

# Annual School Report 2020 School Year

St Edward's Primary School, Tamworth



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<http://stedwardstamworth.nsw.edu.au>

Principal  
Alison Hatton and Lisa McSweeney

## **About this report**

St Edward's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report also outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2021 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6765 7847 or by visiting the school's website <http://stedwardstamworth.nsw.edu.au>.



## **1.0 Messages**

### **1.1 Principal's Message**

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Edward's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

For many reasons, 2020 has been a year that will always be remembered at St Edward's Primary School. The most obvious would be the impact that COVID-19 had on our daily lives and on the day to day operation of the school. However, it also marked an opportunity to reflect on our pedagogical practice and to seek out other methods for engaging students.

Numerous challenges were faced as a school community. We became innovative and creative with the way the curriculum was taught and how to engage parents to build culture and community. The resolve and resilience of staff, students and families was evident as together we navigated a new "norm."

St Edward's Primary School endeavours to foster the core principles and values of a Catholic Professional Learning Community where Christ is at the heart of all we strive to do. Prayer is an integral part of daily life and students continued to experience, despite restrictions, the richness of faith through the celebration of sacraments, with the unwavering support and involvement of parish priest Fr Paul Aguilar.

A positive learning culture, where students feel happy and safe, enabled teachers to continue to make learning visible whilst giving timely feedback, so that all students were able to work toward and achieve the personal learning goals they set for themselves. Clear expectations around conduct and behaviour allowed students and teachers to focus on improved learning through a well structured English block and also across all Key Learning Areas.

The staff worked collaboratively and were well supported in their teams across grades whilst receiving additional support from the diverse leadership team. This collaboration promoted open communication, the sharing of ideas, critical thinking, connectivity and mutual respect.

Facilities for children were enhanced with the implementation of a new Kiss and Drop area at the primary campus, additional shaded areas at both campuses and the construction of a large sandpit at the infant campus. Maintaining the school grounds at both campuses was a major focus to ensure spaces feel welcoming, engaging and contemporary.

As Co-Principals of St Edward's Primary School, it has been a privilege to lead the school through these challenging times, gaining insight and experience that will greatly assist us as leaders as we move forward along our educational journey.

We wish incoming Principal Dr Jake Madden well as he continues to lead St Edward's Primary School into 2021 and beyond.

Alison Hatton and Lisa McSweeney  
Principal

### **1.2 A Parent Message**

With my last contribution as President of the St Edwards School Advisory Council and as a parent of a student of St Edwards Primary School, I leave with a small contribution of the year that was 2020, a year no one will forget in a hurry, no matter how much we want to.

In was a trying year for everyone, Lisa and Alison have done an admirable job in steering the school. They did a great job and I would have liked them to stay in charge. I hope they find happiness in their next chosen paths in the system. Greg has also done a great job and the staff, as a team, have really made the year enjoyable for all students, both on-line and when we finally got



back to school as per 'normal'. The office staff continued to be the great face of the school and they all worked tirelessly to make everyone welcome.

The challenges the students faced this year will be a valuable learning experience for them all. Everyone overcame the huge obstacle that was COVID-19 and hopefully this makes them realise there is always a positive to come of any situation they may face in life.

We said farewell to groundskeeper Neil, who did a fantastic job keeping both campuses in good order. A great time for Chris to take over the position after the first decent rain we have had for years!!

The Year 6 students managed to complete their confirmations, albeit in slightly different circumstances, although they did miss out on the slap from the bishop, so that was a favourable omission. I would like to finish by wishing all staff at St Edward's the best of luck for the future; it looks and sounds as though the school is in good hands.

Jim Newlan  
President  
School Advisory Council

## **2.0 This Catholic School**

### **2.1 The School Community**

St Edward's Primary School is located in Tamworth and is part of the Mary Help of Christians Parish which serves the communities of Tamworth, from which the school families are drawn.

Last year the school celebrated 150 years of Catholic education.

The parish priest, Fr Paul Anthony Aguilar, is involved in the life of the school.

### **2.2 Catholic Life and Religious Education**

St Edward's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

#### **Masses and Liturgies**

It was intended that Primary classes would attend Mass regularly. Grade liturgies were to be celebrated at the Infants' campus once a term. Primary grades were to attend confession during Lent and Advent. Due to COVID-19, much of this did not occur. Students attended Mass and confession where possible in Terms 1 and 4. Each class held a celebration liturgy related to the unit of work being taught.

Masses, attended by the whole school, were held to celebrate the beginning of the year and Ash Wednesday. Masses for Mary Help of Christians Day, the Assumption of the Blessed Virgin Mary and St Mary of the Cross MacKillop were cancelled due to COVID-19, with teachers running class liturgies, where possible, to mark these occasions.

