



2021

AN

OUTSTANDING

YEAR FOR

An Outstanding School





CONTENTS

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03

WE ARE ONE OF
AUSTRALIA'S FINEST!

SCHOOL VISION
STATEMENT

04

PRINCIPAL'S MESSAGE

05

ANNUAL IMPROVEMENT
PLAN 2021

08

06

TEACHING
& LEARNING

TEACHER PROFESSIONAL
LEARNING

07

FUN DAYS!

09

CONNECTING
WITH PARENTS

10

ABORIGINAL & TORRES
STRAIT ISLANDER PROGRAMS

11

HOW WELL ARE WE DOING?

12

INSIDE CLASSROOMS

13

OUTSIDE CLASSROOMS

14

LIBRARY

15

MEASURING SUCCESS
- STUDENT ACHIEVEMENT

16

RELIGIOUS EDUCATION

18

STUDENT LEADERSHIP

19

SPORT

20

MOVING
INTO 2022

22

2021

02

An Outstanding Year for an Outstanding School



WE ARE ONE OF AUSTRALIA'S FINEST!

Australian Primary School of the Year - Non Government Awards

St Edward's is a Catholic Primary School consisting of an Infants Campus catering for Kindergarten to Year 2 students and a Primary Campus for Years 3 to 6 students. Our school is committed to providing a comprehensive Catholic education in a caring, family focused environment where parental involvement is strongly encouraged and valued. We celebrate Catholic life and have a focus on Catholic Principles and Gospel values in the daily life of the school community.

Our school ICSEA value is 974 and we sit in the ICSEA percentile at 34. With 16% of the population identifying as Indigenous, over 100 students on personalised learning plans and having 7% LBOTE, the school is for all students and has had phenomenal academic growth during 2020.

With the rigorous literacy/numeracy blocks the school has implemented a targeted instructional program that has seen student independent reading levels sky rocket. PM, PAT Maths and PAT Reading data evidence the growth. Notably, the accelerated growth rate of our indigenous students has been an unexpected outcome.

This growth is underpinned by a school leadership team focused on improving teacher performance and has introduced key metrics to monitor, coach and provide feedback to teachers on a regular basis. This process has ensured consistently high standards of teaching and learning in all grades. The resultant coaching, monitoring & feedback processes has seen an increasing number of teacher secondments to the Catholic Schools Office over the years as well as leadership promotions to schools within the system.

Through workshops around Sharrat's 14 non-negotiables to putting faces on data, Thornburg's use of archetypal learning spaces and a genuine desire for improving student learning, staff have transformed their pedagogy. This has seen significant growth in teacher professional learning throughout the school via our job embedded approach to teacher inquiry and action research. Building upon the success of 2020, St Edward's has undertaken a whole school approach to continuing teacher reflection on practice through a teacher action research cycle.

Improvement to both inside and outside the classrooms has supported the instructional plan for the school yielding positive responses from parents and students. This has been built upon strong communication practices across the school and a realignment of school budget and personnel appointments. Increased intervention, maximising the use of support staff and tireless engagement with parents has accelerated the growth of student learning. Such attention supports the school's commitment to innovation and continuous improvement. The targeted PLT structure ensures each child's personalised learning needs are discussed, planned, implemented and evaluated.

Our dedicated and passionate teachers work in professional learning teams, analysing data, and implementing programs based on current pedagogical research to maximise student engagement and learning outcomes. Classroom support has a clear vision for inclusion, building teacher capacity and inclusive practices to support our diverse community of learners. Students are a part of a dynamic and innovative school which engages them in exciting and challenging learning experiences, differentiated to cater to each child's individual needs.

This is why St Edward's is one of the finest schools in Australia.



SCHOOL VISION STATEMENT

**WITH CHRIST AS OUR GUIDE,
WE ASPIRE FOR OUR STAFF
AND STUDENTS TO BE THE
BEST VERSION OF THEMSELVES
AS THEY DEVELOP THE
CAPACITY TO MAKE A POSITIVE
DIFFERENCE IN OUR WORLD.**



PRINCIPAL'S MESSAGE

DEAR PARENTS, STAFF AND STUDENTS,

The end of a school year always brings a flurry of activity, however, we must pause and take the opportunity to pause and reflect on what we have achieved during the year. Whether it be as part of the school community or with our own personal and work life, there is no doubt that when we reach December we are semi relieved that the frantic nature of the year is behind us.

