was donated to the Father's Day BBQ and morning tea was donated to the teachers on World Teachers' Day.

The total money raised for 2023 was \$13,484. Thank you to all who donated.

A huge thank you to all the parents who volunteered their time to help out; we appreciate your time and dedication.

Lauren Propsting
President
Parents and Friends

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 Community of South Tamworth, from which the school families are drawn.

Last year the school celebrated 69 years of Catholic education.

The parish priest, Fr Roel Llave, 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.

Sacramental Programs

St Edward's Primary School is committed to passing on the faith and traditions of the Church. 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 26.7 in 2023, St Edward's is in the top five 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 continues to go from strength to strength. The students demonstrated their generosity in raising money as well as being active members who are open to supporting the community.

Finally, at the end of the year, we said farewell Fr Paul Aguilar as parish priest. Fr Paul has been appointed as the Parish Administrator at the Saints Mary & Joseph Cathedral Parish in Armidale. Fr Roel Llave has been appointed as the new Parish Administrator of the St Edward's Parish in South Tamworth.

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	27

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 2023	TOTAL 2022
Male	38	55	35	37	42	45	38	290	280
Female	38	31	46	36	45	36	43	275	275
Totals	76	86	81	73	87	81	81	565	555

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 Senior Leadership Team 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 a member of our Senior Leadership Team to discuss the leave request.

The average student attendance rate for the school during 2023 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	90.0%	91.0%	91.0%	90.0%	89.0%	90.0%	90.0%	90.1%

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 NESA Teacher Accreditation Provisional or Conditional level.	4
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	35



Teacher Qualifications / Staff Profile	Number of Teachers
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	29
6. Number of staff identifying as Indigenous employed at the school.	1
7. Total number of non-teaching staff employed at the school.	28

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:

- Students were involved in a range of outreach activities through the school Mini Vinnies initiative. As a result, students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.
- Living Well, Learning Well awards were introduced and presented to students at fortnightly whole school assemblies.
- Outstanding citizenship was recognised at the Annual Presentation Assembly with awards from the Lions Club and the local Member of Parliament.

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 689 parents, 178 completed the survey (26% completion rate is considered satisfactory).

Identified areas of strength as highlighted by parents 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
- I feel my child is being challenged to improve
- I have opportunities to be involved in the life of the school

All scores in the parent survey were 2.3 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 249 students surveyed, 214 completed the survey (86% 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 homework we do helps me learn
- My school takes student's opinions seriously
- I feel accepted by other students at this school

Staff Satisfaction

Of the 62 staff, 44 completed the survey (71% 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
- There is an explicit school-wide emphasis on differentiating learning within each classroom
- The schools improvement agenda is clearly expressed and referred to often
- I have opportunities to enhance my students' learning through the use of technology
- 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 Catholic Schools Office, Armidale 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.

From 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 Catholic Schools Office, Armidale, 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 NESA 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. The school has a high functioning intervention team that uses a multidisciplinary approach to support student learning. This team meets weekly and, case by case, supports students to re-engage in the classroom.

Providing holistic educational 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 and 3D printing, 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, 73 students presented for the tests while in Year 5 there were 81 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.

Commencing in 2023, NAPLAN test results are reported using proficiency levels.

Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

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 workshops.

The following data indicates the percentage of St Edward's Primary School students in the top two levels compared to the State percentage.

**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
67.0	85.0	58.0	59.0	69.0

**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
80.0	61.0	65.0	64.0	49.0



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 Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale

Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale are policies and procedures justifying a model of student support that considers learning, wellbeing, school connection, behaviour, family-school partnerships and similar domains as inseparable and interrelated elements in the lives of children and young people and in the complex community that is the contemporary school.

The development goal of Living Well, Learning Well, and related policies was, and is, to ensure contemporary research and findings in fields of pedagogy, inclusion, behaviour support, pastoral care, bullying prevention and intervention, student voice, participation and connection to school, child and adolescent psychology, student wellbeing and staff collective efficacy are reflected in all language, policy, practice and protocols of the system and schools. It supports a whole-system ecological approach to understanding and acting on the complexity of factors that interact to shape and form the lives of children and young people.

At the heart of Living Well, Learning Well is a universal and unconditional positive regard for children and young people and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people. The full text of the school's Living Well, Learning Well procedures may be accessed on the school [website](#).

Corporal punishment is expressly prohibited in this school. The school does not sanction the administration of corporal punishment by school staff or non-school persons, including parents, to enforce appropriate behaviour in the school.

4.3 Student Protection Policies and Procedures

The role of the Catholic school in child protection is to protect children and young people and to promote and safeguard the safety, welfare and wellbeing of children and young people. This responsibility is shared with the whole community. Every school within the Armidale Catholic Schools Office (CSO) system of schools works within a statutory framework of cooperation with government authorities and other relevant agencies and with families in the care and protection of children and young people.

