

St Edwards Primary School  
CANOWINDRA

Annual School Educational and Financial Report

2013

Address: Tilga Street Canowindra

Postal Address: PO Box 75 Canowindra

Telephone: 0263441170

Facsimile: 0263441559

## **ABOUT THIS REPORT**

St Edwards Primary School is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Improvement Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on 0263441170.

## **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, had 101 students enrolled in their specific learning programs in 2013. On behalf of all involved in our school community, I am pleased to present the 2013 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 2013 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.

Mr K McNamara

## **PARISH PRIEST'S MESSAGE**

The 2013 year for St Edwards Primary School was a positive one, which for my first 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 all stakeholders to seek the best opportunities for their students. Our Sacramental program has been again organised through the school. I commend the school on a productive year.

Fr Laurie Beath. Canowindra.

## **MESSAGE FROM PARENTS and FRIENDS ASSOCIATION OR PARENT REPRESENTATIVE BODY :**

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.

Holly Durkin

P & F President

### **STUDENT REPRESENTATIVE'S 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 2013 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 2014. 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 be at.

School Captains: Wade Kinsela and Charlotte Balcomb

### **CATHOLIC IDENTITY**

During the 2013 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.

#### **Mission Statement**

**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.**

**Pastoral Care** : 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. Sacramental Program: 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 ) .

## **SCHOOL FEATURES**

St Edwards Primary School is a K-6 school with five classes covering specific year levels. Our class structure for 2013 included a Kindergarten class, a composite Year 1 / 2, a Year 3 class, a Year 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.

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. These facilities 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. These 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.

## **ENROLMENT POLICIES AND PROFILES**

The essential requirement for enrolment is adherence to school policies and full participation in the Catholic practices of the school. Whilst preference is given to Catholic families, all children presented are considered, provided that parents are supportive of the ethos of the Catholic School and vacancies exist. The total enrolment in 2013 was 101. A copy of our enrolment policy is available from our front office. There were no changes made to the enrolment policies during the year.

## **SCHOOL PROFILE**

St Edwards Primary School is located: 72km south of Orange NSW and 42 km north of Cowra. The school was established in 1908 by the Sisters of St Joseph, Perthville. The school has strong links to the Josephite Sisters and we strive to instil in our students the spirit of Mary MacKillop

and Fr Julian Tenison Woods. Class Numbers: K-19, Yr 1- 12, Yr 2- 14, Yr 3- 23, Yr 4 – 11, Yr 5 – 11 and Yr 6 - 11.

### **STUDENT ATTENDANCE AND RETENTION**

Our school sees student attendance as vitally important to the overall development of each student. Our families support this important focus and endeavour to ensure students attend school on every day in which the school is open. The following percentage rates were recorded for each class in 2013.

#### **Attendance Rates**

<b><i>Year Group</i></b>	<b><i>Attendance Rate</i></b>
<b><i>1</i></b>	<b><i>97%</i></b>
<b><i>2</i></b>	<b><i>95%</i></b>
<b><i>3</i></b>	<b><i>94%</i></b>
<b><i>4</i></b>	<b><i>95%</i></b>
<b><i>5</i></b>	<b><i>96%</i></b>
<b><i>6</i></b>	<b><i>91%</i></b>
<b><i>Whole School</i></b>	<b><i>95%</i></b>

Students away from school at any time need written or verbal notification from a guardian/parent. If students are away from school for an extensive period without any confirmation of absence, the family will be contacted by the Principal. Teachers are obliged to inform the Principal of any unexplained absence and this is immediately acted upon by phoning the parents of the student concerned to ascertain the reason for absence. This ensures that all absences are explained.

### **SCHOOL CURRICULUM**

As a teaching staff we have been 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 teachers 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.

### **STUDENT PERFORMANCE IN NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)**

#### **Literacy and Numeracy**

Students in Years 3 and 5 around Australia sat the National Assessment Program - Literacy and Numeracy (NAPLAN) Tests in May 2013. Individual student reports were provided in September 2013. Analysis of these results assists the school in planning and is used to support teaching and learning programs.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 3 and 5.

Points to note are:

- In Year 3 students placed in Band 1 are below national minimum standard. Students in band 2 are achieving national minimum standard and students in bands 3 and 4 are “at proficiency”

- In Year 5 students placed in Band 3 are below national minimum standard. Students in band 4 are achieving national minimum standard and students in bands 5 and 6 are “at proficiency”.

