

# 2016 Annual School Report to the Community

## St Edwards Primary School Canowindra

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Principal Mr Ken McNamara



### **Principal's Message**

2016 was an exciting year for our school community which saw the key focus centred around the building renovations that took place. Our small school spirit was evident in all the challenges and disruptions that comes with major building and construction work. Our teaching staff continued their amazing focus on being a 'professional learning community' committed to the students in their care. Our students were amazing in their ability to adapt and engage in their individual learning. 2016 was a wonderful year for St Edwards Catholic School Canowindra.

### **Parish Priest's Message**

I commend the efforts of all students, staff and parents for their year together. It was evident that all the hard work contributed by all stakeholders, in the improvements made to the facilities at St Edwards, should be proud of the final results achieved. It was pleasing to see families involved during the times of Sacramental instruction for students in Year 2, Year 3 and Year 6 throughout the year. We look forward to creating further opportunities in the future that invite our families to celebrate the Eucharist together as a parish community. Our parish community enjoyed celebrating the many school festivities throughout the year.

### **Parent Body Message**

The Parents and Friends 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. The 'Skoolbag app' has been a wonderful link to families along with the P and F website. This year we held a major fundraiser event which was 'The Spring Fling'. Congratulations to all families for the contributions made to its success. The students were wonderful, enjoying the bush dancing and the activities associated to a bush style fete. The P and F was pleased to support the school in its work to improve the facilities and buildings in our school during the year.

### **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 2016 school year a great one. Its been wonderful to move into our new classrooms which are colourful and spacious. 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 2017. 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.

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## SECTION TWO: SCHOOL FEATURES

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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 2016 included a Kindergarten class, a Year 1, a Year 2, a composite Year 3 / 4 class and a composite Year 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. Our 'Professional Learning Community' focus continues to be a highlight for our teaching staff and we look forward to the many benefits that this is going to bring to our school over the coming years.

We continue to benefit from having a number of specialised learning spaces that enable students to participate in - music, drama, gym / coordination development, creative play equipment, robotics room, cooking, garden area, recycling points, reading areas, sand playground and wet weather undercover areas. In supporting our learning areas, much planning and preparations have taken place in readiness to gain the greatest benefits from amazing new classroom improvements for Stage 2 and Stage 3 students. New renovations have seen three new state of the art, creative, engaging learning environments. We continue to develop 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 area of Science has had a major focus with the inclusion of 'robotic' lessons for all students K-6. Extensive funding of equipment has allowed these lessons to be engaging and hands on.

### 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 2016:

Girls	Boys	LBOTE*	Total Students
39	44	0	83

\* 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 2016 was 92.35%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.76%
Year 1	95.23%
Year 2	89.46%
Year 3	93.72%
Year 4	91.33%
Year 5	90.92%
Year 6	93.01%

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 Schools (or designated CEDB 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
7	5	12

\* This number includes 5 full-time teachers and 2 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:

<b>Term 1</b>	Staff Administration and Planning Day
<b>Term 2</b>	PLC Day
<b>Term 3</b>	Staff Retreat with St Raphael's School Cowra
<b>Term 4</b>	First Aide / CPR / and PLC Day

A variety of professional development opportunities have taken place throughout the 2016 school year. These have include STEM overview, Geography , Sharecloud IT Bootcamps, School Education Tour, Educational Compliance, PLC Writing Information Sessions, ICT Roadshow, Student Report on Administration System, Support Teachers Day, Skoolbag App Communication Inservices, PAT Comprehension Day, REC Assembly, SAS Administration Support Days, NAPLAN Analyses Day and Meet Manager Sports.

### 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

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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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 2016 school year, staff and students were guided by our school mission statement along with our school improvement plan. 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....

*The St Edward's 'professional learning community' will provide a quality Catholic Education and ensure high levels of learning for all students.*

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 the way you would like to be treated. Our Sacramental program continues to be organised through our school. Our program is an important aspect of our yearly plan and specifically targets Reconciliation ( Yr 2 ), Eucharist (Yr 3 ) 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	27.89

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.

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## SECTION SIX: CURRICULUM

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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.

St Edwards Primary School has seven key learning areas. These are: Religious Education, English, Mathematics, Science and Technology, HSIE - History and Geography, Creative and Practical Arts and PE/H/PD. These core subject areas are taught by classroom teachers. Careful consideration was again given to our release from face to face teaching structure and planning took place to incorporate 'Robotics' learning in our school in 2016. Our diocesan initiative to include STEM learning within our school has been received extremely well by students and parents. 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. Throughout the 2016 school year our teaching staff have been focused on their involvement and understanding of our diocesan initiative centred around the important areas of collaboration and improvement in student achievement. As a 'professional learning community' our staff continued to develop 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, this has resulted in our Stage 2 and Stage 3 classes moving in to fabulous new learning areas. Setting specific learning goals for students and teaching them about individual learning strategies is having a positive affect allowing students to be responsible for their learning from day to day.

## 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	56.00%	53.00%	0.00%	10.00%
	Reading	75.00%	48.00%	6.00%	11.00%
	Writing	80.00%	49.00%	0.00%	6.00%
	Spelling	63.00%	46.00%	0.00%	12.00%
	Numeracy	56.00%	36.00%	6.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	22.00%	36.00%	0.00%	15.00%
	Reading	33.00%	35.00%	22.00%	16.00%
	Writing	11.00%	17.00%	11.00%	18.00%
	Spelling	11.00%	30.00%	11.00%	17.00%
	Numeracy	44.00%	28.00%	11.00%	17.00%

### Student Welfare Policy

This policy deals with the rights and responsibilities of students, classroom behaviour, bullying and our award system. There have been no major 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. In 2016 our school continued 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. We excitedly opened our newly renovated student 'wellbeing' room in 2016, enabling students to have access via self reflection or teacher direction.