This publication helps us to reflect on the extensive nature of what St Edward's has offered your children during 2021 and also give insight into further improvement in the year ahead. There are academic results, classroom highlights, highlights from the creative arts, reflections on learning in our cohorts, photos of learning experiences and even glimpses of future endeavours. It contains a wonderful overview of what our school values.

There is an old quote that says "only what gets measured, gets taught" referring to the consequences of the standardized testing policy agenda. However, as this report highlights, our school continues to excel in all areas, not just the academic arena.

Schooling today is a challenging task, not only for teachers but for parents as well. It is difficult to understand that in the past 10 years more history has been recorded than in the entire recorded history of the world. Telecommunications and the immediacy of the internet (and the extraordinary uptake of mobile devices) has allowed people to connect with others around the world.

Students need a schooling environment that will provide them with the freedom to explore, to feel comfortable in taking risks, to develop confidence in themselves and to find their own sense of the world. This is the environment our school provides.

Many thanks to all involved with our school, from the P&F to the School Advisory Council and staff, students and family members. Our school is a reflection of your commitment and dedication.

For our school to be successful in providing a diverse range of learning opportunities we are reliant upon our staff. I would like to acknowledge and thank the staff for their continued commitment and passion for our school. They have worked tirelessly on your behalf to ensure our children have every opportunity to succeed, whether it be academically, on the sporting field, fostering relationships or simply doing the best they can.

As we say good-bye to 2021 we welcome in 2022, a year where we leave behind the lockdowns caused by the COVID pandemic and look forward to a re-engagement of a full school life. We look forward to the many possibilities.

Peace & Best Wishes

Dr Jake Madden
Principal,

St Edward's
Primary School





TEACHING & LEARNING

Our curriculum is based on leading best practices and research. They connect with our Mission and Vision, with our Definition of Learning, with our Values and Learner Attributes, and they support our goal to equip our students well so that they can thrive in and contribute to this ever-changing world. St Edward's curriculum contains expectations that are content and skill-based, as well as concept and understanding-based. They focus on the development of the whole child. In the design of learning opportunities, we account for each and every student as an individual.

We continued our focus on Collaborative Teaching and Learning Structures, as both team teaching and co-teaching grew throughout the school. This focus allowed more interaction between various groups of students, from strategy grouping for differentiated learning within a grade level, to "buddy groups" of students working together from different year groups.

Within the 2021 school year, we continued to review and reflect on our units of study in order to bring experiential learning experiences into the curriculum during the school day. Our Year Four students were tasked with their individual inquiry units. Our Year Six leaders led round table discussions with school leaders from other schools in our area on the future of Catholic education in Tamworth. We feel that authenticity gives purpose, and student voice and choice give meaning. Learning by doing gives learning meaning for our students.



STAFF PROFESSIONAL DEVELOPMENT ACTIVITIES

Throughout the year key PD sessions centred on improving teacher practice. Several sessions were held on numeracy, literacy, as well as child protection and behaviour management strategies.

ACTION RESEARCH

Reflective practice in teaching is arguably one of the most important sources of personal professional development and improvement. Effective teachers are first to admit that no matter how good a lesson is, their practice can always be improved. Teacher reflection is important because it's a process that helps teachers to collect, record, and analyse everything that happened in the lesson. It allows teachers to move from just experiencing, into understanding. If they don't question themselves about what their experiences mean and think actively about them, research has shown that they won't make any changes and therefore improve. When teachers collect information regarding activities in their classrooms and take the time to analyse them from a distance, they can identify more than just what worked and what didn't. They will be able to look at the underlying principles and beliefs that define the way that they work. This kind of self-awareness is a powerful ally for a teacher, especially when so much of what and how they teach can change in the moment. This is why our action research program is at the forefront of educational excellence and how we can support the learning of others.



TEACHER PROFESSIONAL LEARNING

Teaching is complex and demanding work that requires highly specialised skills and knowledge to impact significantly on student learning. At St Edward's each teacher has a professional growth plan to support staff in their desire to be better tomorrow than they are today. Teachers and school leaders undertake a range of professional learning activities including reading professional journals, trying out new practices in the classroom and joining professional organizations. Notable activities include: Action research pilots; Staff led PD sessions; Collaborative Learning Walks; Classroom & School Visitations; Classroom Observations and Impact Coaching Cycles.