**Band Distribution (%) - YEAR 3**

	Band	1	2	3	4	5	6	%at/above National Minimum
<b>Reading</b>	School	5	5	14	14	19	43	95
	Diocese	2	7	17	25	21	27	98
	State	3	10	16	25	19	28	97
<b>Writing</b>	School	0	5	19	48	24	5	100
	Diocese	1	5	16	27	39	12	99
	State	2	6	15	23	37	17	98
<b>Spelling</b>	School	0	5	14	43	10	29	100
	Diocese	3	6	20	27	24	21	97
	State	4	6	18	23	24	25	96
<b>Grammar &amp; Punctuation</b>	School	0	10	14	29	19	29	100
	Diocese	2	7	14	22	27	28	98
	State	3	8	14	21	24	31	97
<b>Numeracy</b>	School	0	0	20	20	35	25	100
	Diocese	1	6	19	33	31	10	99
	State	3	8	22	29	25	14	97

Our Year 3 results are very pleasing with great success being achieved within the areas of reading, spelling and numeracy. Our school continues to strive to move children to the higher band levels through consistent teaching practices and engaging methods of learning.



## Band Distribution (%) - YEAR 5

	Band	3	4	5	6	7	8	%at/above National Minimum
<b>Reading</b>	School	0	11	44	22	0	22	100
	Diocese	1	8	23	32	25	13	99
	State	2	9	23	29	22	15	98
<b>Writing</b>	School	0	22	44	33	0	0	100
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
<b>Spelling</b>	School	0	22	33	11	33	0	100
	Diocese	4	7	25	33	23	8	96
	State	5	8	21	27	25	13	95
<b>Grammar &amp; Punctuation</b>	School	0	11	44	33	11	0	100
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
<b>Numeracy</b>	School	0	22	33	33	11	0	100
	Diocese	2	12	30	32	15	9	98
	State	5	15	26	26	13	15	95

Our small Year 5 cohort achieved satisfactory results across these learning areas. When analysing these results it is important our school looks at the strengths and weaknesses in individual achievements as this will be more beneficial to learning outcomes compared to whole class achievements.

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

### **Professional learning**

Teachers were involved in the following professional development activities in 2013: Contemporary Learning Modules and professional learning conference, First Aid and CPR Courses, Child Protection Updates, New English Curriculum Inservices, Minilit Inservice, ipad inservice, Administration Course, WH & S modules, DIBELS Inservice, ICT workshops and Information Technology Road Show. The school was also involved in a number of Diocesan directed 'School Improvement Review' days. The total number of days in professional learning activities for 2013 was 26.

## Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:

Teacher Qualifications	Number of Teachers
1. Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	8
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

## Teacher Attendance and Retention Rates

Teacher Attendance	97%
Teacher Retention	100%

## WORKFORCE COMPOSITION

The following table gives you an overview of the number of professional educators we have in our school.

	Male	Female	Male Indigenous	Female Indigenous
<b>Principal</b>	1	0	0	0
<b>Assistant Principal</b>	0	0	0	0
<b>Teachers/Coordinator</b>	0	5	0	0
<b>Teacher Assistants</b>	1	1	0	0
<b>Librarians</b>	0	1	0	0
<b>Ancillary Staff</b>	0	1	0	0

## **SCHOOL POLICIES: STUDENT WELFARE AND DISCIPLINE.**

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 2013 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. Corporal punishment is prohibited in this school. The school does not sanction administration of corporal punishment by school persons and nonschool persons, including parents, to enforce discipline in our school. These policies can be accessed through the school office or through our school handbook. 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. There were no changes made to the Discipline Policy during the year.

## **COMPLAINTS and GRIEVANCES POLICY**

The school ensures all students feel happy and safe in our school environment. Parents are encouraged to contact the school if they have any concerns or issues regarding the schooling of their child/children. We invite families to contact the school to have an interview regarding any issues. A Diocesan Complaints Policy is available on request from our front office. There were no changes made to our Complaints Policy during the year.

## **ANTI-BULLYING POLICY**

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. A copy of this policy is available from the front office on request.

### **SCHOOL DETERMINED IMPROVEMENT AND TARGETS**

In 2013 our school received a considerable financial grant that was used to finance new Literacy and Numeracy resources and programs throughout our school. These valuable resources have strengthened the teaching and learning in our school. The inclusion of twenty new ipads into classrooms has given teachers and students easy and direct access to the internet and IT learning resources. Teachers make resource recommendations to the Principal and as a staff recommendations are directed to our P & F group who constantly provide us with financial support with resource purchasing and attendance at cultural and student centred activities. Our Diocesan focus is on Contemporary Learning and the New English curriculum, so as a school we look forward to continuing this focus on curriculum provisions and updating a strategic assessment plan for all educational stages. Ensuring the upkeep and structure of our learning spaces has been given high priority. A review of all building structures and spaces has begun.

### **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.

## PARENT, TEACHER AND STUDENT 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.

## FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

