

St Edwards Primary School Canowindra
Annual School Report to the Community
2014



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Principal

Mr Ken McNamara

Principal's Message

St Edwards Primary School Canowindra, a co educational K-6 Catholic Primary School situated in the Southern Region of the Bathurst Diocese. There were 90 students enrolled in their specific learning programs in 2014. On behalf of all involved in our school community, I am pleased to present the 2014 Annual School Report which provides information about our school, events and achievements throughout the year. It includes information published via the weekly newsletter and on results of various external assessments methods including the 2014 National Assessments Program – Literacy and Numeracy.

Please make the most of this report. We hope it will better inform you about the strengths of our school as well as the directions we hope to take in the future. Once again, it has been a pleasure working with a committed staff, supportive families and their wonderful children.

Parish Priest's Message

The 2014 school year for St Edwards Primary School was a most productive, for my second year associated with the school it was pleasing to watch the involvement of students, staff and parents in and around the school. As a small school it is evident that there is a positive school spirit and a commitment from teachers, staff and families to seek the best opportunities for their students. Our parish community has a fond connection with the school with many of our parishioners linked through friends or family. We look forward to supporting the school / parish activities in the future. Our Sacramental program has been again organised through the school. I commend the school on a productive year.

Fr Laurie Beath, Canowindra.

Parent Body Message

The P & F continue to provide a great support to the staff and students of St Edwards Primary School. I sincerely thank the many parents and associated families who have contributed to supporting the school through fundraising, idea sharing, attending meetings and for being a positive influence on the students in our school. Our P & F, guided by the needs of the school have financed a considerable amount of resources and contributed by reducing the cost of event participation for students financially. We continue to have a good turn up to P & F meetings with many ideas shared and opportunities to initiate improvements around the school. The beginning of the P & F face book page has been a successful initiative and the purchase of 20 new ipads for student use as been a valuable resource purchased by our P & F this year.

Holly Durkin P & F President

Student Body Message

On behalf of the students in our school we would like to thank all of the teachers and parents who have helped make our 2014 school year a great one. Our Year 6 students are looking forward to moving on to High School but sad to be leaving St Edwards. We will miss representing St Edwards but look forward to visiting in 2015. We wish all students the best of luck next year, I'm sure you will all continue to make St Edwards a great school to attend in the future.

SECTION TWO: SCHOOL FEATURES

St Edwards Primary School is a Catholic systemic Co-Educational School located in Canowindra.

St Edwards Primary School is a K-6 school with five classes covering specific year levels. Our class structure for 2014 included a Kindergarten class, a Year 1, a Year 2, a composite Year 3 / 4 class and a composite Year 4 / 5 / 6 class. Each year due to staff allocations and student enrolment, it is essential we give careful consideration and planning in order to structure our classes to provide the most benefit to all students. In 2014 we have taken a unique step in splitting our Year 4 class in order to best cater for the learning needs of all our primary school students.

We continue to benefit from having a number of specialised learning spaces that enable students to participate in - music, drama, gym / coordination development, cooking, garden area, recycling points, reading areas, sand playground and wet weather undercover areas. We have initiated our new 'Creative Playground Project', which enables our students to build, construct and design amazing structures using crates, pipes, noodles and buckets in our school playground. These facilities and projects enable us to extend programs to students which are based on an interest area or a specific learning task. The classroom space provided for day to day teaching and learning is very adequate and provides a comfortable space for learning to take place.

I acknowledge this year the extensive amount of Literacy and Numeracy resources which has been placed in all classrooms in our school. The addition of new IT devices have been a wonderful addition to our learning resources. Additional resources range from hands on resources to whole school reading and science programs. They are making for wonderful learning opportunities and have provided teachers with a variety of valuable teaching tools.