EARLY CAREER TEACHERS

St Edward's is a breeding ground for developing quality teachers. This year saw a number of teachers move from provisional to proficient with others working on the highly accomplished teacher status.

PLTS

Professional Learning Teams (PLT) are established at each year level with time allocated for fortnightly meetings within the school timetable. They determine learning intentions and success criteria for each lesson to ensure that students understand what they are learning. The more informed our teachers are the more effective is the delivery of learning.

RE ACCREDITATION

Committed to their faith and the teaching of religious education, a number of teachers completed their Certificate in RE studies.





ANNUAL IMPROVEMENT PLAN 2021

Partnerships

Developing an authentic ATSI focus that will be evident in teaching and learning programs

Teacher Leadership

- Working in teams (always) to build team capability and improve teacher classroom practice. (Leadership/ Teaching/ Intervention Team)
- Establish a school culture which values & supports growth in staff capacity. Provide more opportunity for teachers to be leaders.
- Promoting a strong and authentic teacher & student voice
- Working collaboratively to ensure staff voice is heard and staff wellbeing is given priority
- Strong Case Management and authentic individual learning adjustments for students

Learning Environment

- Creating the right structures and environment for teaching and learning
- A focus on the implementation of effective learning blocks in English, Maths & RE where teachers will continue to embed high impact teaching strategies
- CCPV that are explicit in all teaching programs and are articulated by staff & students

Professional Learning

- Developing a culture of continuous and targeted professional improvement that includes classroom based learning, mentoring and coaching.
- Tightly-focused, action-orientated, evidence-based improvement work
- Research and development of best intervention practices
- The development of the MaST initiative in stages 1 & 2
- Implementing a tiered approach for Oral Language intervention for Kindergarten students Project: Rubrics

Student Voice

- Increasing student participation opportunities
- Increasing opportunity for student voice
- Multi-Tiered System of support for Academic, Behaviour and Wellbeing domains

Personal Growth

- Faith formation opportunities for staff and students
- A continued focus on RE program development
- "Living well, Learning well" as a core Catholic Principals and values - aligned student support framework
- Providing staff with professional development around the "Living well, Learning well" document

Facts and Figures

94% School attendance rate for 2021

14 students have had 100% attendance this year

Over 70% of St Edward's students are reading at or above their age level reading benchmarks

86% of Year 5 students are above the National Minimum Standard in writing*

93% of Year 5 students are above the National Minimum Standard in reading*

85% of Year 5 students are above the National Minimum Standard in numeracy*

98% of Year 3 students are above the National Minimum Standard in writing*

92% of Year 3 students are above the National Minimum Standard in reading*

89% of Year 3 students are above the National Minimum Standard in numeracy*

60% of students can comprehend at or above the expected level for their age**

Almost 70% of students demonstrated mathematical skills at or above their expected age levels***

Over 10,000 Big Write work samples have been produced by the students at St Edward's during 2021!

4312 work samples were submitted during the Home Learning period in Term 3

3904 students 'zoomed' with their teachers during Home Learning in Term 3

*Data taken from 2021 NAPLAN

**Data taken from PAT Reading assessments

***Data taken from PAT Mathematics assessments

FUN DAYS!



MAY (THE) 4TH BE WITH YOU

Celebrating the Star Wars day on 4th May the staff surprised the students by turning up in Star Wars costumes.



SOCKTOBER

Raising money for the missions our staff and students embraced Crazy Sock day and raised over \$400.00 for the missions.



PJ DAY

After postponement after postponement the annual PJ Day finally arrived and brought a lot of fun while raising funds for St Vincent de Paul charities.

CONNECTING WITH PARENTS



P and F

St Edward's P&F is a voluntary group that works with parents, staff, and students to enhance the student experience further, support the school, and create community bonds. The P&F serves the school community and has responded to the unique challenges in a year so disrupted by the COVID-19 pandemic. Despite a difficult "COVID" impacted year, our P&F were able to provide some fundraising occasions. The Mothers' Day stall being one of them.

SAC

Working behind the scenes and informing the operation of our school has been the dedicated School Advisory Council members.