#### **Student Faith Formation**

Family masses were held in Term 1. Buddy grades and their families attended together. Family masses continued to be a way of bringing the school and parish together. During October, students prayed the Rosary daily. The students were a part of the "Million Kids Praying" initiative, praying the Rosary at the same date and time as many children around the world. Class prayer and prayer



before meals were a regular part of the school day. During Home Learning, class teachers ensured daily prayer was included on the outline for each day.

### **Sacramental Classes**

The sacrament of penance was conferred upon 35 children, 46 made their first Eucharist and 29 were confirmed. The sacraments were all pushed back this year, due to COVID-19 restrictions. Three masses were held for Eucharist to cater for the students and their families and two confirmation services were held. Reconciliation occurred across a week in the Infants School Hall. Due to COVID-19 restrictions, Fr Paul travelled to the Infants to meet with students, where he heard the student's confessions for the first time.

### **Staff Faith Formation**

Staff were provided with many ways to deepen their faith and enrich their spirituality. Weekly staff prayer, Lenten groups and an online reflection (during Home Learning) all received regular attendance from teachers and support staff. Staff were encouraged to attend weekend parish masses.

### **Social Justice**

Due to the COVID 19 restrictions, the Mini Vinnies Chapter was only active during Term 1. Despite financial hardship and the many difficulties that challenged families during 2020, the families of St Edward's generously raised funds for Caritas \$2,176.65 and Catholic Mission \$569.50. Children and their families collected goods for the St Vincent de Paul Christmas Appeal.

### **Parish Links**

The school Principals were members of the Parish Council. A number of teachers were involved in the parish, performing duties as readers, Extraordinary Ministers of Holy Communion and collectors. Currently, there are 12 altar servers from the school on the roster, however due to the pandemic, the students were not able to serve. The return to this ministry slowly gained momentum as restrictions lifted. Parish events were advertised in the school newsletter and information was regularly placed in the Parish Bulletin.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education Test annually. Seventy-one students participated in the test, receiving 11 High Distinctions and 15 Distinctions. This year the test was completed on Chromebooks for the first time. The test consists of 30 multiple-choice questions.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

<b>Our School's average result (as a mark out of 30)</b>	
Year 6	22

## **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 2020	TOTAL 2019
<b>Male</b>	37	37	42	37	31	34	39	257	277



<b>Female</b>	34	42	36	44	43	34	35	268	281
<b>Totals</b>	71	79	78	81	74	68	74	525	558

## 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, school 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 2020 is shown in the following table.

	<b>Year K</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>All Years</b>
<b>Average Student Attendance Rates</b>	94.0%	93.0%	94.0%	93.0%	93.0%	95.0%	93.0%	93.6%

### Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;



- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non attendance is an issue and previous strategies have failed, the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

## 2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	1
2. Those teachers at the NESA Teacher Accreditation Proficient level.	35
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.	28
6. Number of staff identifying as Indigenous employed at the school.	3
7. Total number of non-teaching staff employed at the school.	20

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- Students were restricted in the number of activities in which they could participate. COVID-19 put a halt to extra cultural and commemorative events such as Catholic Schools Celebrate, eisteddfod, choir, sporting activities, ANZAC Day and Remembrance Day ceremonies.
- In Term 2 students embarked on remote learning from home. Staff made a conscious commitment to the wellbeing of students by checking in with families via phone and Zoom during online learning and carrying out case management of students once they returned to school in order to identify gaps in learning.
- As restrictions began to ease, students were given the opportunity to participate in school based lunch time competitions of touch football, basketball and netball. Senior students were given the opportunity to compete against staff in a students verses teachers game. Gratitude Day, a SRC initiative, saw all staff and students dressed in their favourite colours. A Book Week dress up parade was held early in Term 4. Years 2, 3 and 6 were able to celebrate the sacraments of reconciliation, first Communion and confirmation respectively, within the restricted guidelines.
- The 2020 mantra, 'The standard you walk past is the standard you accept', enabled the upholding of the values of respect and responsibility. Students, teachers and parents were



regularly reminded of the school's commitment to these and other values by newsletter items, assembly messages and by the nature of interpersonal relationships. Monies were raised for CARITAS Australia and Children's Mission with Green Day and a Crazy Sock Day. Hampers were assembled to distribute to families in need at Christmas.

- Weekly updates on COVID-19 restrictions and guidelines were communicated to families. Communicating and engaging with parents and carers around what was happening in the school became very creative with the introduction of St Ed's TV.
- Towards the end of Term 4, each year group participated in an excursion and the annual Presentation Night was transferred to a whole school Presentation Day. The farewell Mass for Year 6 was held with only staff and Year 5 students in attendance.