Schools have a key role to play in today's society by assisting students and families with child protection. The safety, welfare and wellbeing of students is given the highest priority in every preventative and protective action taken.

In caring for children and young people, we must act in their best interest and take all reasonable steps to ensure their protection. This involves sincere commitment to upholding children's rights to safety and their wellbeing, and taking comprehensive steps to create a child safe school organisation



and culture, with shared responsibility requiring all Armidale CSO personnel to work together within a comprehensive framework to ensure action and accountability for child safety.

St Edward's Primary School is committed to fulfilling its obligations and seeks to develop best practice to identify and address risk and harm, and to promote the wellbeing of all children and young people in Armidale CSO schools. The dignity of the human person is a central truth of the Gospel message of Jesus. In respecting the dignity of all human persons, Catholic school communities are called to ensure the welfare and safety of all of their members.

The protection of the students entrusted to our care, then, is a very serious responsibility. In taking up this responsibility along with parents, who are recognised as the primary educators and carers of their children, Catholic school communities are committed to ensuring Catholic schools have at their centre the total care of the whole student.

St Edward's Primary School follows the guideline, policies and procedures as determined by Armidale Catholic Schools Office who provides policy, procedures, forms and links to other resources relating to child protection. These resources have been developed to guide and assist staff and to inform Catholic school communities. Further details can be accessed from the school's [website](#) which includes a further [guide for parents](#).

4.4 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 2023	Key Goals for 2024
<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 schoolwide responsibility for students' learning 	<p>The 2024 Annual Improvement Plan supports the Vision Statement: <i>With Christ as our guide, we aspire for our staff and students to be the best version of themselves as we develop the capacity to make a positive difference in our world.</i></p> <p>Three key priorities for 2024 are included below:</p> <ul style="list-style-type: none"> • Priority 1: Curriculum, Assessment and Instructio. What is the impact of a schoolwide targeted approach to curriculum, assessment and instruction on the learning outcomes for all students? • Priority 2: High Functioning Teams. How do high functioning teams and quality instructional leadership improve the conditions for teaching, learning and wellbeing? • Priority 3: Positive Partnerships. What is the impact of promoting compassionate, collaborative and effective partnerships within our school community?

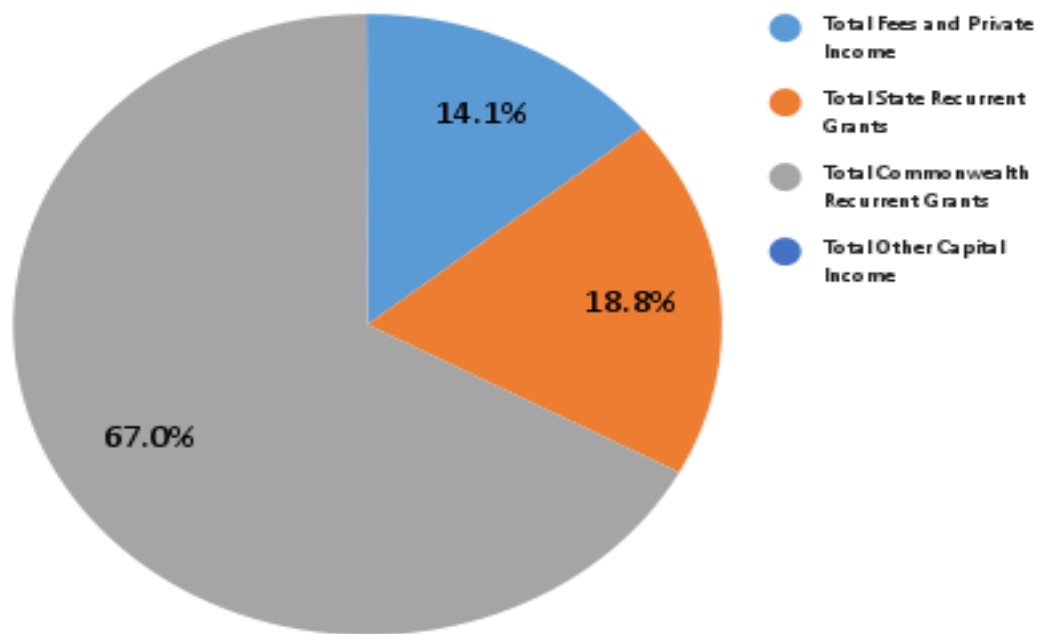
6.0 Financial Information

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 2023 is presented below:



2023 Income - St Edward's Primary School, Tamworth



2023 Expenditure - St Edward's Primary School, Tamworth