PARENT LEARNING WALKS

Parent Learning Walks and Talks at St Edward's are used to foster conversation between staff, students and parents about teaching and learning in order to develop a shared vision of high quality teaching that impacts on student learning. The walks are focused on school/team priorities.



PARENT LEARNING CONVERSATIONS

The regular communication in the parent/student/teacher triangle supports improved student learning.

KINDER READINESS PROJECT

Whilst part of the transition process is to help our new students acclimatize into formal schooling, the real key to success is providing parents with a deeper understanding of how ready their child is to start at St Edward's. Key assessments and observations over the last week included fine and gross motor skills, general vocabulary and word meanings, identification of sounds, numbers and common objects, and hearing and sight tasks. Our Kinder Readiness Expo connected speech therapists, nutritionists, occupational therapists, psychologists and counselling services to help parents and their children be ready to access the Kinder curriculum.

PARENT ORAL LANGUAGE WORKSHOPS

To support our focus on Oral Language in the Kindergarten, we ran an Oral Language Workshop for all our parents to attend. The aim of these sessions was to educate parents about what oral language is, how it can improve their child's learning and what they can do at home to support this learning. The goal was to have parents leave the workshop with one or two strategies they can use at home to support their child's learning. To present this workshop we had our Kindergarten teachers, oral language specialist teacher, members of the inclusion team and CSO speech Pathologist.

ABORIGINAL & TORRES STRAIT ISLANDER PROGRAMS



CULTURAL GROUPS

From basket weaving, didgeridoo orchestras to boomeranging techniques, our indigenous students are committed to learning about and sharing their heritage.



NAIDOC

Despite the lockdown and rains, our NAIDOC celebrations forged ahead and was enjoyed by all (especially the sausage sizzle).



WII GAAY VIRTUAL LEARNING

While our G&T indigenous students were not able to attend the annual Wii Gaay camp, they enjoyed the learning tasks virtually this year.

YR 3 ASSESSMENTS

Each year all our Year 3 Aboriginal and Torres Strait Islander students are assessed using the 'Coolabah Dynamic Assessment' (CDA) method. The CDA is a culturally appropriate assessment tool which identifies the students' learning potential.



HOW WELL ARE WE DOING?

PARENT TESTIMONIALS

PARENT SURVEYS

Throughout the year parent surveys were conducted to gain feedback on the school, our learning programs and operational matters.

.....
88% of parents agree that Catholic Religious identity is a high priority in the school.

.....
99% of parents agree that St Edward's is a safe place for their children.

.....
94% of parents agree that teachers in the school make learning really satisfying and engaging for their children.

.....
95% of parents would recommend St Edwards to other families.

.....
92% of parents agree that their children have sufficient access to technology.

.....
93% of parents agree that they can make contact with their child's teacher easily.

PARENT LEARNING WALKS

Offered each Tuesday & Thursday, parents are able to learn more about classroom life through a formal observation and walkthrough. 100% of parent respondents in post surveys indicate a deeper understanding of student learning and believe they are more able to help their children at home after being part of their classrooms.

The primary classrooms set up in a peaceful, calming way for the students to do their Big Write. There were candles, soft music, a perfect environment for children to be calm and think about their topic.

All kids engaged with learning. One on one teacher and student interaction as well as helping all students.

Several wonderfully vibrant aids on the walls to help children achieve their Learning Intentions and tasks throughout the day.

The learning walk was amazing. I actually learnt stuff during the walk too. Teachers are friendly and approachable. Students all knew what task they were doing, and I'm super happy I chose St Edward's for my children.

INSIDE CLASSROOMS

LEARNING SPACES

The 2021 school year was another one for the history books. After a difficult 2020 where remote learning was introduced to our school, we started this school year on campus for the first two terms before moving into a blend of remote learning and on campus learning in Term Three. Despite the limitations of physical distance, and the transitions to remote learning, our school community remained positive and strong; students grew in many areas.



DATA WALLS

Being more responsive to the individual needs of students, our staff worked with each individual student on their strengths and areas for development. Being more data focused, our staff were able to be more targeted in the learning strategies for each child.



DISPLAYS

Displays within the classrooms always need to support student learning. In our classrooms teachers display learning intentions, success criteria, examples of high quality work, and all four elements of our VCOP writing improvement approach. Because of how frequently these displays are used and the focus that it has on learning, we refer to the walls of the classroom as our 'third teacher'.