## **2.7 Parent, Student and Teacher Satisfaction**

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

### **Parent Satisfaction**

The annual Satisfaction Survey was completed by 230 parents and carers (45% completion rate). The following is a snapshot of the themes put forward in the survey.

#### **POSITIVES**

- Caring staff and the professionalism they demonstrate
- Engaging learning environment and warm friendly atmosphere
- Resources
- Community spirit and a sense of belonging
- Safe and Secure
- Values
- Technology and the introduction of Compass

#### **IMPROVEMENTS**

- Change in leadership — a need for stability
- Students and parents who do not uphold Catholic values
- Toilet amenities requiring updating
- Need to enclose the Primary campus to provide safety and security
- Shade to be installed at the Infants campus
- Merge Infants campus with the Primary campus

### **Student Satisfaction**

The annual Satisfaction Survey was completed by 214 students (100% completion rate). The following is a snapshot of the themes put forward in the survey.

#### **POSITIVES**

- Great teachers who care for students





- Good friends
- Lots of sport and opportunities to play sport
- It's a fun place to learn
- Community spirit and a sense of belonging
- Safe and no bullying
- Technology and good resources — Chromebooks, 3D printers and green screen

#### **IMPROVEMENTS**

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

#### **Staff Satisfaction**

The annual Satisfaction Survey was completed by 50 staff (91% completion rate). The following is a snapshot of the themes put forward in the survey.

#### **POSITIVES**

- Supportive staff and approachable leadership team
- Feels like one big family
- Level of differentiation provided for students and their needs
- Teachers care for total wellbeing of one another and of students
- Whole school approach to literacy
- Collaborative teams and a dedication to quality teaching and learning

#### **IMPROVEMENTS**

- To merge the campuses on one site. Resources are hard to share across two sites and productive time is lost
- Create more collaborative spaces for teams to work and students to learn
- Upgrade Infants campus
- More shade on the Infants playground
- Improve cooling in classrooms
- Engage parents in their child's learning
- Professional development that staff self identify

### **3.0 Teaching and Learning**

#### **3.1 School Curriculum**

The school provides an educational program based on and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics,



Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

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

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

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

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

The school adheres to 120 minutes of uninterrupted literacy and began implementing MaST (Maths) strategies in Year 2. In 2021, this project will be implemented into Year 1 and Stage 2.

All KLAs are taught as mandated by NESA and Religious Education is included in the daily timetable.

A three tiered Oral Language Intervention program was implemented in Kindergarten to address the language deficits some students display in their expressive and receptive language skills.

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

COVID-19 restrictions significantly impacted the extracurricular and cultural activities in which students were able to participate, including eisteddfod, choir, Catholic Schools Celebrate and various chess and public speaking tournaments.

Local school, diocesan and state sport opportunities were severely restricted and/or cancelled in 2020.

## **3.2 Student Performance in National Testing Programs**

### **3.2.1 NAPLAN**

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

## **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 2020 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Administration and Analysis of PM Benchmarking	28/01/2020	Amanda Sheridan
Independent Reading Rotation Activities	11/02/2020	Claire Ryan
Learning Intentions and Success Criteria in Religion Programs	25/02/2020	Sally Clarke and Amy Willis
Data Analysis to inform Guided Writing	10/03/2020	Claire Ryan
Writing Criterion Scales and Cold Write Analysis	03/03/2020	Claire Ryan
English Block — Reading workshop, Handwriting and Plenaries	01/09/2020	Claire Ryan and Alison Hatton
RE Programming Workshop	18/08/2020	Sally Clarke and Amy Willis
Modelled and Shared Reading	27/10/2020	Belinda Quayle
'Living Well, Learning Well' Framework	01/12/2020	Rod Whelan and Jason Hanrahan
Annual Improvement Plan 2021	08/12/2020	Alison Hatton and Lisa McSweeney
RE Staff Development Day — delivery and adjustments in programming	28/04/2020	Sally Clarke and Amy Willis
Mathematics Initiative — Activating Prior Knowledge	20/07/2020	Andrew Millman and Sandie Walker
Mathematics Initiative — Assessment and Reporting	03/11/2020	Andrew Millman and Trish Mitchell
Mathematics Initiative — Concept Development	28/07/2020	Andrew Millman and Trish Mitchell
Mathematics Initiative — Assessment for, as, of Learning	13/10/2020	Andrew Millman, Trish Mitchell and Tracey Hughes-Butters

#### **4.0 School Policies**

##### **4.1 Enrolment Policy**

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

This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's website <http://stedwardstamworth.nsw.edu.au> and the Armidale Catholic Schools Office [website](#).