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

Our Discipline Policy guides us when assisting students to own their behaviour and be responsible for the choices they make. We strive to promote positive behaviours at school through our Behaviour Management Program. In specific cases the care / concern given to every student by the school is 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

At St Edwards our students have the following opportunities to participate and build respect and responsibility

\* Students lead school assemblies. \* Students march and lay a wreath on ANZAC Day \* Students interview community guests through our 'Community Connection Program'. \* Year 6 leaders have the responsibilities that come with wearing a leadership badge \* Writing and making speeches in front of school community \* Raising funds for those less fortunate than themselves \* Our Year 6 / Kinder Buddy System \* Students take opportunities to say THANK YOU at every opportunity \* Students are involved in social skill development to enable them to act appropriately in social situations.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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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 2016**

- \* Building Renovations..... New office facilities, new PLC Collaboration room, new wellbeing room, newly renovated support room, new staff toilet facilities and an amazing classroom facility that incorporates three classrooms and internal breakout learning space and a large resource room.
- \* Our 'Professional Learning Community' focus for staff.
- \* Strong sense of learning focus on 'student improvement'.
- \* Enhance PLC focus with our K-6 Liturgies and Community Connection initiatives.
- \* Inclusion of Robotics into our learning program.
- \* Visited and connected other well advanced PLC schools.
- \* Our school focus on our diocesan model of 'Christ Centred Learning'.

### **Priority Key Improvements for 2017**

- \* Continued PLC focus which drives us as teachers and learners.
- \* Upgrade facilities in our ES 1 and Stage 1 classrooms.
- \* Ensure 'essential learnings' are clearly stipulated for education programs in our school.
- \* Increase number of student IT devices in preparation for NAPLAN online.
- \* Purchase of new playground equipment.

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

### **Parent Satisfaction**

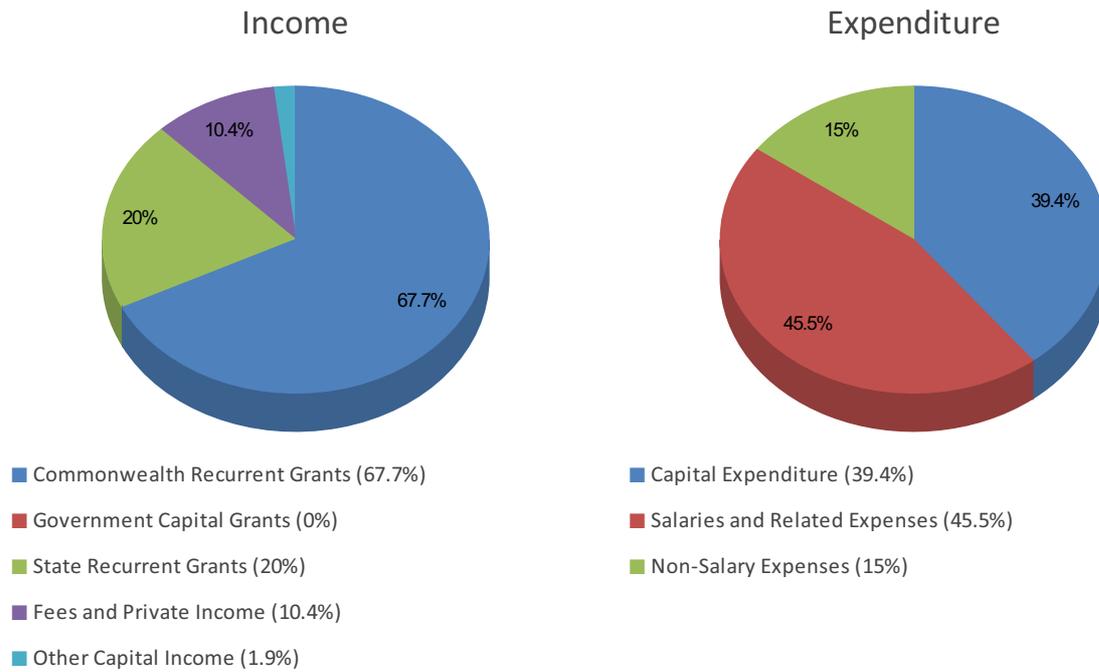
In 2016 we have received positive comments from families in and connected to our school. We continue to receive support from our small community in terms of educating our young. Parents are generally 'thankful' for the opportunities we can provide for their children and it is noted often the spontaneous 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. The ongoing support of parents who attend P and 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. Our parish community are always ever present and engaged in all school activities and provide great encouragement and support for our students, staff and families in our school.

### **Student Satisfaction**

In communicating and general conversation with students it is evident students are very proud of their school. It is evident when our departing Year 6 students prepare for their next stage of learning, 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**

It is evident through the dedication and commitment of our teachers that they want the very best for our students and their families. Our mission statement continues to guide us in striving to achieve positive gains with student learning and overall school improvement. 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. Supporting each other and building collegial relationships are important in meeting our school educational goals.



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.