ABORIGINAL AND TORRES STRAIT ISLANDER PROGRAMS

The learning programs for our Aboriginal and Torres Strait Islander students aim to keep children engaged in learning. These positive educational experiences offer our indigenous students opportunities to not only improve their learning but also help share their cultural heritage with other students.



OUTSIDE CLASSROOMS

St Edward's school culture promotes diversity both in and outside the classroom. We believe it 'value adds' to the teaching process and teaches students something that's most important: how to live and work in a society where every individual is unique. From sport, music and drama to personal development and community service programs, our students have the opportunity to participate in a variety of extracurricular activities during their time at our school..

Infants Clubs

Our Infants lunch clubs (origami, lego, drawing and dance) help build skills outside of the classroom and they can open students' minds to new interests (and views). Our clubs offer opportunities to interact with others with similar interests and potentially build friendships outside of their usual circle.

Competitive Sports

Our school sports provides a representative pathway for students through to NSW state and national levels. Covering a variety sports there is always something on offer at St Edward's.

Minnie Vinnies

Mini Vinnies, our student arm of the St. Vincent de Paul Society, have met regularly throughout the year. Students have been involved in a number of initiatives, such as Bread Tags for sports equipment, PJ Day for the Winter Appeal, Goats for Tanzania and the Annual food drive. All of these initiatives support our nominated school and Parish charities. Our passionate and dedicated Yr. 5 and 6 students have done an amazing job organising and running these initiatives.



Brekkie Club



On Tuesdays & Thursday mornings a band of students gather for the St Edward's Brekkie Club. At St Edward's School, we have a fully operational Brekky Club. This caters for up to 100 students per session, supplying what we consider to be a great start to the day. Here at St Edward's, our goal is to make sure that no child in our school ever starts school hungry. We served over 3,600 breakfasts to children ages 9-12 in 2019. Sadly, we could not emulate this in 2020, and during this year due to COVID, we intermittently operated. Brekky Club has helped us to give our students the very best start to the day and also develop great socialisation skills amongst the students as they gather, sit & share breakfast.

Chess Club

The popularity of the St Edward's chess club continues to grow, with keen chess players meeting each Thursday to develop and improve their skills. Beginners to experienced players are all welcome, and the friendly, competitive atmosphere has resulted in some close fought encounters during the year.

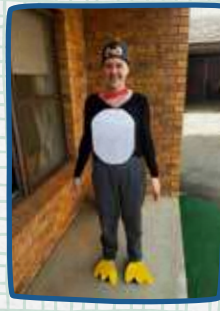
IT Club



The school's IT club has been discovering more about the ICT equipment the school has to offer, as well as creating expert 'how-to' videos for others to learn from them. From green screen adventures, to scratch coding and 3D printing, there was plenty to occupy their time. Coding and computers are all about troubleshooting and this group are becoming experts with that skill. .

LIBRARY

The St Edward's school library has had a very busy year despite the restrictions imposed due to the COVID-19 pandemic with the introduction of several new projects and initiatives.



Regular (bi-weekly) library time for each class to borrow home and class reading books

This brief time also includes some discussion on authors, genres, location of resources, parts of a book and other literature and research topics.

A new 'First Nations' Collection

Established to enhance our students' understanding and empathy of our First Nation's people, as well as instill pride in the Indigenous students within our school.

'Early Bird Reading Club' on both campuses

Has made available the library before school, recess and lunch for reading opportunities. The club takes on a different form on each campus, but both clubs have a lively, enthusiastic group of students that come to read, talk about books and, in primary, collect specifically designed stickers for their genre reading achievements.

'1000 Before School' Project

For our pre-kinder students. In an attempt to upskill and better prepare the new cohort for learning, this program has gone off with a bang with at least 35 bags of books circulating in our community at any given time. This project supports our development of a love of reading, improves vocabulary and immerses in language.

Year 4 Inquiry Team

Working with the highest reading groups in Year 4, this initiative has built their research, note-taking and organisation skills, enhanced their general knowledge of geography and sustainability, introduced the concept of a bibliography, skilled them up with poster presentation, and presenting their research findings in a mini Year 4 Expo.