##### **4.2 Pastoral Care Policy**

Jesus Christ and his teachings are the basis of all that occurs at St Edward's Primary School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to



develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Edward's Primary School have the right to be treated:

- justly
- respectfully
- fairly

*No changes were made to the 'Pastoral Care Policy' this year.*

*The full text of the school's 'Pastoral Care Policy' may be accessed on the school's website <http://stedwardstamworth.nsw.edu.au> or at the administration office.*

### **4.3 Student Discipline Policy**

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

*No changes were made to the 'Student Discipline Policy' this year.*

*The full text of the school's 'Student Discipline Policy' may be accessed on the school's website <http://stedwardstamworth.nsw.edu.au> or at the administration office.*

### **4.4 Bullying Prevention and Intervention Policy**

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

*No changes were made to the 'Bullying Prevention and Intervention Policy' this year.*

*The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's website <http://stedwardstamworth.nsw.edu.au>, the administration office or on the CSO website.*

### **4.5 Complaints Handling Policy and Guide**

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

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

*The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's website <http://stedwardstamworth.nsw.edu.au> or the administration office.*

### **5.0 School Review and Improvement**

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic



Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key Goals Achieved and Implemented in 2020	Key Goals for 2021
<ul style="list-style-type: none"> <li>• Maintained focus on learning and student outcomes despite the interruptions to learning due to COVID-19.</li> <li>• Implemented Student Case Management to ensure the wellbeing of all students academically, socially and emotionally.</li> <li>• Established flourishing collaborative teams focused on quality education and improvement of pedagogical practices.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure all members of the St Edward's School community have a positive and high regard for students and colleagues.</li> <li>• To ensure quality pedagogical practices are implemented and embedded consistently across St Edward's Primary School.</li> <li>• To establish highly effective teams that share a school-wide responsibility for student learning.</li> </ul>

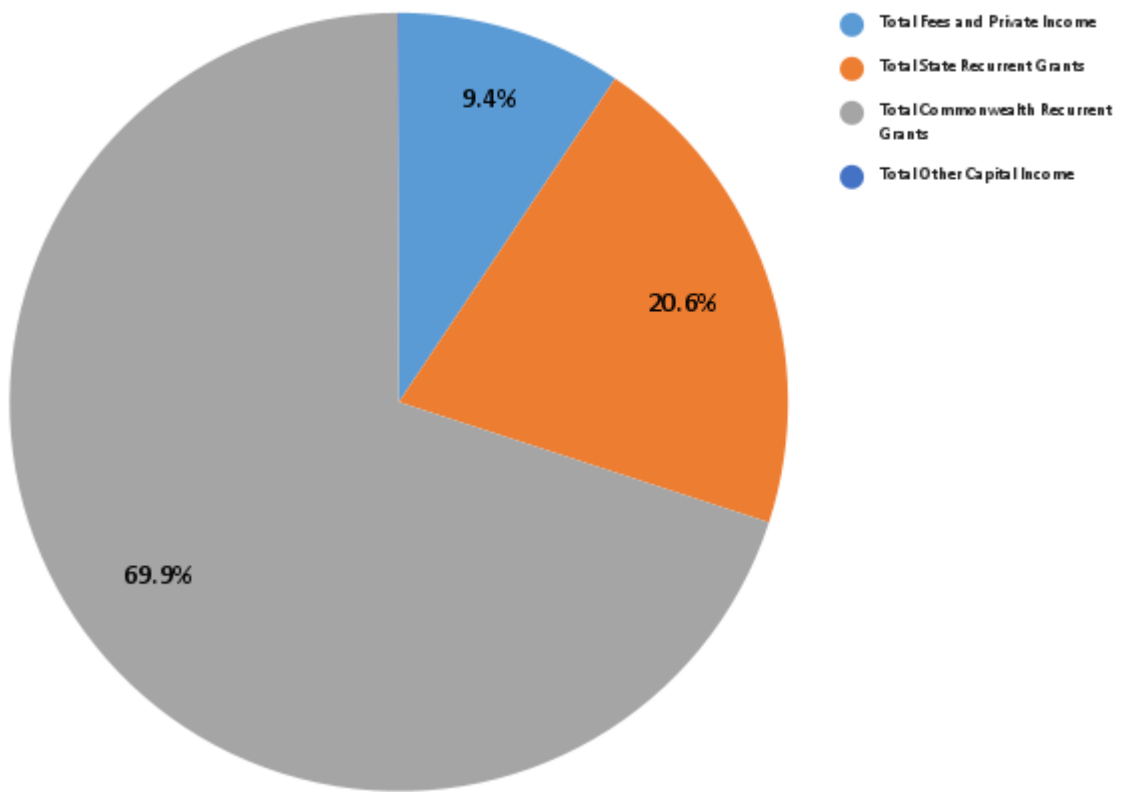
## 6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2020 is presented below:



2020 Income - St Edward's Primary School, Tamworth



2020 Expenditure - St Edward's Primary School, Tamworth