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
46	44	1	90

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2014 was 94.18%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.41%
Year 1	95.04%
Year 2	94.57%
Year 3	96.15%
Year 4	94.07%
Year 5	96.27%
Year 6	87.73%

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;
- 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;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Catholic Schools or designated Catholic Education Office Bathurst officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
8	5	13

* This number includes 4 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

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

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

Term 1	School Improvement Planning and Administration Day
Term 2	Mathematics
Term 3	Professional Learning Community PD Day
Term 4	First Aide / CPR Compliance

A variety of professional development opportunities have taken place throughout the 2014 school year. These have include Sharecloud IT Bootcamps, Literacy and Numeracy Hub/Spoke Days, Educational Compliance, ICT Roadshow, Support Teachers PD Day, PETA PD, PAT Mathematics PD Day, REC Assembly, SAS Administration PD Support Days, NAPLAN Analyses Day, K-6 Science Primary Connections PD and Sport Meet Manager IT PD Day.

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	7
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

During the 2014 school year, staff and students were guided by our school mission statement. As a school we strive to ensure we live out our mission and to build upon the relationships between parish, school and home.

Our Mission Statement is....

At St Edwards Primary School our mission is to foster academic excellence and school spirit through recognising and valuing each person's gifts and talents and endeavouring to ensure that Catholic values pervade all areas of school life.

The Pastoral Care is the shared responsibility of everyone at St Edwards Primary School. Our school is focussed on caring for each and every student, ensuring their wellbeing and safety is upheld in all we do. St Edwards is a school focussed on being a 'hands off' and 'bully free' school. We strive to assist students with their social skill development and encourage all to treat people how you would like to be treated. Our Sacramental program continues to be organised through our school. Our program is important in our yearly plan and specifically targets The Eucharist (Yr 3) Reconciliation (Yr 2) and Confirmation (Yr 6).

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	32.25

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the BOSTES 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 Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

As a teaching staff continue developing a greater understanding of the strategies associated with contemporary styles of learning and teaching throughout the year. We continue to plan and structure our classroom learning spaces to promote learning within our classrooms. Providing children with learning goals and teaching them about learning is developing a stronger sense of responsibility amongst our older students. St Edwards Primary School has seven key learning areas. These are: Religious Education, English, Mathematics, Science and Technology, HSIE, Creative and Practical Arts and PE/H/PD. These core subject areas are taught by classroom teachers. We are fortunate to have in the school a designated Music teacher who teaches a formal music lesson to all students once a week. This has been a very successful program that encourages our young students to have a positive outlook towards music in their lives. One quarter of the students in the school have private music lessons which supports their learning development. Literacy and Numeracy continues to be a strong learning focus for us. A learning support program at the school assists students needing extra help with their literacy and numeracy. Class teachers facilitate extension and enrichment activities for students in the classroom. Extensive opportunities exist for students to pursue their interests in the area of music and sport. Many of our students participate in community based activities which are supported by the school. All classrooms continue to have updated technology to assist teachers with implementing the curriculum. Learning Support Programs are available to assist students struggling with the demands of understanding and comprehending specific areas of learning.

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

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

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

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	50.00%	50.00%	17.00%	12.00%
	Reading	33.00%	46.00%	8.00%	13.00%
	Writing	17.00%	39.00%	8.00%	11.00%
	Spelling	33.00%	44.00%	17.00%	15.00%
	Numeracy	42.00%	36.00%	8.00%	14.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	33.00%	37.00%	22.00%	16.00%
	Reading	0.00%	34.00%	22.00%	16.00%
	Writing	0.00%	16.00%	11.00%	21.00%
	Spelling	0.00%	33.00%	33.00%	16.00%
	Numeracy	22.00%	26.00%	11.00%	18.00%

Student Welfare Policy

There have been no changes to our Student Welfare and Discipline Policy over the last twelve months. At St Edwards Primary School we believe that pastoral care is the quality of the relationship that educators share with those entrusted to their care and that all members of the school community are responsible for providing a caring and happy school community. St Edwards Primary School has a Pastoral Care and Discipline Policy based on the Gospel values of justice and respect for the individual. This policy deals with the rights and responsibilities of students, classroom behaviour, bullying and our award system. In 2014 our school continues its focus on improving our Behaviour Management Program that promotes positive behaviour in our school. This system is based on receiving commendations and demerit awards for individual effort and behaviour. We strive to work closely with families in order to assist students with their general well being.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