'Talk Like a Pirate' Day

Kids and teachers get to dress up, ham it up and share in verbal and written language in a fun way to promote a love of reading and literature.



MEASURING SUCCESS - STUDENT ACHIEVEMENT



MILESTONES

Reading continues to be a major focus area at school, and our 2021 results speak for themselves. 70% of our Infants students in Kindergarten to Year 2 have reached their reading benchmark levels for the year. With only 40% of students achieving benchmark levels in 2020, the growth in reading this year has been phenomenal. By targeting the three skills that are needed to become a balanced reader: decoding, comprehension and fluency & phrasing, teachers are using individualised reading goals for students to support their next steps in their learning. It is clear to see that our students are progressing beyond 'leaning to read' and are now 'reading to learn'.

LEARNING DASHES

The Learning Dash project has expanded from one grade to the whole school as the success became obvious. An average growth of 4 PM levels within five weeks saw a fast expansion of the project to include sight word dashes and phonic dashes. The project involved the use of data to identify students who would benefit from daily reading intervention with a focus on the elements of a balanced reader. Using learning intentions and success criteria ensured the students knew the expectations and could articulate their learning.

MAST PROJECT

The diocesan wide Mathematics Improvement Initiative continued in 2021, with the project expanding into Kindergarten, Year 3 and Year 4. The MaST project is aimed at improving the opportunities for students to be competent and confident in Mathematics through focusing on improving teachers, content, curriculum and pedagogical knowledge in Mathematics.

The units of work follow our Gradual Release of Responsibility Model. This model moves students through explicit modelled and shared instruction of syllabus content through to quality differentiated guided and independent activities that are aimed at consolidating these concepts and applying these skills to new situations. The units of work also assist teachers with quality pre and post assessment tasks to measure the learning growth of students.

ORAL LANGUAGE PROJECT

Our school Oral Language Project saw the appointment of an Oral Language Specialist Teacher who supported the kindergarten team to develop tiered intervention in the area of oral language. Through assessment of our kindergarten students at the beginning of the academic year we were able to identify those who would benefit from more intensive small group support around vocabulary development, narrative production and receptive language skills. With advice from the system speech therapist we were able to provide individualised intervention.



Through creating a culture of high expectations, providing clarity about what teachers are to teach and students are to learn, establishing strong professional learning communities and leading ongoing efforts to improve teaching practices, the school has an unrelenting focus on targeted instruction and the results speak for themselves.



SCHOOL INTERVENTION TEAM

The School Intervention Team (SIT) was developed this year as part of the implementation of the Living Well, Learning Well framework. This is a multidisciplinary team that uses a problem solving approach to assess, plan and develop next steps for students who require support in the areas of learning, wellbeing and behaviour. Teaching staff refer students who have not responded to intervention and the SIT provides advice and support that can be delivered at school or via outside services.

LITERACY *and* NUMERACY SUPPORT (COVID-19)

The additional funding provided by the NSW Government enabled the school to create our Literacy & Numeracy support team. These teachers have worked closely with small groups of students in Years 1 and 2 to improve Literacy and Numeracy outcomes. Consistent growth in reading levels has been our marker of success for this project, with 94% of students in Year 1 improving their PM benchmark level during Term 3, and almost 80% of students in Years 1 and 2 achieving their benchmark target levels by the end of Term 4.

NAPLAN

A successful NAPLAN year has seen our Year 3 and 5 students demonstrate their knowledge and understanding in the national standardised assessments. Both cohorts have made significant progress and we are moving ever closer towards the state averages in all domains, whilst distancing ourselves further from schools that are 'similar' to St Edward's according to our ICSEA value of 974. These results exemplify the efforts of our staff who go above and beyond to cater for the diverse needs of the students and deliver quality learning experiences each day.



RELIGIOUS EDUCATION

LITURGIES

Throughout the early months of 2021, Primary classes attended Masses regularly. Grade liturgies are celebrated at the Infants' campus. Primary grades attended confession during Lent. Whole School Masses were held to celebrate the beginning of the year, Ash Wednesday, and Mary Help of Christians Day.



STUDENT FAITH FORMATION

In 2021, Family Masses have continued on a monthly basis. Buddy grades and their families attend together. Family Masses have 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 time as many children around the world, on the 18th of October. Class prayer and prayer before meals are a regular part of the school day.



SACRAMENTAL PROGRAMS

Students from years 2, 3 and 6 received the sacraments this Year. 33 children received the Sacrament of Penance, 34 made their First Eucharist and 34 students were Confirmed.



MISSIONS

During 2021 St. Edward's Students and their families have raised funds for Caritas, Catholic Missions, St. Vincent de Paul and the Tanzanian Parish (In collaboration with our own Parish).

RE CURRICULUM

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of thirty multiple-choice questions. 67 students participated in the test. 4 High Distinctions, 18 Distinctions, 39 Credits were awarded.



STUDENT LEADERSHIP

VISITING SPEAKERS

In April, our Year 6 students took part in our annual Year 6 Leadership Day. The purpose of this day is to expose our school leaders to quality speakers from both around our local community and further afield, to speak to our students about what leadership means to them. This year our guest speakers included Hon. Kevin Anderson MP (Tamworth State Member and Cabinet Minister), Dr. Fiona Moore (Emergency doctor on the Westpac Helicopter) and Nathan Parker (2020 Young Australian of the Year and Invictus Games Gold Medalist).



TAMWORTH SCHOOLS MEETING

This year, in order to provide a greater opportunity for our School Captains to have a greater influence on the culture of the school, St. Edward's organised and hosted the first Tamworth Schools Captains Meeting. This meeting was aimed at bringing together the school leaders from St. Edward's, St. Nicholas' and St. Joseph's Catholic Primary Schools to discuss leadership initiatives and plan for what student leadership could look like in our schools into the future. In 2022, we plan to have three of these meetings over the course of the year with each school getting the opportunity to host.



An Outstanding Year for an Outstanding School

SPORT

While the provision of specialist sporting lessons were intermittently interrupted due to the COVID-19 pandemic restrictions, most of our key sporting programs were covered.



Term 1



Our annual School Swimming carnival was held seeing all primary students, Years 3-6 involved in both competitive and non competitive activities catering for all swimmers.

Basketball skills were taught to all Primary classes. These skills range from the basics; passing, catching, dribbling the ball to shooting and layups. These sessions were delivered by a qualified coach organised and booked through the sporting schools program, sport skills funding obtained by the school.

Gymnastics sessions were delivered to grades 4 & 5. These sessions were delivered by National gymnastics coaches Steve and Jan McGinnity. Students were taught gymnastic basics using a combination of

coordination, gross motor skills and teamwork.

St Edward's teams competed in local competitions including Basketball, Touch football, Oztag and Cricket.

Diocesan Winter trials is an opportunity for our competitive sporting students to compete against other students in the diocese in the sports; Football (soccer), Netball, Rugby League and Hockey. St Edward's had 26 students represent our school across these sports in this year's Winter trials.

Term 2

We held our first "at school" Cross Country carnival which was a huge success. Our school community was welcomed to our Primary campus to encourage and cheer on all grades in finishing the course.

Netball skills were taught to Years 5 & 6. These skills were delivered by a representative coach from Tamworth Netball Association. The skills ranged from the basics of catching, passing and shooting to learning the game of netball through playing the game. These sessions were made possible through the Sporting Schools funding obtained by the school.

Gymnastics sessions were delivered to Year 3. These sessions were delivered by National gymnastics coaches

Steve and Jan McGinnity. Students were taught gymnastic basics using a combination of coordination, gross motor skills and teamwork.

Hockey skills were taught by three qualified coaches to all our Infant grades. Pushing, hitting and trapping were just a few of the skills taught by Tamworth Representative coaches obtained by the school, using Sporting Schools funding.

St Edward's teams competed in local competitions including Basketball, Touch football and Oztag.

St Edward's had three Netball teams and one Football (soccer) team compete in the National Primary Games in the July School holidays. The



National Primary Games is an inclusive festival of Sport which includes 6 different codes for children Years 3, 4, 5 and 6 catering for teams of all standards. The festival was held in Tamworth and our teams competed against teams as far north as the Sunshine Coast and South to the ACT.

Facts *and* Figures



Term 3

Our annual Athletics carnival was held for the first time at the state of the art Tamworth Athletics Centre. All grades K-6 participated in both Track and Field events with our Infants students also completing novelty events.