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

Discipline Policy

We strive to promote positive behaviours at school through our Behaviour Management Program. Our discipline policy guides us when assisting students to own their behaviour and be responsible for the choices they make. In specific cases the care / concern given to every student by the school is usually carried out with the support of families. External agencies are called upon if required to assist with any school issues or family concerns. St Edwards Primary School has an anti-bullying policy which is based on 'treating people how you would like to be treated'. This is constantly reminded to students regarding the way we talk and act towards each other. Our 'Behaviour Management Program' assists students in choosing right from wrong. Under no circumstances do we tolerate bullying and when an issue arises it will be dealt with appropriately by staff. The inclusion of a 'social skill program' assists students in developing their social interaction and relationships with others.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. 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 Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the 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 our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

Each of our classroom teachers are responsible for establishing good classroom routines and set supportive behaviour management plans to assist students develop respect and responsibility for each other. Our school behaviour management program supports this by encouraging individual students to own their behaviour and work towards making good choices about their learning and the way they treat each other. A system of commendations and demerits guides students in their decision making. The school religious education program 'To Know, Worship and Love' supports this promotion along with the backing of our P & F. Our school has regularly included a social skill of the week to focus on which is written on our assembly white board. Regular reminders in the school newsletter informing parents of school initiatives and behaviour expectations.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

Key Improvements Achieved in 2014

- * Strong focus on Literacy and Numeracy teaching.
- * A focus on set individual learning goals for students K - 6.
- * Increase use of IT devices to support student learning.
- * Creative Playground Initiative Program begins
- * A strong focus for our school to be a 'Professional Learning Community'.
- * Considerable emphasis placed on student participation and encouragement in sporting and fitness activities.

Priority Key Improvements for 2015

- * Key focus on developing as a 'Professional Learning Community' School.
- * Key focus on student results and looking at data to guide our teaching and learning.
- * Setting key essential learning for subject areas.
- * Improve and renovate classroom building and administration block.
- * Continue to increase and improve the use of IT devices to promote learning in our classrooms.

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

During the year we have received positive comments from families in and connected to our school. We continue to receive support from our small community in terms of educating our young. Parents are generally 'thankful' for the opportunities we can provide for their children and it is noted often the spontaneous comments relating to the general care and well being of our students. Examples of this include, dealing with ill or sick students, assisting students with social issues that affect their relationships at school, assistance given to special programs relating to educational support, cultural and sporting opportunities. I believe the ongoing support of parents who attend P & F meetings is a strong indicator of parent support and satisfaction within our school. Departing families are always grateful of the level of education and the care and concern given to their child when leaving our school.

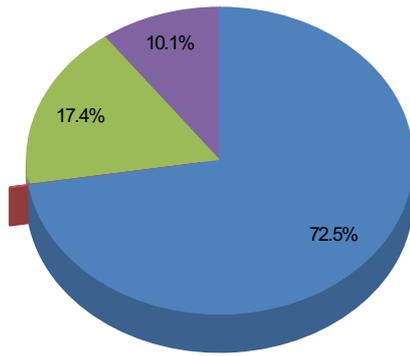
Student Satisfaction

It is evident when our departing Year 6 students prepare for their next stage of learning, it is clear they share wonderful memories of their time at St Edward's and in their reflections express a positive experience all round. When discussing high school experiences with ex-students, many miss the great opportunities and activities once carried out at St Edward's. At the end of the school year graduation dinner, it was evident that many of our Year 6 students and their families expressed their thankful support for our school.

Teacher Satisfaction

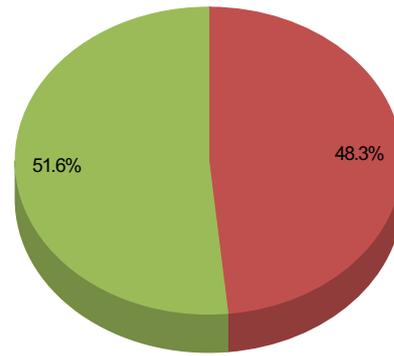
Our St Edwards staff is one committed to the teaching and learning of the children in our school. As a collective group of professionals they're focussed on doing their job to the best of their ability. Working together to make our school a better place to teach and learn in is an ongoing focus. Collaboration and support are essential in our day to day workplace.

Income



- Commonwealth Recurrent Grants (72.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.4%)
- Fees and Private Income (10.1%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.1%)
- Salaries and Related Expenses (48.3%)
- Non-Salary Expenses (51.6%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

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