Gymnastics sessions were delivered to Year 2. These sessions were delivered by National gymnastics coaches Steve and Jan McGinnity. Students were taught gymnastic basics using a combination of coordination, gross motor skills and teamwork.

Netball skills were taught to Years 3 & 4. These skills were delivered by a representative coach from Tamworth Netball association. The skills ranged from the basics of catching, passing and shooting to learning the game of netball through playing the game. These sessions were made possible through the Sporting through funding obtained by the school.

Tennis skills were delivered to our Year 6 students. Mitch Power, a state coach and Tamworth local, taught our students the basics of the game including one on one coaching during these sessions to give handy tips/pointers on how to further improve the skills taught.



Hockey skills were delivered to our Grade 4, completing two sessions before COVID lockdown. These sessions were again obtained by the school using Sporting Schools funding.

St Edward's teams competed in local competitions including Basketball, Touch football, Oztag and Netball.



Term 4

Gymnastics sessions were delivered to the remaining Infants classes. Steve and Jan McGinnity modify skills to ensure that all of our infant students can participate and learn the gymnastics basics that need to be addressed. These skills are built upon each year as the students progress through their schooling.

Tennis skills are delivered to our Primary grades. Essential tennis skills are taught to a class by class session. During these sessions, individual feedback is delivered to help further improve the Tennis fundamentals taught.

St Edward's teams competed in local competitions including Basketball, Touch football and OzTag.

18 students competed at the Diocesan Swimming Carnival, **1** student was selected to compete at the Polding Carnival.

4 students competed at the Diocesan Cricket trials.

48 students competed in the Diocesan Cross Country Carnival, **4** students were selected to compete at the Polding Cross Country Carnival, **1** student was selected in the Polding team however the NSW State Carnival was cancelled due to COVID.

15 students competed at the Diocesan Touch Football trials, **8** students were selected to compete at the Polding Carnival.

49 students were selected for the Diocesan Athletics Carnival however this was canceled due to COVID.

5 Students Competed at the Diocesan Rugby League Carnival, **2** students were selected to compete at the Polding Carnival with **1** student making the Polding side, playing at a NSW Carnival in the Polding Team.

10 students competed at the Diocesan Football (Soccer) Carnival, **5** Students were selected to compete at the Polding Football (Soccer) Carnival.

5 Students competed at the Diocesan Netball Carnival, **2** students were selected to compete at the Polding Netball Carnival.

14 students competed at the Diocesan Rugby Union Carnival, **2** students were selected to compete at the Polding Rugby Union Carnival.

1 student competed at the Polding Basketball Carnival.

MOVING INTO 2022

2021 should not be defined as the year of ongoing COVID-19 pandemic restrictions. It should rather be identified as a year the entire school made huge leaps in our expectations and delivery of teaching and learning.

Next year will be awesome as we build on the great foundations of 2021 with:

3 Priorities

- Curriculum
- Teacher Professional Learning
- Parental Engagement

9 Projects

Multiple Outcomes

- Growing stronger and deeper in faith
- Improved academic knowledge and skills
- Cultivating a strong sense of self and others.
- Increased learning engagement
- Connect with and contribute to their world.
- Heightened digital awareness and understanding
- Fostering a desire for reading for pleasure
- Exhibiting strong interpersonal and communication skills
- Raising quality teaching and learning experiences
- Engaging the wider community.

AIP 2022 Key Priorities

Curriculum

Project 1

Improved Writing Practices

Project 2

Improved Reading Attainment

Project 3

Assessment and Reporting Practices

Teacher

Professional Learning

Project 4

Reflection, Coaching, Mentoring and Feedback

Project 5

Teachers Teaching Teachers

Project 6

New Staff Induction Framework

Parental

Engagement

Project 7

Sharing Student Success

Project 8

Parental Workshops

Project 9

Connecting with Parents



An Outstanding Year for an Outstanding School

2021

23



St. Edward's School Prayer

Make real, O Jesus, Your presence among us,
gathered here at St. Edward's School.

Bless all who work here with the true
love of knowledge.

May we grow in Your way of truth, justice and love
and live this way each day.

Please give us Your Spirit to guide us
in listening to God our Father.

Mary Help of Christians, strengthen
your children in their living.

Saint Mary MacKillop, help us to help others.

Saint Edward, pray for us.

Amen